

Regular Monthly Meeting (MS)  
Tuesday, August 11, 2026 7:00 PM

BOARDROOM @ LCC MIDDLE SCHOOL  
203 S Main  
Coleridge, NE 68727

## **Agenda**

- I. CALL MEETING TO ORDER
- II. APPROVAL OF AGENDA AND CHANGES TO AGENDA
- III. CONSENT AGENDA
- IV. EXCUSE ABSENT BOARD MEMBERS
- V. PUBLIC COMMENT
- VI. INFORMATION AND PROPOSALS
  - VI.1. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT
  - VI.2. PRINCIPALS' REPORTS
  - VI.3. SUPERINTENDENT'S REPORT
  - VI.4. BOARD COMMITTEE REPORTS
- VII. DISCUSSION ITEMS
  - VII.1. NASB AREA MEMBERSHIP MEETING ATTENDANCE AND BOARD AWARDS
  - VII.2. NASB LEGISLATION COMMITTEE BALLOT
  - VII.3. TRAIL PROJECT GRANT APPLICATION PROPOSAL
  - VII.4. WORK-BASED LEARNING PROGRAM
- VIII. ACTION ITEMS
  - VIII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO WORK-BASED LEARNING PROGRAM HANDBOOK
  - VIII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES (5000 SERIES - STUDENTS) ON SECOND READING
  - VIII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TEACHER CONTRACTS
  - VIII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO JOINT USE LOCAL AGREEMENT PLAN AND PROJECT RESOLUTION
  - VIII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ATHLETIC TRAINING CONTRACT
  - VIII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NASB LEGISLATION COMMITTEE - MEMBER #15
- IX. CORRESPONDENCE AND BOARD BULLETINS
- X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS
  - X.1. SPECIAL BOARD MEETING AND BUDGET WORKSHOP - TUESDAY, AUGUST 25, 2026 (7:00 PM - LAUREL PUBLIC LIBRARY BOARDROOM/LAUREL)
  - X.2. NASB AREA MEMBERSHIP MEETING - WEDNESDAY, AUGUST 26, 2026 (4:30 PM - SOUTH SIOUX CITY)

- X.3. BUDGET HEARING - MONDAY, SEPTEMBER 14, 2026 (7:00 PM -  
LAUREL PUBLIC LIBRARY BOARDROOM/LAUREL)
- X.4. HEARING TO SET FINAL TAX REQUEST - MONDAY, SEPTEMBER  
14, 2026 (IMMEDIATELY FOLLOWING THE BUDGET HEARING -  
LAUREL PUBLIC LIBRARY BOARDROOM/LAUREL)
- X.5. REGULAR BOARD OF EDUCATION MEETING - MONDAY,  
SEPTEMBER 14, 2026 (IMMEDIATELY FOLLOWING THE HEARING TO  
SET FINAL TAX REQUEST - LAUREL PUBLIC LIBRARY  
BOARDROOM/LAUREL)
- XI. ADJOURN

**LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54**  
**BOARD OF EDUCATION**  
**Special Hearings**  
**Monday, July 13, 2026 7:00 p.m.**  
**Boardroom @ LCC School, Laurel, NE 68745**

**I. SPECIAL HEARING: PARENT ENGAGEMENT POLICY**

**I.1. Call Hearing to Order**

President Hall called the Parent Engagement Policy Hearing to order at 7:00 p.m. on July 13, 2026 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

**I.2. Review, discuss, consider, and receive input regarding the district's Parent Engagement policy.**

**I.3. Adjourn Special Hearing**

After discussion and hearing no suggestions for amending the policy, the Parent Engagement Policy Hearing adjourned at 7:01 p.m.

**II. SPECIAL HEARING: CHILDREN'S INTERNET PROTECTION POLICY**

**II.1. Call Hearing to Order**

President Hall called the Children's Internet Protection Policy Hearing to order at 7:02 p.m. on July 13, 2026 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

**II.2. Review, discuss, consider, and receive input regarding the district's Children's Internet Protection Act (CIPA) policy.**

### **II.3. Adjourn Special Hearing**

After discussion and hearing no suggestions for amending the policy, the Children's Internet Protection Policy (CIPA) Hearing adjourned at 7:04 p.m.

## **III. SPECIAL HEARING: STUDENT FEES POLICY AND 2025-2026 REPORT**

### **III.1. Call Hearing to Order**

President Hall called the Student Fees Policy and 2025-2026 Report Hearing to order at 7:04 p.m. on July 13, 2026 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

### **III.2. Review, discuss, consider, and receive input on the district's Student Fees policy.**

### **III.3. Review funds collected from students pursuant to the Student Fees Policy requirements for the 2025-2026 school year.**

The report of funds collected from students for the 2025-2026 school year was reviewed.

### **III.4. Adjourn Special Hearing**

After discussion and hearing no suggestions for amending the policy, the Student Fees Policy Hearing and Review of the 2025-2026 Student Fees Report adjourned at 7:08 p.m.

## **IV. SPECIAL HEARING: SCHOOL WELLNESS POLICY**

### **IV.1. Call Hearing to Order**

President Hall called the School Wellness Policy Hearing to order at 7:08 p.m. on July 13, 2026 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

**IV.2. Review, discuss, consider, and receive input regarding the district's School Wellness policy.**

**IV.3. Adjourn Special Hearing**

After discussion and hearing no suggestions for amending the policy, the School Wellness Policy Hearing adjourned at 7:09 p.m.

**V. SPECIAL HEARING: DISTRICT ANTI-BULLYING POLICY**

**V.1. Call Hearing to Order**

President Hall called the District Anti-Bullying Policy Hearing to order at 7:09 p.m. on July 13, 2026 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

**V.2. Review, discuss, consider, and receive input regarding the district's Anti-Bullying policy.**

**V.3. Adjourn Special Hearing**

After discussion and hearing no suggestions for amending the policy, the Anti-Bullying Policy Hearing adjourned at 7:10 p.m.

**VI. SPECIAL HEARING: DISTRICT CELL PHONE POLICY**

**VI.1. Call Hearing to Order**

President Hall called the District Cell Phone Policy Hearing to order at 7:10 p.m. on July 13, 2026 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

**VI.2. Review, discuss, consider, and receive input regarding the district's Electronic Communication Devices and Cell Phones policy.**

**VI.3. Adjourn Special Hearing**

After discussion and hearing no suggestions for amending the policy, the Cell Phone Policy Hearing adjourned at 7:12 p.m.

**Cedar County School District #54**

**Submitted by:**

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Megan Greiner  
Recording Secretary

**Attested by:**

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Grant Settje  
Secretary of the Board

**LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54**  
**BOARD OF EDUCATION**  
**Regular Monthly Meeting**  
**Monday, July 13, 2026, 7:20 p.m.**  
**Boardroom @ LCC School, Laurel, NE 68745**

**Attendance taken at 7:20 p.m.**

Garry Anderson: Present  
Rich Brandow: Present  
Carol Erwin: Present  
Jon Graham: Present  
Jay Hall: Present  
Bryan Pippitt: Present  
Grant Settje: Absent  
Present: 6. Absent: 1.

**I. CALL MEETING TO ORDER**

The regular meeting was convened at 7:20 p.m. on July 13, 2026 in the Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Said notice stated agenda is readily available for public inspection at the Superintendent's office during normal business hours. Board members were emailed notice. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting was duly called to order by President Hall at 7:20 p.m. Everyone joined in the pledge of allegiance to the flag. Attention was directed to a current copy of the Nebraska Open Meeting Act posted in the room.

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

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

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

**III. CONSENT AGENDA**

Motion to approve the consent agenda items including minutes of the June 8, 2026 regular board meeting; Treasurer reports; the General Fund bills in the amount of \$198,099.44; the Employee Benefit Fund bill in the amount of \$7,632.81; the Cooperative Fund bill in the amount of \$2,685.65; the Student Fees Fund bills in the amount of \$553.98; the June 2026 Activity Fund bills in the amount of \$29,885.12; and the projected payroll in the amount of \$528,430.46 passed with a motion by Carol Erwin and a second by Bryan Pippitt.

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

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

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

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

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

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

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

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

No written report was provided for the July meeting.

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

No written reports were provided for the July meeting.

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

Superintendent Christiansen shared his report with the Board. He provided Board members with personnel updates. The State Board of Education has approved and accredited our school district for the 2026-2027 school year.

##### **VI.4. BOARD COMMITTEE REPORTS**

###### **VI.4.1. POLICY COMMITTEE MEETING - JULY 7, 2026**

Bryan Pippitt shared his report with the Board. The committee discussed policy updates.

###### **VI.4.2. TRANSPORTATION, BUILDINGS, AND GROUNDS COMMITTEE MEETING –JULY 8, 2026**

Jon Graham shared his report with the Board. The committee discussed various items, including Middle School roof proposals and playground turf upgrades.

#### **VII. DISCUSSION ITEMS**

##### **VII.1. EVALUATION FRAMEWORK UPDATE (PROGRAMS & FACILITIES)**

#### **VIII. ACTION ITEMS**

##### **VIII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SPECIAL EDUCATION INTERLOCAL AGREEMENT.**

Motion to approve the Interlocal Agreement for Special Education Services with Randolph Public Schools for the 2026-2027 school year passed with a motion by Bryan Pippitt and a second by Carol Erwin.

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

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

**VIII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO RESOLUTION ON TRAINING REQUIREMENTS.**

Motion to approve the Resolution Approving Staff Trainings as provided for the 2026-2027 school year passed with a motion by Carol Erwin and a second by Garry Anderson.  
Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent

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

**VIII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ANNUAL BOARD POLICY UPDATES.**

Motion to approve the following annual policy updates on Second Reading and in accordance with recent state and federal legislative action and updates:

1110 - Bulletin Boards, Display Case, and Posted Material;

3560 - Records Management and Disposition;

5004 - Full-time and Part-time Enrollment;

5005 - Student Residence, Admission and Contracting for Educational Services;

5006 - Option Enrollment;

5008 - Student Attendance;

5101 - Student Discipline;

5205 - Graduation;

8130 - Annual Organizational Meeting;

8342 - Designated Method of Giving Notice of Meetings; and

3130 - Purchasing Policies

Passed with a motion by Bryan Pippitt and a second by Garry Anderson.

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

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

**VIII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES - 5000 SERIES (STUDENTS) ON FIRST READING.**

Motion to waive the Second Reading and approve the 5000 Series Board Policies (Students) on First and Final Reading:

5001 - Admission Requirements and Forms; 5002 - Withdrawal from Mandatory Attendance Form; 5003 - Assignment of Students; 5004 Part Time Enrollment and Form; 5005 - Admission-Residency-Contracting; 5006 - Option Enrollment Policy and Resolution; 5007 - Admission, Foreign Exchange and Form; 5008 - Attendance and Collaborative Plan; 5009 - Attendance during Day; 5010 - Census; 5011 - Parent-Student Handbook; 5013 - Preschool Enrollment; 5101 - Student Discipline Policy; 5102 - Alternative Education; 5103 - Extracurricular Activity Discipline; 5104 - Drug Policy; 5201 - Promotion & Retention; 5201x - Request to Repeat Grade Form; 5202 - Student Records; 5202z - FERPA Annual Notice; 5203 - Academic Progress; 5204 - Grading System; 5205 - Graduation; 5206 - Early Completion Plan; 5207 - Make Up Work; 5208 - High School Credit for Middle School Courses; 5209 - School Library Materials and

Parent Access; 5301 - Association Activities; 5302 - Student Organizations; 5303 - Student Activities, Hazing, Fund Raising and Supervision; 5304 - Selection of Students for Participation in Activities; 5305 - School Dances; 5401 - Equal Opportunity; 5401z - Complaint Form; 5402 - Child Abuse and Neglect; 5403 - Married Students; 5405 - Corporal Punishment; 5406 - Search and Seizures; 5407 - Vandalism; 5408 - Health Inspections; 5409 - Communicable Diseases; 5412 - Missing Persons; 5413 - Student Interviews; 5414 - Identification of Learners with High Ability; 5415 - Anti-Bullying Policy; 5416 - Student Fees Policy and Appendix; 5416A - Application for Fee Waiver and Sharing Info Consent; 5417 - School Wellness Policy; 5417AR - School Wellness Policy Administrative Regulations; 5418 - Homeless Student Policy; 5419 - Student Privacy Protection; 5420 - Dating Violence; 5421 - Use of Restraints and Seclusion; 5422 - Pregnant and Parenting Students; 5501 - Bus Transportation; 5503 - Use of School Buses; 5504 - Special Education Transportation; 5505 - Safe Pupil Transportation Plan Development; 5506 - Safe Pupil Transportation Plan; 5507 - Foster Care Student Transportation; 5601 - Asthma & Allergic Reaction Protocol with Waiver of Emergency Response to Life Threatening Asthma; and 5602 - Administration of Naloxone (Narcan) Passed with a motion by Carol Erwin and a second by Bryan Pippitt.

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

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

#### **VIII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES/ADMINISTRATIVE REGULATIONS.**

Motion to waive the Second Reading and to approve Policy 5501AR - Student Transportation Guidelines Administrative Regulations on First and Final Reading passed with a motion by Bryan Pippitt and a second by Garry Anderson.

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

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

Motion to waive the Second Reading and to approve Policy 6288AR - Artificial Intelligence Administrative Regulations on First and Final Reading passed with a motion by Garry Anderson and a second by Jon Graham.

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

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

Motion to waive the Second Reading and to approve Policy 6800AR - Internet Safety and Acceptable Use Policy Administrative Regulations on First and Final Reading passed with a motion by Bryan Pippitt and a second by Rich Brandow.

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

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

**VIII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL HANDBOOKS FOR 2026-2027 (STUDENT & FAMILY, ACTIVITY, FACULTY, CLASSIFIED EMPLOYEES).**

Motion to approve the following handbooks for the 2026-2027 school year: Student & Family Handbook, Faculty Handbook, Classified Employees Handbook, and Activity Handbook passed with a motion by Rich Brandow and a second by Bryan Pippitt.

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

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

**VIII.7. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NRCSA MEMBERSHIP RENEWAL.**

Motion to approve the NRCSA membership renewal for the 2026-2027 school year passed with a motion by Carol Erwin and a second by Jon Graham.

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

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

**VIII.8. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL AUDIT SERVICES.**

Motion to approve the engagement of Dana F. Cole & Company to conduct the annual fiscal audit for the year ending August 31, 2026 passed with a motion by Bryan Pippitt and a second by Jon Graham.

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

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

**IX. CORRESPONDENCE AND BOARD BULLETINS**

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

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

**X.1. REGULAR BOARD OF EDUCATION MEETING- TUESDAY, AUGUST 11, 2026 (7:00 P.M. – LCC BOARD ROOM, COLERIDGE)**

**X.2. SPECIAL BOARD MEETING AND BUDGET WORKSHOP- TUESDAY, AUGUST 25, 2026 (7:00 P.M. – LCC BOARD ROOM, LAUREL)**

**X.3. NASB AREA MEMBERSHIP MEETING- WEDNESDAY, AUGUST 26, 2026 (SOUTH Sioux City)**

**XI. ADJOURN**

Meeting adjourned at 8:12 p.m.

**Cedar County School District #54**

**Submitted by:**

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Megan Greiner  
Recording Secretary

**Attested by:**

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Grant Settje  
Secretary of the Board

**LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54**  
**BOARD OF EDUCATION**  
**Committee Meeting**  
**Monday, July 13, 2026 7:13 p.m.**  
**Boardroom @ LCC School, Laurel, NE 68745**

**I. COMMITTEE MEETING – COMMITTEE ON AMERICAN CIVICS**

**I.1. Call Meeting to Order**

Rich Brandow called the Committee on American Civics Meeting to order at 7:13 p.m. on July 13, 2026 in the LCC Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting notice was published in the July 8, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Board members were emailed notice.

**I.2. Review, discuss, consider, receive input, and hear support, opposition, criticism, suggestions, or observations of district patrons relating to the school district's implementation of the American Civics Education Act.**

LCC Administration has examined and ensures that the social studies curriculum used in the district is aligned to the social studies standards and teaches foundational knowledge in civics, government, history (local, state, national, world), economics, and geography. The Board of Education previously approved the social studies curriculum that stresses the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and includes the incorporation of multicultural education to develop a pride and respect for our institutions and not be a mere recital of events and dates.

**I.3. Adjourn Committee Meeting**

After discussion, the Committee on American Civics Meeting adjourned at 7:19 p.m.

**Cedar County School District #54**

**Submitted by:**

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Megan Greiner  
Recording Secretary

**Attested by:**

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Grant Settje  
Secretary of the Board

Regular; Beginning Month 09/2025; Processing Month 07/2026; Fund Number 05

**Fund: 05 ACTIVITIES FUND**

|                       |                                 | <u>Beginning Balance</u> | <u>Debits</u> | <u>Credits</u> | <u>Ending Balance</u> |
|-----------------------|---------------------------------|--------------------------|---------------|----------------|-----------------------|
| <b>Current Assets</b> |                                 |                          |               |                |                       |
| 05 101                | CASH                            | 80,880.09                | 315,677.73    | 370,942.05     | 25,615.77             |
|                       | Total: Current Assets           | 80,880.09                | 315,677.73    | 370,942.05     | 25,615.77             |
| <b>Fund Balance</b>   |                                 |                          |               |                |                       |
| 05 704                | FUND BALANCE                    | 312,841.45               | 0.00          | 50,764.08      | 363,605.53            |
| 05 704 1008           | ACTIVITY DIRECTOR ACCT.         | (6,019.36)               | 328.35        | 120.00         | (6,227.71)            |
| 05 704 1009           | TRACK                           | 1,342.51                 | 0.00          | 318.75         | 1,661.26              |
| 05 704 1010           | HIGH SCHOOL YEARBOOK            | 368.02                   | 1,465.56      | 1,063.00       | (34.54)               |
| 05 704 1015           | MIDDLE SCHOOL YEARBOOK          | (23.83)                  | 0.00          | 0.00           | (23.83)               |
| 05 704 1020           | ART CLUB                        | 5,603.18                 | 40.00         | 400.00         | 5,963.18              |
| 05 704 1025           | HIGH SCHOOL BAND                | (4,774.59)               | 10,082.84     | 16,244.83      | 1,387.40              |
| 05 704 1034           | CHEERLEADING                    | 2,066.67                 | 432.00        | 1,020.00       | 2,654.67              |
| 05 704 1035           | HIGH SCHOOL DANCE               | 378.51                   | 0.00          | 200.00         | 578.51                |
| 05 704 1040           | CLASS OF 2028                   | 407.48                   | 0.00          | 400.00         | 807.48                |
| 05 704 1045           | CLASS OF 2026                   | (265.03)                 | 2,363.55      | 208.00         | (2,420.58)            |
| 05 704 1050           | CLASS OF 2027                   | (0.01)                   | 120.15        | 1,548.00       | 1,427.84              |
| 05 704 1060           | CLASS OF 2025                   | 314.76                   | 0.00          | 0.00           | 314.76                |
| 05 704 1065           | CLASS OF 2020                   | 257.94                   | 0.00          | 0.00           | 257.94                |
| 05 704 1070           | BOYS GOLF                       | 1,244.36                 | 0.00          | 300.00         | 1,544.36              |
| 05 704 1075           | HIGH ABILITY LEARNERS           | 13,258.70                | 2,721.28      | 1,355.00       | 11,892.42             |
| 05 704 1080           | CONCESSIONS                     | 27,945.89                | 31,538.83     | 25,778.84      | 22,185.90             |
| 05 704 1085           | MIDDLE SCHOOL STUDENT COUNCIL   | 4,343.71                 | 9,379.34      | 10,418.78      | 5,383.15              |
| 05 704 1090           | ELEMENTARY ACTIVITY FUND        | 335.14                   | 896.00        | 956.00         | 395.14                |
| 05 704 1091           | JUNIOR HIGH ACTIVITIES          | 0.00                     | 287.84        | 1,104.98       | 817.14                |
| 05 704 1092           | ELEMENTARY PBIS                 | (716.09)                 | 0.00          | 0.00           | (716.09)              |
| 05 704 1095           | ELEMENTARY POP                  | 3,188.15                 | 0.00          | 0.00           | 3,188.15              |
| 05 704 1096           | ELEMENTARY CIRCLE OF FRIENDS    | 0.00                     | 969.97        | 2,062.88       | 1,092.91              |
| 05 704 1097           | MIDDLE SCHOOL CIRCLE OF FRIENDS | 0.00                     | 181.00        | 13.00          | (168.00)              |
| 05 704 1100           | ELEMENTARY STUDENT COUNCIL      | 3,744.41                 | 5,949.72      | 3,393.75       | 1,188.44              |
| 05 704 1101           | PRESCHOOL ACTIVITIES            | 525.00                   | 0.00          | 0.00           | 525.00                |
| 05 704 1102           | DIGITAL MEDIA                   | 2,064.70                 | 0.00          | 400.00         | 2,464.70              |
| 05 704 1105           | FBLA                            | 38.61                    | 8,336.48      | 9,092.95       | 795.08                |
| 05 704 1110           | FCCLA                           | (5,539.12)               | 2,117.37      | 8,059.98       | 403.49                |
| 05 704 1115           | FFA                             | 12,674.82                | 33,326.73     | 42,369.70      | 21,717.79             |
| 05 704 1120           | FACILITY USE                    | 241.54                   | 0.00          | 0.00           | 241.54                |
| 05 704 1124           | COLERIDGE FITNESS CENTER        | (9,797.42)               | 1,708.66      | 2,761.32       | (8,744.76)            |
| 05 704 1125           | LAUREL FITNESS CENTER           | (19,052.89)              | 5,007.19      | 4,600.00       | (19,460.08)           |
| 05 704 1126           | MIDDLE SCHOOL PLAYGROUND        | 0.00                     | 0.00          | 12,758.00      | 12,758.00             |
| 05 704 1130           | MIDDLE SCHOOL FFA               | 713.63                   | 0.00          | 0.00           | 713.63                |
| 05 704 1135           | MIDDLE SCH GENERAL ACTIVITIES   | 0.00                     | 353.94        | 0.00           | (353.94)              |
| 05 704 1140           | GENERAL ACTIVITIES              | (299,716.39)             | 136,069.13    | 49,144.21      | (386,641.31)          |
| 05 704 1145           | INDUSTRIAL ARTS                 | (19,220.07)              | 6,427.03      | 1,875.00       | (23,772.10)           |
| 05 704 1151           | HOMECOMING                      | (6,001.60)               | 2,689.84      | 750.00         | (7,941.44)            |
| 05 704 1152           | PROM                            | (9,655.32)               | 2,410.04      | 0.00           | (12,065.36)           |
| 05 704 1155           | LEO                             | 557.44                   | 0.00          | 0.00           | 557.44                |
| 05 704 1156           | MIDDLE SCHOOL PBIS              | (1,396.85)               | 187.67        | 0.00           | (1,584.52)            |
| 05 704 1160           | LIBRARY                         | 6,497.45                 | 0.00          | 570.29         | 7,067.74              |
| 05 704 1161           | MAKERSPACE                      | 2,995.54                 | 2,982.20      | 2,530.55       | 2,543.89              |
| 05 704 1163           | MATH CLUB                       | 1,056.05                 | 26.22         | 0.00           | 1,029.83              |
| 05 704 1165           | MISCELLANEOUS ACCOUNT           | 16,928.04                | 2,163.97      | 3,352.01       | 18,116.08             |
| 05 704 1170           | NATIONAL HONOR SOCIETY          | 1,286.27                 | 888.00        | 800.00         | 1,198.27              |
| 05 704 1175           | FOOTBALL                        | 224.11                   | 1,469.26      | 2,510.00       | 1,264.85              |
| 05 704 1180           | CROSS COUNTRY                   | 2,794.80                 | 1,838.57      | 3,940.84       | 4,897.07              |

Regular; Beginning Month 09/2025; Processing Month 07/2026; Fund Number 05

| Fund: 05 ACTIVITIES FUND |                                     | <u>Beginning Balance</u> | <u>Debits</u> | <u>Credits</u> | <u>Ending Balance</u> |
|--------------------------|-------------------------------------|--------------------------|---------------|----------------|-----------------------|
| 05 704 1185              | GIRLS GOLF                          | 1,161.44                 | 174.25        | 0.00           | 987.19                |
| 05 704 1190              | QUIZ BOWL                           | (293.82)                 | 96.98         | 0.00           | (390.80)              |
| 05 704 1195              | HIGH SCHOOL SCIENCE CLUB            | 12,557.20                | 285.50        | 0.00           | 12,271.70             |
| 05 704 1200              | SPANISH CLUB                        | 113.80                   | 168.00        | 260.01         | 205.81                |
| 05 704 1205              | ONE ACTS                            | 3,763.34                 | 2,001.00      | 2,901.00       | 4,663.34              |
| 05 704 1210              | SPEECH                              | 1,096.87                 | 379.12        | 400.00         | 1,117.75              |
| 05 704 1215              | HIGH SCHOOL STUDENT COUNCIL         | 1,101.36                 | 0.00          | 0.00           | 1,101.36              |
| 05 704 1220              | FCA                                 | 489.81                   | 88.34         | 400.00         | 801.47                |
| 05 704 1225              | SKILLS USA                          | (40,740.19)              | 8,148.94      | 2,825.00       | (46,064.13)           |
| 05 704 1230              | VOCAL MUSIC                         | 39.77                    | 2,790.51      | 1,553.00       | (1,197.74)            |
| 05 704 1235              | VOLLEYBALL                          | (79.26)                  | 5,968.46      | 8,718.32       | 2,670.60              |
| 05 704 1240              | GIRLS BASKETBALL                    | 1,807.55                 | 1,205.00      | 400.00         | 1,002.55              |
| 05 704 1245              | BOYS BASKETBALL                     | 1,253.68                 | 6,006.96      | 8,437.05       | 3,683.77              |
| 05 704 1250              | WRESTLING                           | 727.01                   | 0.00          | 0.00           | 727.01                |
| 05 704 1255              | E-SPORTS                            | (7,165.05)               | 1,466.11      | 534.19         | (8,096.97)            |
| 05 704 1260              | SCHOOL PICTURES                     | 3,213.75                 | 0.00          | 0.00           | 3,213.75              |
| 05 704 1305              | AGRICULTURAL FOUNDATION SCHOLARSHIP | 2,614.36                 | 0.00          | 0.00           | 2,614.36              |
| 05 704 1310              | COLLEGE ACCESS GRANT                | (251.72)                 | 450.00        | 0.00           | (701.72)              |
| 05 704 1320              | STUDENT BOARD MEMBER SCHOLARSHIP    | (1,500.00)               | 0.00          | 0.00           | (1,500.00)            |
| 05 704 1400              | EDUCATION QUEST FOUNDATION          | 4,250.00                 | 0.00          | 0.00           | 4,250.00              |
| 05 704 1500              | SECURITY BANK SPONSORSHIP           | 50,733.54                | 47,867.45     | 15,000.00      | 17,866.09             |
| 05 704 1550              | CLOVER                              | (8,573.66)               | 2,226.33      | 255.20         | (10,544.79)           |
| 05 704 1600              | VIDEO BOARD                         | 2,500.00                 | 0.00          | 0.00           | 2,500.00              |
| 05 704 1705              | GREENHOUSE                          | 0.00                     | 3,646.60      | 11,559.20      | 7,912.60              |
| 05 704 1710              | BELL PLAZA                          | 8,000.00                 | 0.00          | 0.00           | 8,000.00              |
| 05 704 1720              | PICKLEBALL COURT                    | 0.00                     | 13,963.75     | 0.00           | (13,963.75)           |
| Total: Fund Balance      |                                     | 80,880.09                | 371,692.03    | 316,427.71     | 25,615.77             |
| <b>Revenue</b>           |                                     |                          |               |                |                       |
| 05 1510 0000             | INTEREST ON INVESTMENTS             | 0.00                     | 0.00          | 711.75         | 711.75                |
| 05 1790 1009             | TRACK                               | 0.00                     | 0.00          | 318.75         | 318.75                |
| 05 1790 1010             | HIGH SCHOOL YEARBOOK                | 0.00                     | 0.00          | 1,063.00       | 1,063.00              |
| 05 1790 1020             | ART CLUB                            | 0.00                     | 0.00          | 400.00         | 400.00                |
| 05 1790 1025             | HIGH SCHOOL BAND                    | 0.00                     | 0.00          | 16,244.83      | 16,244.83             |
| 05 1790 1034             | CHEERLEADING                        | 0.00                     | 0.00          | 1,020.00       | 1,020.00              |
| 05 1790 1040             | CLASS OF 2028                       | 0.00                     | 0.00          | 400.00         | 400.00                |
| 05 1790 1045             | CLASS OF 2026                       | 0.00                     | 0.00          | 208.00         | 208.00                |
| 05 1790 1050             | CLASS OF 2027                       | 0.00                     | 0.00          | 1,548.00       | 1,548.00              |
| 05 1790 1070             | BOYS GOLF                           | 0.00                     | 0.00          | 300.00         | 300.00                |
| 05 1790 1075             | HIGH ABILITY LEARNERS               | 0.00                     | 238.04        | 1,195.00       | 956.96                |
| 05 1790 1080             | CONCESSIONS                         | 0.00                     | 792.89        | 25,027.07      | 24,234.18             |
| 05 1790 1085             | MIDDLE SCHOOL STUDENT COUNCIL       | 0.00                     | 0.00          | 9,672.58       | 9,672.58              |
| 05 1790 1090             | ELEMENTARY ACTIVITY FUND            | 0.00                     | 45.00         | 956.00         | 911.00                |
| 05 1790 1091             | JUNIOR HIGH ACTIVITIES              | 0.00                     | 0.00          | 1,104.98       | 1,104.98              |
| 05 1790 1096             | ELEMENTARY CIRCLE OF FRIENDS        | 0.00                     | 0.00          | 2,062.88       | 2,062.88              |
| 05 1790 1097             | MIDDLE SCHOOL CIRCLE OF FRIENDS     | 0.00                     | 0.00          | 13.00          | 13.00                 |
| 05 1790 1100             | ELEMENTARY STUDENT COUNCIL          | 0.00                     | 0.00          | 3,275.82       | 3,275.82              |
| 05 1790 1102             | DIGITAL MEDIA                       | 0.00                     | 0.00          | 400.00         | 400.00                |
| 05 1790 1105             | FBLA                                | 0.00                     | 1,143.30      | 9,092.95       | 7,949.65              |
| 05 1790 1110             | FCCLA                               | 0.00                     | 0.00          | 8,059.98       | 8,059.98              |
| 05 1790 1115             | FFA                                 | 0.00                     | 0.00          | 42,272.38      | 42,272.38             |
| 05 1790 1124             | COLERIDGE FITNESS CENTER            | 0.00                     | 0.00          | 2,761.32       | 2,761.32              |
| 05 1790 1125             | LAUREL FITNESS CENTER               | 0.00                     | 0.00          | 4,600.00       | 4,600.00              |

Regular; Beginning Month 09/2025; Processing Month 07/2026; Fund Number 05

**Fund: 05 ACTIVITIES FUND**

|                |                                    | <u>Beginning Balance</u> | <u>Debits</u> | <u>Credits</u> | <u>Ending Balance</u> |
|----------------|------------------------------------|--------------------------|---------------|----------------|-----------------------|
| 05 1790 1126   | MIDDLE SCHOOL PLAYGROUND           | 0.00                     | 0.00          | 12,758.00      | 12,758.00             |
| 05 1790 1140   | GENERAL ACTIVITIES                 | 0.00                     | 0.00          | 45,321.68      | 45,321.68             |
| 05 1790 1145   | INDUSTRIAL ARTS                    | 0.00                     | 0.00          | 1,875.00       | 1,875.00              |
| 05 1790 1151   | HOMECOMING                         | 0.00                     | 0.00          | 750.00         | 750.00                |
| 05 1790 1156   | MIDDLE SCHOOL PBIS                 | 0.00                     | 20.30         | 0.00           | (20.30)               |
| 05 1790 1160   | LIBRARY                            | 0.00                     | 0.00          | 570.29         | 570.29                |
| 05 1790 1161   | MAKERSPACE                         | 0.00                     | 10.64         | 2,428.67       | 2,418.03              |
| 05 1790 1165   | MISCELLANEOUS ACCOUNT              | 0.00                     | 0.00          | 3,332.02       | 3,332.02              |
| 05 1790 1170   | NATIONAL HONOR SOCIETY             | 0.00                     | 0.00          | 800.00         | 800.00                |
| 05 1790 1175   | FOOTBALL                           | 0.00                     | 325.05        | 2,510.00       | 2,184.95              |
| 05 1790 1180   | CROSS COUNTRY                      | 0.00                     | 0.00          | 3,940.84       | 3,940.84              |
| 05 1790 1200   | SPANISH CLUB                       | 0.00                     | 0.00          | 260.01         | 260.01                |
| 05 1790 1205   | ONE ACTS                           | 0.00                     | 0.00          | 2,901.00       | 2,901.00              |
| 05 1790 1210   | SPEECH                             | 0.00                     | 0.00          | 400.00         | 400.00                |
| 05 1790 1220   | FCA                                | 0.00                     | 0.00          | 400.00         | 400.00                |
| 05 1790 1225   | SKILLS USA                         | 0.00                     | 0.00          | 2,825.00       | 2,825.00              |
| 05 1790 1230   | VOCAL MUSIC                        | 0.00                     | 0.00          | 1,553.00       | 1,553.00              |
| 05 1790 1235   | VOLLEYBALL                         | 0.00                     | 379.93        | 8,718.32       | 8,338.39              |
| 05 1790 1240   | GIRLS BASKETBALL                   | 0.00                     | 0.00          | 400.00         | 400.00                |
| 05 1790 1245   | BOYS BASKETBALL                    | 0.00                     | 0.00          | 8,437.05       | 8,437.05              |
| 05 1790 1255   | E-SPORTS                           | 0.00                     | 0.00          | 534.19         | 534.19                |
| 05 1790 1500   | SECURITY BANK SPONSORSHIP          | 0.00                     | 0.00          | 15,000.00      | 15,000.00             |
| 05 1790 1705   | GREENHOUSE                         | 0.00                     | 0.00          | 11,559.20      | 11,559.20             |
| 05 1990 0000   | OTHER MISCELLANEOUS LOCAL RECEIPTS | 0.00                     | 0.00          | 52.33          | 52.33                 |
| 05 5200 0000   | TRANSFERS FROM OTHER FUNDS         | 0.00                     | 0.00          | 50,000.00      | 50,000.00             |
| Total: Revenue |                                    | 0.00                     | 2,955.15      | 310,034.89     | 307,079.74            |

**Expenditure**

|                       |                           |      |           |        |           |
|-----------------------|---------------------------|------|-----------|--------|-----------|
| 05 2900 610 0 000 008 | ACTIVITY DIRECTOR ACCOUNT | 0.00 | 328.35    | 120.00 | 208.35    |
| 05 2900 610 0 000 020 | ART CLUB                  | 0.00 | 40.00     | 0.00   | 40.00     |
| 05 2900 610 0 000 075 | HIGH ABILITY LEARNERS     | 0.00 | 2,483.24  | 160.00 | 2,323.24  |
| 05 2900 610 0 000 124 | COLERIDGE FITNESS CENTER  | 0.00 | 1,708.66  | 0.00   | 1,708.66  |
| 05 2900 610 0 000 125 | LAUREL FITNESS CENTER     | 0.00 | 5,007.19  | 0.00   | 5,007.19  |
| 05 2900 610 0 000 165 | MISCELLANEOUS ACCOUNT     | 0.00 | 2,163.97  | 19.99  | 2,143.98  |
| 05 2900 610 0 000 175 | FOOTBALL                  | 0.00 | 1,144.21  | 0.00   | 1,144.21  |
| 05 2900 610 0 000 180 | CROSS COUNTRY             | 0.00 | 1,838.57  | 0.00   | 1,838.57  |
| 05 2900 610 0 000 185 | GIRLS GOLF                | 0.00 | 174.25    | 0.00   | 174.25    |
| 05 2900 610 0 000 230 | VOCAL MUSIC               | 0.00 | 2,790.51  | 0.00   | 2,790.51  |
| 05 2900 610 0 000 235 | VOLLEYBALL                | 0.00 | 5,588.53  | 0.00   | 5,588.53  |
| 05 2900 610 0 000 240 | GIRLS BASKETBALL          | 0.00 | 1,205.00  | 0.00   | 1,205.00  |
| 05 2900 610 0 000 245 | BOYS BASKETBALL           | 0.00 | 6,006.96  | 0.00   | 6,006.96  |
| 05 2900 610 0 000 500 | SECURITY BANK SPONSORSHIP | 0.00 | 47,867.45 | 0.00   | 47,867.45 |
| 05 2900 610 0 000 550 | CLOVER                    | 0.00 | 2,226.33  | 255.20 | 1,971.13  |
| 05 2900 610 0 000 705 | GREENHOUSE                | 0.00 | 3,646.60  | 0.00   | 3,646.60  |
| 05 2900 610 0 000 720 | PICKLEBALL COURT          | 0.00 | 13,963.75 | 0.00   | 13,963.75 |
| 05 2900 610 1 000 010 | HIGH SCHOOL YEARBOOK      | 0.00 | 1,465.56  | 0.00   | 1,465.56  |
| 05 2900 610 1 000 025 | HIGH SCHOOL BAND          | 0.00 | 10,082.84 | 0.00   | 10,082.84 |
| 05 2900 610 1 000 034 | CHEERLEADING              | 0.00 | 432.00    | 0.00   | 432.00    |
| 05 2900 610 1 000 035 | HIGH SCHOOL DANCE         | 0.00 | 0.00      | 200.00 | (200.00)  |
| 05 2900 610 1 000 045 | CLASS OF 2026             | 0.00 | 2,363.55  | 0.00   | 2,363.55  |
| 05 2900 610 1 000 050 | CLASS OF 2027             | 0.00 | 120.15    | 0.00   | 120.15    |
| 05 2900 610 1 000 080 | CONCESSIONS               | 0.00 | 30,745.94 | 751.77 | 29,994.17 |
| 05 2900 610 1 000 105 | FBLA                      | 0.00 | 7,193.18  | 0.00   | 7,193.18  |
| 05 2900 610 1 000 110 | FCCLA                     | 0.00 | 2,117.37  | 0.00   | 2,117.37  |

Regular; Beginning Month 09/2025; Processing Month 07/2026; Fund Number 05

**Fund: 05      ACTIVITIES FUND**

|                       |                                 | <u>Beginning Balance</u> | <u>Debits</u> | <u>Credits</u> | <u>Ending Balance</u> |
|-----------------------|---------------------------------|--------------------------|---------------|----------------|-----------------------|
| 05 2900 610 1 000 115 | FFA                             | 0.00                     | 33,326.73     | 97.32          | 33,229.41             |
| 05 2900 610 1 000 140 | GENERAL ACTIVITIES              | 0.00                     | 136,069.13    | 3,822.53       | 132,246.60            |
| 05 2900 610 1 000 145 | INDUSTRIAL ARTS                 | 0.00                     | 6,427.03      | 0.00           | 6,427.03              |
| 05 2900 610 1 000 151 | HOMECOMING                      | 0.00                     | 2,689.84      | 0.00           | 2,689.84              |
| 05 2900 610 1 000 152 | PROM                            | 0.00                     | 2,410.04      | 0.00           | 2,410.04              |
| 05 2900 610 1 000 163 | MATH CLUB                       | 0.00                     | 26.22         | 0.00           | 26.22                 |
| 05 2900 610 1 000 170 | NATIONAL HONOR SOCIETY          | 0.00                     | 888.00        | 0.00           | 888.00                |
| 05 2900 610 1 000 190 | QUIZ BOWL                       | 0.00                     | 96.98         | 0.00           | 96.98                 |
| 05 2900 610 1 000 195 | HIGH SCHOOL SCIENCE CLUB        | 0.00                     | 285.50        | 0.00           | 285.50                |
| 05 2900 610 1 000 200 | SPANISH CLUB                    | 0.00                     | 168.00        | 0.00           | 168.00                |
| 05 2900 610 1 000 205 | ONE ACTS                        | 0.00                     | 2,001.00      | 0.00           | 2,001.00              |
| 05 2900 610 1 000 210 | SPEECH                          | 0.00                     | 379.12        | 0.00           | 379.12                |
| 05 2900 610 1 000 220 | FCA                             | 0.00                     | 88.34         | 0.00           | 88.34                 |
| 05 2900 610 1 000 225 | SKILLS USA                      | 0.00                     | 8,148.94      | 0.00           | 8,148.94              |
| 05 2900 610 1 000 255 | E-SPORTS                        | 0.00                     | 1,466.11      | 0.00           | 1,466.11              |
| 05 2900 610 1 000 310 | COLLEGE ACCESS GRANT            | 0.00                     | 450.00        | 0.00           | 450.00                |
| 05 2900 610 2 000 090 | ELEMENTARY ACTIVITY FUND        | 0.00                     | 851.00        | 0.00           | 851.00                |
| 05 2900 610 2 000 096 | ELEMENTARY CIRCLE OF FRIENDS    | 0.00                     | 969.97        | 0.00           | 969.97                |
| 05 2900 610 2 000 100 | ELEMENTARY STUDENT COUNCIL      | 0.00                     | 5,949.72      | 117.93         | 5,831.79              |
| 05 2900 610 3 000 085 | MIDDLE SCHOOL STUDENT COUNCIL   | 0.00                     | 9,379.34      | 746.20         | 8,633.14              |
| 05 2900 610 3 000 091 | JUNIOR HIGH ACTIVITIES          | 0.00                     | 287.84        | 0.00           | 287.84                |
| 05 2900 610 3 000 097 | MIDDLE SCHOOL CIRCLE OF FRIENDS | 0.00                     | 181.00        | 0.00           | 181.00                |
| 05 2900 610 3 000 135 | MIDDLE SCH GENERAL ACTIVITIES   | 0.00                     | 353.94        | 0.00           | 353.94                |
| 05 2900 610 3 000 156 | MIDDLE SCHOOL PBIS              | 0.00                     | 167.37        | 0.00           | 167.37                |
| 05 2900 610 3 000 161 | MAKERSPACE                      | 0.00                     | 2,971.56      | 101.88         | 2,869.68              |
|                       | Total: Expenditure              | 0.00                     | 368,736.88    | 6,392.82       | 362,344.06            |
|                       | Total: 05                       | 161,760.18               | 1,059,061.79  | 1,003,797.47   | 720,655.34            |

08/07/2026 3:51 PM

Posted; Batch Description 4 Records Selected; Journal Code CD; Processing Month  
07/2026

User ID: MEGAN

Checking Account ID: 5

Check Type: Check

| <u>Check Number</u>     | <u>Check Date</u> | <u>Cleared</u> | <u>Void</u> | <u>Void Date</u> | <u>Entity ID</u> | <u>Entity Name</u>                | <u>Amount</u> |                      |           |
|-------------------------|-------------------|----------------|-------------|------------------|------------------|-----------------------------------|---------------|----------------------|-----------|
| 11702                   | 07/06/2026        | X              |             |                  | BSNSPORTS        | BSN SPORTS                        | 2,488.32      |                      |           |
| 11703                   | 07/06/2026        | X              |             |                  | CLAUALLI         | ALLISON CLAUSSEN                  | 315.00        |                      |           |
| 11704                   | 07/06/2026        | X              |             |                  | MFATHL           | MF ATHLETIC, LLC                  | 430.30        |                      |           |
| 11705                   | 07/06/2026        | X              |             |                  | NCA              | NCA                               | 1,520.00      |                      |           |
| 11706                   | 07/06/2026        | X              |             |                  | PYRAMIDSCH       | PYRAMID SCHOOL PRODUCTS           | 27.92         |                      |           |
| 11707                   | 07/06/2026        | X              |             |                  | SORINEX          | SORINEX EXERCISE EQUIPMENT, INC.  | 1,244.62      |                      |           |
| 11708                   | 07/20/2026        | X              |             |                  | ELANFINANC       | ELAN FINANCIAL SERVICES           | 1,618.00      |                      |           |
| 11709                   | 07/20/2026        | X              |             |                  | LAURELHOME       | LAUREL'S HOMETOWN MARKET          | 30.78         |                      |           |
| 11710                   | 07/30/2026        |                |             |                  | MAYERSIGNS       | MAYER SIGNS                       | 1,790.00      |                      |           |
| 11711                   | 07/30/2026        |                |             |                  | RIDDELL          | RIDDELL ALL AMERICAN SPORTS CORP. | 4,197.50      |                      |           |
| 11712                   | 07/30/2026        |                |             |                  | STADIUMW         | STADIUM SPORTS                    | 984.00        |                      |           |
| 11713                   | 07/31/2026        | X              |             |                  | CLOVER           | CLOVER                            | 357.70        |                      |           |
| 11714                   | 07/31/2026        |                |             |                  | MRGHAUFF         | MRG HAUFF                         | 326.02        |                      |           |
| 11715                   | 07/31/2026        | X              |             |                  | REVTRAK          | REVTRAK                           | 1.10          |                      |           |
| Check Type Total:       |                   | Check          |             |                  | Void Total:      |                                   | 0.00          | Total without Voids: | 15,331.26 |
| Checking Account Total: |                   | 5              |             |                  | Void Total:      |                                   | 0.00          | Total without Voids: | 15,331.26 |
| Grand Total:            |                   |                |             |                  | Void Total:      |                                   | 0.00          | Total without Voids: | 15,331.26 |

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

**General Fund Local Tax Receipts from County Treasurers**

| MONTH      | 2019-20        | %      | MONTH      | 2020-21        | %      | MONTH      | 2021-22        | %      | MONTH      | 2022-23        | %      | MONTH      | 2023-24        | %      | MONTH      | 2024-25          | %      | MONTH      | 2025-26          | %      |
|------------|----------------|--------|------------|----------------|--------|------------|----------------|--------|------------|----------------|--------|------------|----------------|--------|------------|------------------|--------|------------|------------------|--------|
| September  | \$1,025,064.25 | 17.39% | September  | \$1,267,440.50 | 20.53% | September  | \$1,316,943.83 | 20.22% | September  | \$1,212,647.51 | 17.70% | September  | \$1,377,030.70 | 20.79% | September  | \$1,263,877.72   | 17.91% | September  | \$851,531.43     | 11.61% |
| October    | \$340,229.37   | 23.16% | October    | \$267,036.63   | 24.86% | October    | \$274,521.59   | 24.44% | October    | \$326,676.74   | 22.47% | October    | \$212,159.84   | 23.99% | October    | \$403,165.75     | 23.62% | October    | \$389,879.77     | 16.93% |
| November   | \$67,225.53    | 24.30% | November   | \$107,292.10   | 26.80% | November   | \$50,377.32    | 25.21% | November   | \$37,093.86    | 23.01% | November   | \$83,790.06    | 25.25% | November   | \$42,195.30      | 24.21% | November   | \$50,048.37      | 17.61% |
| December   | \$11,570.84    | 24.50% | December   | \$11,181.75    | 26.78% | December   | \$5,567.77     | 25.36% | December   | \$14,660.24    | 23.23% | December   | \$18,909.75    | 25.54% | December   | \$5,887.76       | 24.30% | December   | \$19,049.10      | 17.87% |
| January    | \$955,391.96   | 40.71% | January    | \$1,102,368.99 | 44.63% | January    | \$1,478,946.16 | 48.07% | January    | \$1,606,320.61 | 46.68% | January    | \$1,326,410.86 | 45.56% | January    | \$932,308.61     | 37.51% | January    | \$841,010.82     | 29.34% |
| February   | \$325,440.60   | 46.23% | February   | \$303,631.95   | 49.55% | February   | \$275,073.54   | 52.29% | February   | \$173,100.02   | 49.20% | February   | \$212,567.44   | 48.77% | February   | \$191,750.25     | 40.22% | February   | \$228,439.08     | 32.46% |
| March      | \$94,744.09    | 47.84% | March      | \$116,615.58   | 51.44% | March      | \$102,118.58   | 53.86% | March      | \$145,490.31   | 51.33% | March      | \$114,857.70   | 50.50% | March      | \$53,955.12      | 40.99% | March      | \$86,600.01      | 33.64% |
| April      | \$293,093.56   | 52.81% | April      | \$307,474.39   | 56.42% | April      | \$376,384.02   | 59.64% | April      | \$350,242.48   | 56.44% | April      | \$310,514.51   | 55.19% | April      | \$226,302.02     | 44.19% | April      | \$179,840.43     | 36.09% |
| Mav        | \$1,558,392.28 | 79.25% | Mav        | \$1,843,789.04 | 86.29% | Mav        | \$1,733,363.02 | 86.25% | Mav        | \$1,831,312.48 | 83.18% | Mav        | \$1,939,467.72 | 84.46% | Mav        | \$1,509,515.99   | 65.58% | Mav        | \$1,475,274.30   | 56.22% |
| June       | \$321,314.81   | 84.70% | June       | \$175,315.55   | 89.13% | June       | \$311,451.51   | 91.04% | June       | \$370,144.70   | 88.58% | June       | \$258,257.40   | 88.36% | June       | \$199,209.50     | 68.40% | June       | \$203,385.26     | 58.99% |
| July       | \$22,776.64    | 85.09% | July       | \$40,561.56    | 89.79% | July       | \$19,427.41    | 91.33% | July       | \$29,566.00    | 89.01% | July       | \$40,730.96    | 88.98% | July       | \$31,397.65      | 68.85% | July       | \$45,095.04      | 59.60% |
| August     | \$35,236.94    | 85.69% | August     | \$31,145.75    | 90.29% | August     | \$33,129.22    | 91.84% | August     | \$32,985.32    | 89.49% | August     | \$43,846.84    | 89.64% | August     | \$26,918.68      | 69.23% | August     | \$59,600.00      | 59.60% |
| Adjustment |                |        | Adjustment |                |        | Adjustment |                |        | Adjustment |                |        | Adjustment |                |        | Adjustment |                  |        | Adjustment |                  |        |
| Total      | \$5,050,480.87 |        | Total      | \$5,573,853.79 |        | Total      | \$5,981,303.97 |        | Total      | \$6,130,240.27 |        | Total      | \$5,938,543.78 |        | Total      | \$4,886,484.35   |        | Total      | \$4,370,153.61   |        |
| Budgeted   | \$5,894,069.00 |        | Budgeted   | \$6,173,080.00 |        | Budgeted   | \$6,512,599.00 |        | Budgeted   | \$6,850,000.00 |        | Budgeted   | \$6,625,000.00 |        | Budgeted   | \$7,058,605.00   |        | Budgeted   | \$7,331,924.00   |        |
| over/under | (\$843,588.13) |        | over/under | (\$599,226.21) |        | over/under | (\$531,295.03) |        | over/under | (\$719,759.73) |        | over/under | (\$686,456.22) |        | over/under | (\$2,172,120.65) |        | over/under | (\$2,961,770.39) |        |

**General Fund Expenditures**

| MONTH       | 2019-20        | %      | MONTH       | 2020-21        | %      | MONTH       | 2021-22          | %      | MONTH       | 2022-23          | %      | MONTH       | 2023-24          | %      | MONTH       | 2024-25         | %      | MONTH       | 2025-26          | %      |
|-------------|----------------|--------|-------------|----------------|--------|-------------|------------------|--------|-------------|------------------|--------|-------------|------------------|--------|-------------|-----------------|--------|-------------|------------------|--------|
| September   | \$707,628.51   | 8.41%  | September   | \$746,449.58   | 8.67%  | September   | \$726,108.97     | 7.05%  | September   | \$843,013.71     | 8.02%  | September   | \$975,269.83     | 9.21%  | September   | \$1,001,176.78  | 9.41%  | September   | \$962,112.20     | 9.00%  |
| October     | \$730,251.14   | 17.10% | October     | \$599,815.74   | 15.64% | October     | \$782,381.18     | 14.65% | October     | \$700,149.06     | 14.68% | October     | \$796,362.90     | 16.73% | October     | \$1,032,630.75  | 19.11% | October     | \$814,653.23     | 16.62% |
| November    | \$744,282.53   | 25.95% | November    | \$669,115.03   | 23.42% | November    | \$761,895.24     | 22.04% | November    | \$817,968.94     | 22.46% | November    | \$730,846.86     | 23.63% | November    | \$756,832.64    | 26.22% | November    | \$724,513.13     | 23.39% |
| December    | \$622,766.74   | 33.35% | December    | \$609,195.12   | 30.49% | December    | \$725,284.02     | 29.09% | December    | \$666,779.51     | 28.80% | December    | \$799,262.02     | 31.18% | December    | \$706,040.78    | 32.55% | December    | \$820,349.65     | 31.07% |
| January     | \$554,686.89   | 39.95% | January     | \$575,402.26   | 37.18% | January     | \$591,318.96     | 34.83% | January     | \$673,716.31     | 35.21% | January     | \$656,336.17     | 37.37% | January     | \$825,573.75    | 40.61% | January     | \$697,555.10     | 37.59% |
| February    | \$679,048.37   | 48.02% | February    | \$647,073.32   | 44.70% | February    | \$678,884.50     | 41.42% | February    | \$707,913.94     | 41.95% | February    | \$781,177.25     | 44.75% | February    | \$781,008.28    | 47.95% | February    | \$754,714.05     | 44.65% |
| March       | \$550,129.69   | 54.56% | March       | \$629,563.71   | 52.01% | March       | \$561,377.67     | 46.87% | March       | \$588,417.50     | 47.55% | March       | \$697,586.96     | 51.34% | March       | \$681,419.17    | 54.35% | March       | \$725,946.63     | 51.44% |
| April       | \$832,492.26   | 64.46% | April       | \$695,494.90   | 60.09% | April       | \$642,188.70     | 53.11% | April       | \$671,609.00     | 53.94% | April       | \$851,254.57     | 59.37% | April       | \$861,691.01    | 62.44% | April       | \$676,337.48     | 57.76% |
| Mav         | \$524,134.43   | 70.69% | Mav         | \$585,344.98   | 66.90% | Mav         | \$654,934.92     | 59.46% | Mav         | \$738,326.94     | 60.96% | Mav         | \$774,884.34     | 66.69% | Mav         | \$717,138.02    | 69.18% | Mav         | \$815,345.90     | 65.39% |
| June        | \$632,978.93   | 78.22% | June        | \$709,884.86   | 75.14% | June        | \$691,562.05     | 66.18% | June        | \$768,940.09     | 68.27% | June        | \$764,684.10     | 73.91% | June        | \$796,923.41    | 76.67% | June        | \$884,274.64     | 73.66% |
| July        | \$596,192.71   | 85.31% | July        | \$668,214.85   | 82.91% | July        | \$638,535.09     | 72.38% | July        | \$659,578.02     | 74.55% | July        | \$989,364.57     | 83.25% | July        | \$896,838.23    | 85.10% | July        | \$768,998.74     | 80.85% |
| August      | \$634,969.51   | 92.86% | August      | \$706,801.30   | 91.12% | August      | \$635,707.67     | 78.55% | August      | \$835,531.07     | 82.50% | August      | \$701,509.46     | 89.88% | August      | \$973,925.68    | 94.25% | August      | \$805,000.00     | 80.85% |
| Adjustment  |                |        | Adjustment  |                |        | Adjustment  |                  |        | Adjustment  |                  |        | Adjustment  |                  |        | Adjustment  |                 |        | Adjustment  |                  |        |
| Total Spent | \$7,809,561.71 |        | Total Spent | \$7,842,355.65 |        | Total Spent | \$8,090,178.97   |        | Total Spent | \$8,671,934.09   |        | Total Spent | \$9,518,539.03   |        | Total Spent | \$10,031,198.50 |        | Total Spent | \$8,644,800.75   |        |
| Budgeted    | \$8,410,000.00 |        | Budgeted    | \$8,606,700.00 |        | Budgeted    | \$10,299,211.00  |        | Budgeted    | \$10,511,738.00  |        | Budgeted    | \$10,590,631.00  |        | Budgeted    | \$10,643,613.00 |        | Budgeted    | \$10,692,006.00  |        |
| over/under  | (\$600,438.29) |        | over/under  | (\$764,344.35) |        | over/under  | (\$2,209,032.03) |        | over/under  | (\$1,839,803.91) |        | over/under  | (\$1,072,091.97) |        | over/under  | (\$612,414.50)  |        | over/under  | (\$2,047,205.25) |        |

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

**2025-2026****LCC SCHOOL DISTRICT #54****FINANCIAL STATEMENT****August 11, 2026****Fund 01 GENERAL FUND CHECKING**

7/1/26 \$2,555,042.11

**Receipts**

|                                                               |                     |
|---------------------------------------------------------------|---------------------|
| Cedar County Local Taxes                                      | \$32,081.10         |
| Cedar County Motor Vehicle Taxes                              | \$26,713.11         |
| Cedar County Fines/Licenses                                   | \$1,714.35          |
| Cedar County Homestead Exemption                              | \$6,464.79          |
| Dixon County Local Taxes                                      | \$12,974.94         |
| Dixon County Motor Vehicle Taxes                              | \$3,991.05          |
| Dixon County Fines/Licenses                                   | \$188.02            |
| Dixon County Homestead Exemption                              | \$1,539.01          |
| Dixon County Nameplace Capacity                               | \$1,219.03          |
| Dixon County ProRate MV                                       | \$477.26            |
| Wayne County Local Taxes                                      | \$39.00             |
| Wayne County Motor Vehicle Tax                                | \$38.49             |
| Wayne County Fines/Licenses                                   | \$13.93             |
| Wayne County Homestead Exemption                              | \$152.72            |
| Wayne County ProRate MV                                       | \$63.50             |
| ESU #1 - Perkins Grant                                        | \$1,632.70          |
| State of Nebraska - MIPS                                      | \$1,942.11          |
| LCC School Lunch Fund - July 2026 Payroll Reimbursement       | \$718.62            |
| LCC School Cooperative Fund - July 2026 Payroll Reimbursement | \$4,669.51          |
| Preschool Tuition                                             | \$414.44            |
| Miscellaneous receipts                                        | \$1,637.28          |
| Board member - insurance premium                              | \$2,143.03          |
| Interest earned                                               | \$2,007.59          |
| <b>Total Receipts:</b>                                        | <b>\$102,835.58</b> |

**Disbursements**

|                             |                       |
|-----------------------------|-----------------------|
| July Payroll (all funds)    | \$528,430.46          |
| July General Fund bills     | \$198,099.44          |
| Transfer to Activity Fund   | \$50,000.00           |
| <b>Total Disbursements:</b> | <b>(\$776,529.90)</b> |

**General Fund Checking Balance 7/31/2026****\$1,881,347.79****GENERAL FUND SAVINGS**

|                           |          |
|---------------------------|----------|
| Beginning Balance         | \$711.02 |
| Receipts: Interest earned | \$0.61   |

|                                                 |        |                       |
|-------------------------------------------------|--------|-----------------------|
| Disbursements:                                  | \$0.00 |                       |
| <b>Ending Savings Account Balance 7/31/2026</b> |        | <b>\$711.63</b>       |
| <b>GENERAL FUND PETTY CASH</b>                  |        | <b>\$5,000.00</b>     |
| <b>GENERAL FUND BALANCE 7/31/2026</b>           |        | <b>\$1,887,059.42</b> |

#### **AUGUST PROJECTED PAYROLL**

|                       |                     |
|-----------------------|---------------------|
| General Fund          | \$539,220.03        |
| Lunch Fund            | \$725.12            |
| Cooperative Fund      | \$4,688.69          |
| <b>Total Payroll:</b> | <b>\$544,633.84</b> |

#### **AUGUST PROJECTED BILLS**

|                                                |                     |
|------------------------------------------------|---------------------|
| General Fund                                   | \$237,717.28        |
| Depreciation Fund                              | \$0.00              |
| Employee Benefit Fund                          | \$5,669.59          |
| Bond Fund                                      | \$0.00              |
| Special Building Fund - Original Account       | \$0.00              |
| Special Building Fund - Bond Account           | \$0.00              |
| Special Building Fund - Lease Purchase Account | \$0.00              |
| QCPUF                                          | \$0.00              |
| Cooperative Fund                               | \$1,665.73          |
| Student Fees Fund                              | \$0.00              |
| <b>Total Bills:</b>                            | <b>\$245,052.60</b> |

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#### **Fund 02 DEPRECIATION FUND**

|                                 |              |                     |
|---------------------------------|--------------|---------------------|
| Beginning Balance               | \$138,106.74 |                     |
| Receipts: Interest earned       | \$146.53     |                     |
| Disbursements:                  | \$0.00       |                     |
| <b>Ending Balance 7/31/2026</b> |              | <b>\$138,253.27</b> |

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#### **Fund 03 EMPLOYEE BENEFIT FUND**

|                                   |              |                    |
|-----------------------------------|--------------|--------------------|
| Beginning Balance                 | \$16,298.25  |                    |
| Receipts: Interest earned         | \$0.29       |                    |
| Staff contributions to flex plans | \$5,595.47   |                    |
| Disbursements:                    | (\$7,632.81) |                    |
| <b>Ending Balance 7/31/2026</b>   |              | <b>\$14,261.20</b> |

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#### **Fund 06 SCHOOL LUNCH/MILK FUND**

|                                                  |              |
|--------------------------------------------------|--------------|
| Beginning Balance                                | \$26,432.94  |
| Receipts: Lunch/Milk/Reimbursement               | \$1,704.69   |
| Interest earned                                  | \$22.66      |
| Disbursements: Food/Supplies/Equipment Purchases | (\$1,131.38) |
| July 2026 Payroll                                | (\$718.62)   |

Ending Balance 7/31/2026

**\$26,310.29**

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**Fund 07 BOND FUND**

|                              |              |
|------------------------------|--------------|
| Beginning Balance            | \$118,560.14 |
| Receipts: Cedar County Taxes | \$7,871.74   |
| Dixon County Taxes           | \$3,348.57   |
| Wayne County Taxes           | \$40.66      |
| Interest earned              | \$102.65     |
| Disbursements:               | \$0.00       |

Ending Balance 7/31/2026

**\$129,923.76**

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**Fund 08 SPECIAL BUILDING FUND**

**SPECIAL BUILDING FUND - Original Account**

|                           |             |
|---------------------------|-------------|
| Beginning Balance         | \$18,226.56 |
| Receipts: Interest earned | \$15.64     |
| Disbursements:            | \$0.00      |

Ending Balance 7/31/2026

**\$18,242.20**

**SPECIAL BUILDING FUND - Bond Account**

|                           |          |
|---------------------------|----------|
| Beginning Balance         | \$359.78 |
| Receipts: Interest earned | \$0.07   |
| Disbursements:            | \$0.00   |

Ending Balance 7/31/2026

**\$359.85**

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

|                              |                |
|------------------------------|----------------|
| Beginning Balance            | \$1,101,745.95 |
| Receipts: Cedar County Taxes | \$6,638.00     |
| Dixon County Taxes           | \$2,791.55     |
| Wayne County Taxes           | \$43.94        |
| Interest earned              | \$945.89       |

Ending Balance 7/31/2026

**\$1,112,165.33**

**SPECIAL BUILDING FUND TOTAL: \$1,130,767.38**

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**Fund 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND**

|                              |            |
|------------------------------|------------|
| Beginning Balance            | \$3,643.46 |
| Receipts: Cedar County Taxes | \$0.00     |
| Dixon County Taxes           | \$0.00     |
| Wayne County Taxes           | \$0.00     |
| Interest earned              | \$3.13     |
| Disbursements:               | \$0.00     |

Ending Balance 7/31/2026

**QCPUF TOTAL: \$3,646.59**

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Fund 10 COOPERATIVE FUND

|                                    |              |             |
|------------------------------------|--------------|-------------|
| Beginning Balance                  | \$51,772.40  |             |
| Receipts: Interest earned          | \$41.66      |             |
| Building Blocks                    | \$0.00       |             |
| Disbursements:                     |              |             |
| July 2026 Payroll-LCC General Fund | (\$4,669.51) |             |
| Building Blocks charges            | (\$2,685.65) |             |
| Ending Balance 7/31/2026           |              | \$44,458.90 |

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Fund 12 STUDENT FEE FUND

|                           |             |             |
|---------------------------|-------------|-------------|
| Beginning Balance         | \$10,927.90 |             |
| Receipts: Interest earned | \$9.21      |             |
| Disbursements:            | (\$553.98)  |             |
| Ending Balance 7/31/2026  |             | \$10,383.13 |

08/10/2026 11:10 AM

Posted; Batch Description 2 Records Selected; Journal Code CD; Processing Month  
08/2026

User ID: MEGAN

Checking Account ID: 1

Check Type: Check

| Check Number | Check Date | Cleared | Void | Void Date | Entity ID  | Entity Name                              | Amount    |
|--------------|------------|---------|------|-----------|------------|------------------------------------------|-----------|
| 112218       | 08/11/2026 |         |      |           | ELANFINANC | ELAN FINANCIAL SERVICES                  | 8,912.18  |
| 112219       | 08/11/2026 |         |      |           | ABBUSINESS | A & B BUSINESS SOLUTIONS                 | 6,344.01  |
| 112220       | 08/11/2026 |         |      |           | AMAZCAPITA | AMAZON CAPITAL SERVICES                  | 3,577.40  |
| 112221       | 08/11/2026 |         |      |           | AMAZCAPITA | AMAZON CAPITAL SERVICES                  | 1,592.23  |
| 112222       | 08/11/2026 |         |      |           | AMERROOTER | AMERICAN ROOTER PLUMBING                 | 3,000.00  |
| 112223       | 08/11/2026 |         |      |           | AMPLIFY    | AMPLIFY EDUCATION, INC                   | 1,162.00  |
| 112224       | 08/11/2026 |         |      |           | ANDERCONST | DENNIS ANDERSON                          | 2,350.00  |
| 112225       | 08/11/2026 |         |      |           | APPLEFINAN | APPLE INC. c/o APPLE FINANCIAL SERVICES  | 91,059.12 |
| 112226       | 08/11/2026 |         |      |           | APPTEGY    | APPTEGY INC                              | 750.00    |
| 112227       | 08/11/2026 |         |      |           | ATT        | AT&T                                     | 118.42    |
| 112228       | 08/11/2026 |         |      |           | ATTMOBILIT | AT&T MOBILITY                            | 647.54    |
| 112229       | 08/11/2026 |         |      |           | BHPHOTO    | B&H PHOTO                                | 749.52    |
| 112230       | 08/11/2026 |         |      |           | BARCO      | BARCO PRODUCTS COMPANY                   | 385.00    |
| 112231       | 08/11/2026 |         |      |           | BERMJEFF   | JEFF BERMEL                              | 1,331.83  |
| 112232       | 08/11/2026 |         |      |           | BLACKHILLS | BLACK HILLS ENERGY                       | 6,567.00  |
| 112233       | 08/11/2026 |         |      |           | BLUECROSS  | BLUE CROSS BLUE SHIELD OF NEBRASKA       | 2,143.03  |
| 112234       | 08/11/2026 |         |      |           | CAPSAN     | CAPITAL SANITARY SUPPLY                  | 3,023.91  |
| 112235       | 08/11/2026 |         |      |           | CEDARTRANS | CEDAR COUNTY TRANSIT                     | 196.54    |
| 112236       | 08/11/2026 |         |      |           | CEDARKNOX  | CEDAR-KNOX PPD                           | 10,386.88 |
| 112237       | 08/11/2026 |         |      |           | CHEMSEARCH | CHEMSEARCH                               | 268.25    |
| 112238       | 08/11/2026 |         |      |           | CHRIJERE   | JEREMY CHRISTIANSEN                      | 349.60    |
| 112239       | 08/11/2026 |         |      |           | CITYLAUREL | CITY OF LAUREL                           | 2,571.87  |
| 112240       | 08/11/2026 |         |      |           | CPI        | CRISIS PREVENTION INSTITUTE, INC.        | 200.00    |
| 112241       | 08/11/2026 |         |      |           | DIODE      | DIODE TECHNOLOGIES                       | 127.66    |
| 112242       | 08/11/2026 |         |      |           | EAKES      | EAKES OFFICE SOLUTIONS                   | 1,975.94  |
| 112243       | 08/11/2026 |         |      |           | EBSCO      | EBSCO                                    | 1,732.76  |
| 112244       | 08/11/2026 |         |      |           | ESU1       | EDUCATIONAL SERVICE UNIT #1              | 8,445.00  |
| 112245       | 08/11/2026 |         |      |           | ESUCOO     | ESU COORDINATING COUNCIL                 | 1,284.61  |
| 112246       | 08/11/2026 |         |      |           | FAIRFKEARN | FAIRFIELD INN & SUITES BY MARRIOTT       | 1,739.40  |
| 112247       | 08/11/2026 |         |      |           | FAITHREGIO | FAITH REGIONAL HEALTH SERVICES           | 200.00    |
| 112248       | 08/11/2026 |         |      |           | FASTWYRE   | FASTWYRE BROADBAND                       | 57.42     |
| 112249       | 08/11/2026 |         |      |           | FLOORT     | FLOOR TEC                                | 14,592.65 |
| 112250       | 08/11/2026 |         |      |           | FUNFUNC    | FUN AND FUNCTION LLC                     | 1,464.88  |
| 112251       | 08/11/2026 |         |      |           | GENERALPC  | GENERAL FUND PETTY CASH                  | 200.00    |
| 112252       | 08/11/2026 |         |      |           | GOODHE     | GOODHEART-WILCOX PUBLISHER               | 2,109.16  |
| 112253       | 08/11/2026 |         |      |           | GREIMEGA   | MEGAN GREINER                            | 349.60    |
| 112254       | 08/11/2026 |         |      |           | H2O        | H2O 4 U                                  | 73.00     |
| 112255       | 08/11/2026 |         |      |           | HARTINGACE | HARTINGTON ACE HARDWARE                  | 53.14     |
| 112256       | 08/11/2026 |         |      |           | HARTSHOPPE | HARTINGTON SHOPPER, INC.                 | 105.00    |
| 112257       | 08/11/2026 |         |      |           | HDSUPPLY   | HD SUPPLY FACILITIES MAINTENANCE, LTD    | 848.95    |
| 112258       | 08/11/2026 |         |      |           | HENRYSCHEI | HENRY SCHEIN INC                         | 34.58     |
| 112259       | 08/11/2026 |         |      |           | HEINEMANN  | HMH EDUCATION/HEINEMANN                  | 911.06    |
| 112260       | 08/11/2026 |         |      |           | INNOVATIVE | INNOVATIVE OFFICE SOLUTIONS, LLC         | 1,060.80  |
| 112261       | 08/11/2026 |         |      |           | INTERMEDIA | INTERMEDIA.NET, INC                      | 83.39     |
| 112262       | 08/11/2026 |         |      |           | IXLLEARNI  | IXL LEARNING                             | 3,875.00  |
| 112263       | 08/11/2026 |         |      |           | JOHNSONCON | JOHNSON CONTROLS                         | 11,532.46 |
| 112264       | 08/11/2026 |         |      |           | KARDELLS   | DAVID KARDELL                            | 72.45     |
| 112265       | 08/11/2026 |         |      |           | KINKDENI   | DENISE KINKAID                           | 57.76     |
| 112266       | 08/11/2026 |         |      |           | KREI       | KREI FOR HELP CONSTRUCTION               | 3,021.69  |
| 112267       | 08/11/2026 |         |      |           | LAKESHORE  | LAKESHORE LEARNING MATERIALS, LLC        | 2,162.96  |
| 112268       | 08/11/2026 |         |      |           | LAURELWELD | LAUREL WELDING                           | 194.88    |
| 112269       | 08/11/2026 |         |      |           | LEXIA      | LEXIA LEARNING SYSTEMS LLC               | 11,040.00 |
| 112270       | 08/11/2026 |         |      |           | MACKIN     | MACKIN EDUCATIONAL RESOURCES             | 433.04    |
| 112271       | 08/11/2026 |         |      |           | MENARDSC   | MENARD'S - SIOUX CITY                    | 854.20    |
| 112272       | 08/11/2026 |         |      |           | NATLART    | NATIONAL ART & SCHOOL SUPPLIES, INC.     | 1,171.13  |
| 112273       | 08/11/2026 |         |      |           | NASB       | NEBRASKA ASSOCIATION OF SCHOOL<br>BOARDS | 25.00     |
| 112274       | 08/11/2026 |         |      |           | MATHESON   | NIPPON SANSO MATHESON INC                | 352.09    |

08/10/2026 11:10 AM

Posted; Batch Description 2 Records Selected; Journal Code CD; Processing Month  
08/2026

User ID: MEGAN

## Checking Account ID: 1

## Check Type: Check

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| 112275                  | 08/11/2026 |         |      |             | NNNEWS     | NORTHEAST NEBRASKA NEWS COMPANY             | 1,665.31                        |
| 112276                  | 08/11/2026 |         |      |             | NNTC       | NORTHEAST NEBRASKA TELEPHONE CO.            | 601.57                          |
| 112277                  | 08/11/2026 |         |      |             | NORTHWEST  | NORTHWEST ELECTRIC, LLC                     | 999.22                          |
| 112278                  | 08/11/2026 |         |      |             | ORKIN      | ORKIN                                       | 264.27                          |
| 112279                  | 08/11/2026 |         |      |             | ORIENTALTR | OTC BRANDS, INC.                            | 26.54                           |
| 112280                  | 08/11/2026 |         |      |             | PAULBROOKS | PAUL H. BROOKS PUBLISHING CO., INC.         | 79.05                           |
| 112281                  | 08/11/2026 |         |      |             | PEARSONED  | PEARSON EDUCATION INC.                      | 310.00                          |
| 112282                  | 08/11/2026 |         |      |             | PERRY      | PERRY, GUTHERY, HAASE & GESSFORD PC LLO     | 653.00                          |
| 112283                  | 08/11/2026 |         |      |             | PITNEYFINA | PITNEY BOWES GLOBAL FINANCIAL SERVICES, LLC | 221.46                          |
| 112284                  | 08/11/2026 |         |      |             | PLUMBELECT | PLUMBING & ELECTRIC SERVICE, INC.           | 1,587.07                        |
| 112285                  | 08/11/2026 |         |      |             | POWERSCHOO | POWERSCHOOL GROUP, LLC                      | 2,206.22                        |
| 112286                  | 08/11/2026 |         |      |             | PUTINCUPS  | PUT IN CUPS                                 | 24.50                           |
| 112287                  | 08/11/2026 |         |      |             | RAPTOR     | RAPTOR TECHNOLOGIES LLC                     | 3,619.35                        |
| 112288                  | 08/11/2026 |         |      |             | RAYSMIDBEL | RAY'S MID-BELL MUSIC, INC                   | 140.95                          |
| 112289                  | 08/11/2026 |         |      |             | ROBOSOURCE | ROBOSOURCE LLC                              | 161.95                          |
| 112290                  | 08/11/2026 |         |      |             | ROCHESTER  | ROCHESTER 100 INC.                          | 294.00                          |
| 112291                  | 08/11/2026 |         |      |             | SCHOOLSPEC | SCHOOL SPECIALTY LLC                        | 703.40                          |
| 112292                  | 08/11/2026 |         |      |             | STUDEN     | STUDENT ASSURANCE SERVICES INC              | 659.25                          |
| 112293                  | 08/11/2026 |         |      |             | THIEMAN    | THIEMAN PLUMBING LLC                        | 1,699.19                        |
| 112294                  | 08/11/2026 |         |      |             | TMS        | TIME MANAGMENT SYSTEMS                      | 428.00                          |
| 112295                  | 08/11/2026 |         |      |             | TMOBILE    | T-MOBILE                                    | 93.09                           |
| 112296                  | 08/11/2026 |         |      |             | VERIZON    | VERIZON                                     | 195.30                          |
| 112297                  | 08/11/2026 |         |      |             | VILLAGECOL | VILLAGE OF COLERIDGE                        | 82.40                           |
| 112298                  | 08/11/2026 |         |      |             | WASTECONN  | WASTE CONNECTIONS OF NEBRASKA, INC.         | 315.25                          |
| 112299                  | 08/11/2026 |         |      |             | WAYNEHERAL | WAYNE HERALD                                | 598.00                          |
| 112300                  | 08/11/2026 |         |      |             | WSC        | WAYNE STATE COLLEGE                         | 50.00                           |
| 112301                  | 08/11/2026 |         |      |             | WESTMUSIC  | WEST MUSIC, INC.                            | 110.95                          |
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| 3477                    | 08/11/2026 |         |      |             | LAURELHOME | LAUREL'S HOMETOWN MARKET | 11.55                         |
| 3478                    | 08/11/2026 |         |      |             | SYSCO      | SYSCO - LINCOLN          | 1,654.18                      |
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| <u>Vendor Name</u>               | <u>Invoice Date</u> | <u>Check Date</u> | <u>Check Number</u> | <u>Invoice Amount</u> |
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| ADOBE CREATIVE CLOUD/ACROPRO     | 07/12/2026          | 08/11/2026        | 112218              | 21.29                 |
| AMAZON.COM                       | 07/29/2026          | 08/11/2026        | 112218              | 964.72                |
| APPLE.COM                        | 07/25/2026          | 08/11/2026        | 112218              | 29.51                 |
| CASEY'S                          | 07/29/2026          | 08/11/2026        | 112218              | 187.72                |
| CUBBY'S INC.                     | 07/09/2026          | 08/11/2026        | 112218              | 39.86                 |
| CUNNINGHAM'S JOURNAL ON THE LAKE | 07/30/2026          | 08/11/2026        | 112218              | 115.44                |
| DOLLAR TREE                      | 07/22/2026          | 08/11/2026        | 112218              | 38.06                 |
| FIT & FUN PLAYSCAPES             | 07/27/2026          | 08/11/2026        | 112218              | 245.00                |
| JIMMY JOHNS RESTAURANT           | 07/30/2026          | 08/11/2026        | 112218              | 55.15                 |
| KINKAIDERS BREWING COMPANY       | 07/28/2026          | 08/11/2026        | 112218              | 98.81                 |
| LAUREL'S HOMETOWN MARKET         | 07/07/2026          | 08/11/2026        | 112218              | 13.67                 |
| MACINMIND SOFTWARE, INC.         | 07/16/2026          | 08/11/2026        | 112218              | 498.00                |
| NEBR COUNCIL OF SCHOOL ADMIN     | 07/08/2026          | 08/11/2026        | 112218              | 685.00                |
| NEBRASKA ALEWORKS                | 07/30/2026          | 08/11/2026        | 112218              | 121.99                |
| OPENAI.COM                       | 07/27/2026          | 08/11/2026        | 112218              | 20.00                 |
| RATH'S MINI MART                 | 08/03/2026          | 08/11/2026        | 112218              | 1,053.78              |
| RUBBER CYCLE LLC                 | 07/07/2026          | 08/11/2026        | 112218              | 1,271.61              |
| SCARLET HOTEL                    | 07/09/2026          | 08/11/2026        | 112218              | 277.84                |
| SMARTSIGN                        | 07/28/2026          | 08/11/2026        | 112218              | 33.79                 |
| STAPLES ADVANTAGE                | 07/26/2026          | 08/11/2026        | 112218              | 89.87                 |
| TEACHING STRATEGIES, LLC         | 07/23/2026          | 08/11/2026        | 112218              | 362.59                |
| USPS                             | 07/14/2026          | 08/11/2026        | 112218              | 10.44                 |
| VIAERO WIRELESS                  | 07/22/2026          | 08/11/2026        | 112218              | 378.90                |
| VISTAPRINT.COM                   | 07/15/2026          | 08/11/2026        | 112218              | 562.31                |
| WALGREENS                        | 07/28/2026          | 08/11/2026        | 112218              | 108.61                |
| WALMART.COM                      | 07/12/2026          | 08/11/2026        | 112218              | 357.50                |
| YOTEL WASHINGTON DC              | 07/10/2026          | 08/11/2026        | 112218              | 1,271.32              |
| GENERAL FUND TOTAL:              |                     |                   |                     | 8,912.18              |

ACTIVITY FUND: 3841.31

*Home of the Bears*

# LAUREL CONCORD COLERIDGE

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

## August '26 Board Report

### Athletics

- **Summer Weights**
  - Summer weights/open gyms wrapped up over the last couple weeks, and by all accounts they were very well attended for girls and boys.
- 10 coaches attended the Nebraska coaches association clinic July 21/22 in Lincoln.
- **Fall Sports**
  - Official Practice for High School Fall sports began yesterday (August 10).
  - **Girls Golf:** August 20th @ Beemer
  - **XC:** August 27th @ Hartington
  - **HS Football:** August 28th vs. Creighton (Homecoming)
  - **HS Volleyball:** August 20th @ GACC
  - **JH Football:** August 31st vs. Hartington-Newcastle
  - **JH Volleyball:** September 8th vs. Summerland
  - Will have participation numbers for JH and HS Fall sports at the September meeting for your reference.
  - Homecoming Week is set for **August 23-29**.
- Sports Pictures will be taken by Natalie Endicott at Moments photography again this year.
  - HS (+JH XC) on **September 2nd**, JH on **September 8th**

### Activities

- **Dance/Cheer Update**
  - Both have had their summer camps and are working on getting routines organized for the upcoming fall season.

### Transportation

- Yearly bus driver training was completed last week.
- Busses have all been serviced and are ready to go for the start of the school year.



**Middle School Principal Report**  
**Mark Leonard**  
**August Board of Education Meeting**  
**Tuesday, August 11, 2026**

**Curriculum/Instruction/Assessment/School Improvement**  
**Updates for the 26-27 School Year**

**Middle School Amendment for 26-27 Student/Family Handbook**

As a middle school besides the Algebra I course (students can receive HS credit by taking this course and passing), students are lacking an accountability piece for passing their core subject classes (English Language Arts/Literature, Mathematics, Social Studies, and Science). The following amendment has been added to the 26-27 Student/Family Handbook:

***4.1.2 Middle School Course Remediation***

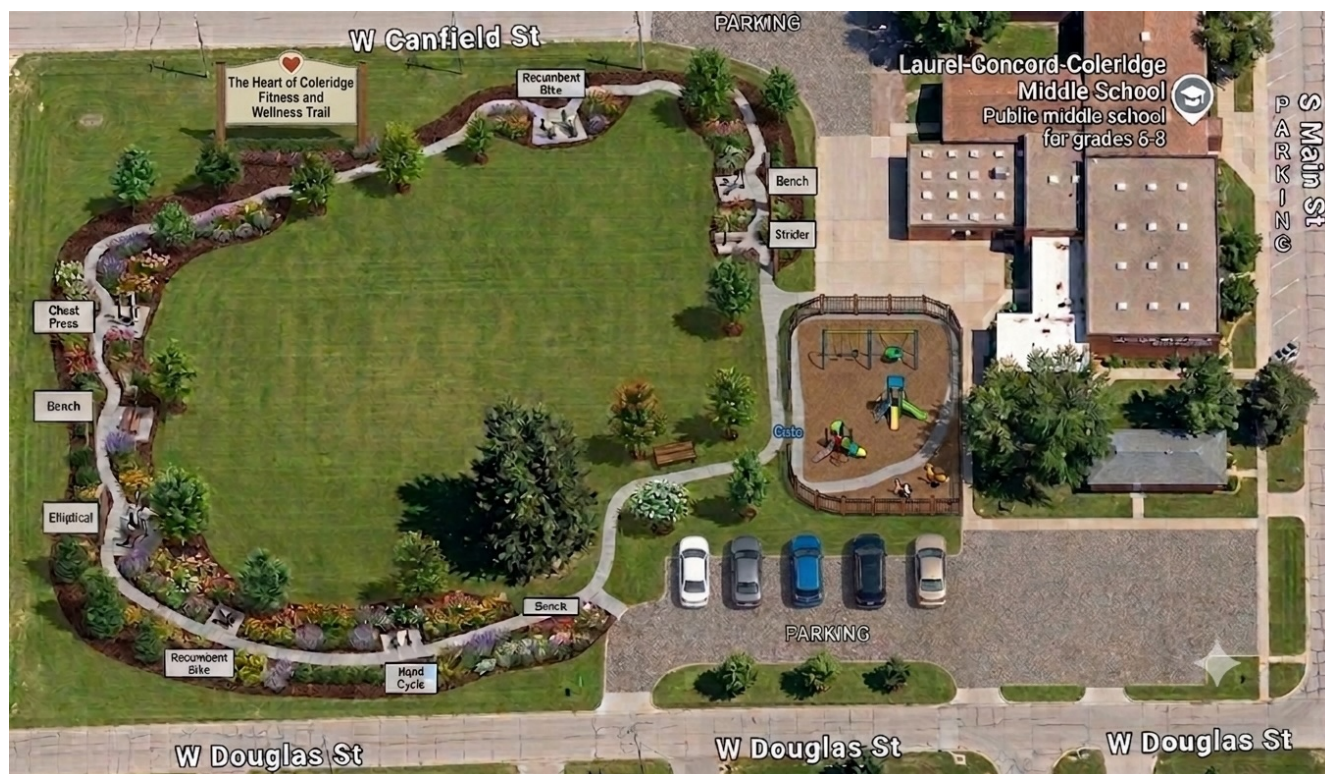
*If a student is failing one (or more) of their middle school core classes (English Language Arts, Literature, Mathematics, Social Studies, and/or Science), the student will be required to complete a summer course for remediation. Students will be required to complete units of study in which they received a failing mark, which will be determined by the classroom teacher and/or the building administrator. Any remediation not completed during the summer, following a student's 8th grade year, will be completed in their first semester of high school.*

**WIN Period** – All our students will receive additional support/instruction with reading and mathematics during our WIN (Whatever Is Needed) period. During this period, our students will receive specific reading and mathematics supports and/or instruction based on their various diagnostic tests such as NSCAS Growth Assessment (Spring, 2026), NWEA MAP Assessments, and the DIBELS 8<sup>th</sup> Literary and mCLASS Math Assessment, which will be completed during the first two weeks of school, and teacher recommendations. Our WIN period is designed to better reach all our students with whatever specific academic needs they may have to enhance their academic skills and abilities.

**Middle School Makerspace** – Over the summer, the Middle School Makerspace was utilized for a number of projects to assist both the school and the community. We were able to engrave on barbeque utensils that were given as prizes during a rib cooking contest that was held during Ag Days. We are also utilizing the Makerspace to construct vinyl numbers that will be used to designate classrooms and different locations at the elementary and high school buildings. Our future goals are to equip our Makerspace with additional Glowforge technology, another 3D printer to the classroom, and additional construction supplies. Our Makerspace will be open during our student's study hall period as well as by appointment for any faculty member who wishes to use this space during the school day.

**The Heart of Coleridge Updates** – The Heart of Coleridge Fitness & Wellness Trail is a recreational trails project that was presented at last month's school board meeting (image is included) that would be constructed inside the playground area (small loop trail – approximately 100 meters in length) and around the perimeter of the junior high football field (large loop trail – approximately 350 meters in length). This project would be completed in two phases: (1) Trail Phase (2) Wellness Phase. Currently, I am writing a Recreational Trails Program grant with the Nebraska Game & Parks Commission with the hope that Phase 1 will be fully completed. This grant is an 80/20 grant, which means the Nebraska Game & Parks Commission would fund 80% of the project, and we would fund the remaining 20% of the project. In regard to the trail fund project, we have accumulated approximately \$13,000 toward playground improvements that would be used for this project and if needed, we would transfer funds from our Makerspace account (approximately \$2,500 in this account) to help fund the 20% that is required for the project. The Coleridge Area Fund and the Village of Coleridge have each committed \$1,600 to assist with the completion of the trail portion of the project, and I will also ask the Coleridge Community Fund to also help with this project. A public notice to bid was first issued in the July 29<sup>th</sup> edition of the *Laurel Advocate* with project bids being accepted until Tuesday, August 11<sup>th</sup>. Anticipated costs for the project should fall between \$85,000-\$95,000. I have constructed a Joint Use Local Agreement Plan and a Project Resolution between the Laurel-Concord-Coleridge School District and the Village of Coleridge (both documents have been signed by George Hefner, Village of Coleridge) and are included in the action items for

the school board to examine and proceed with accordingly. The Recreational Trails Program grant is due on Friday, August 21<sup>st</sup>.



**Smart Pass (Digital Hall Pass System)** – We will continue with Smart Pass at both our middle school and high school for the 26-27 school year. All teachers, staff, and students have an account to Smart Pass, which is our digital hall pass system. Smart Pass will help our teachers and staff better monitor our students when they leave and where they go when they are away from a classroom. With the implementation of the Smart Pass system, student time will be reduced in our hallways, and safety measures will be enhanced with stronger accountability procedures for our students.

**DIBELS 8<sup>th</sup> Edition Literary & mCLASS Math Assessment, NWEA MAP Growth Assessment, NSCAS Growth Assessment, & ELPA 21 Screener** – The DIBELS 8<sup>th</sup> Edition Literary assessment and the mCLASS Math assessment are scheduled to be completed during August 17<sup>th</sup>-28<sup>th</sup> with our 6<sup>th</sup>-8<sup>th</sup> grade students to effectively group students to receive the proper supports and/or instruction during their WIN time. The DIBELS 8<sup>th</sup> Edition Literary assessment is mandated by the state of Nebraska, so all school districts are utilizing the same literary screener/benchmarking program. The DIBELS 8<sup>th</sup> Edition Literary assessment is a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in K-8<sup>th</sup> grade. Students in grades 6<sup>th</sup>-8<sup>th</sup> will be screened using Oral Reading Fluency (ORF) measures to determine word fluency and accuracy and Maze passages to determine reading comprehension. The mCLASS Math assessment combines universal benchmark screening with progress monitoring and goes beyond traditional right-or-wrong grading by using open-ended questions to reveal underlying mathematical thinking and student reasoning strategies. Both of these assessments will also be administered during the Winter and Spring. This Fall we will be conducting the NWEA MAP Growth Assessment, which will be administered to students in grades 3<sup>rd</sup>-8<sup>th</sup> during the period of September 7-18. NWEA MAP Growth is a computer-adaptive assessment designed to measure student achievement and growth in math, reading, language usage, and science. It helps educators understand where students are on their learning journey, track their progress over time, and identify strengths and areas for improvement. The test adjusts to each student's ability, providing a personalized assessment experience. Schools are mandated by the state to administer the Spring NSCAS Growth Assessment for grades 3<sup>rd</sup>-8<sup>th</sup> to measure growth and proficiency in ELA, Math, and Science (grades 5<sup>th</sup>-8<sup>th</sup>). We will use our Fall NWEA MAP Growth scores as a comparative piece to determine student growth. The ELPA 21 Screener is administered to students who have identified another language other than English as their first language and who have not taken the ELPA Screener in the past. Currently, all our ELL students have taken the ELPA Screener and will be required to complete the ELPA Summative Assessment in February-March.

### Activities/Events

**Administrator Days (Kearney)** – This summer Administrator Days was held in Kearney from July 29<sup>th</sup> through July 31<sup>st</sup>. Around a thousand administrators come to this event to learn more about the administrative role and to reconnect with colleagues. On Wednesday, we listened to Dr. Brian Maher giving a state of address as to education in Nebraska and the emphasis that is continued to be placed on reading and the mission to have 75% of our 3<sup>rd</sup> graders proficient in reading by the year 2030. I attended a session titled *HAL Updates and Rule 3*, which detailed some of the changes that have occurred with the HAL program in the state of Nebraska, funding for HAL programs, and rules and guidelines that need to be adhered to when designating HAL students. The next session I attended on Wednesday was entitled *From Knowing Instruction to Leading Instruction* and dealt with the role of being an instructional leader and the impact this role has on student learning. The third session of the day I attended focused on *Screening to Action with DIBELS 8<sup>th</sup>*. DIBELS 8<sup>th</sup> edition is the newly mandated literacy benchmarking/progress monitoring program for the state of Nebraska (due to this mandate, we will no longer use the Aims Web + program for literary screening/intervention). The presenters talked about how to implement DIBELS 8<sup>th</sup> edition in the classroom and with your students. The last session I attended on Wednesday was *Recognizing & Reinforcing High-Quality Literacy Instruction for All Learners*. On Thursday, the day opened with keynote speaker, Jimmy Casas, whose presentation was entitled *Recalibrate the Culture* and emphasized the importance of establishing a positive culture within a school system. He stated that Culture = Behavior and asked the question, “Do the behaviors of the adults in your school match the words on your walls?” and that the words on our walls belong to all of us. For sessions on Thursday, I attended sessions on *MTSS, PST, SAT – The Letters Don’t Matter – The Process Does*, which centered around these school processes with examples of schedules, action plan spreadsheets, teacher notes pages, and follow-up pages, *The Motivated Leader: Inspiring Your Staff with Intention*, which provided a collection of short, high-impact slides, videos, stories, and visuals to equip school leaders with an ‘inspirational toolkit’ with themes like motivation, purpose, dealing with change, culture-building, and reinforcing your school mission, *How to Develop the “Leader in Me” in Middle School*, which is a student leadership program that was implemented in the Kearney Public School system to teach students social/emotional content and is based on the book *7 Habits of Highly Effective People*, and *Let’s Meet in the Middle: Timely and Important Conversations on All Things Middle School* where middle school administrators shared stories and tactics in how to effectively handle various middle school issues. Overall, Administrator Days was highly informational and provided some great ideas heading into the 26-27 school year.

### Personnel

The middle school will have two new faces that will be working at the school this year. Sally Kneifl will be teaching one of our 7<sup>th</sup> grade English/Language Arts sections and both sections of our 8<sup>th</sup> grade English/Language Arts. Sally will also be co-sponsoring our Middle School Student Council. Roberto Acuna will be teaching our middle school Spanish exploratory class for the 26-27 school year.

### Meetings/Activities (July/August)

**Tuesday, July 14<sup>th</sup>** – Middle School ROAR Planning Committee Meeting  
**Monday, July 20<sup>th</sup> – Wednesday, July 22<sup>nd</sup>** – NSAA Coaches’ Clinic (Lincoln)  
**Monday, July 20<sup>th</sup> – Monday, August 11<sup>th</sup>** – Online Student Registration  
**Tuesday, July 21<sup>st</sup>** – CPI Training (Elementary Commons Area)  
**Thursday, July 23<sup>rd</sup>** – Cariina Parent Communications Meeting (via Zoom); Administrative Team Meeting (via Zoom); Cariina Leave Request Properties Meeting (via Zoom)  
**Friday, July 24<sup>th</sup>** – Cariina Middle School Parents Communication Meeting (via Zoom)  
**Friday, July 24<sup>th</sup> – Wednesday, July 29<sup>th</sup>** – Coleridge Gym Closed for Refinishing  
**Monday, July 27<sup>th</sup>** – In Person Student Registration (HS/Middle/Elementary School)  
**Wednesday, July 29<sup>th</sup> – Friday, July 31<sup>st</sup>** – Administrator Days (Kearney)  
**Thursday, July 30<sup>th</sup> – Friday, July 31<sup>st</sup>** – LCC Dance Camp  
**Saturday, August 1<sup>st</sup>** – Ribfest (Coleridge Park)  
**Monday, August 3<sup>rd</sup>** – HS Fall Sports Conditioning Begins  
**Tuesday, August 4<sup>th</sup>** – Cariina LCC Attendance Changes Meeting (via Zoom); GNAC Conference Fall Meeting (Neligh-Oakdale Public School)  
**Friday, August 7<sup>th</sup>** – New Teacher Orientation Meeting/Activities (HS Conference Room); LCC Booster Club Golf Tournament (Cedar View Country Club)  
**Monday, August 10<sup>th</sup>** – First Day of HS Fall Practices; Professional Development Day; LCC All Staff

Assembly (HS Commons), Building-Level Meetings, All Classified Staff Meeting; Concession Sign-Up Meeting, & Activities Coaches/Sponsors Meeting

**Tuesday, August 11<sup>th</sup>** – Professional Development Day: Driver Capacity Evaluation Station, MS MTSS Meeting, Common Planner Tips & Tricks Zoom Session, District Safety Team Meeting; MS PBIS Leadership Team Meeting; Back-to-School Night, School Board of Education Meeting (Middle School Boardroom)

#### **Upcoming Activities/Meetings Scheduled (August/September)**

**Wednesday, August 12<sup>th</sup>** – Professional Development Day: Driver Capacity Evaluation Station (7:30-8:15 AM); Annual Health & Safety Trainings (8:15 AM-11:30 AM); All-Staff School Safety Training (1:00 PM, ALICE & SRP); E3 App Notification Meeting (1:30 PM); Middle School IEP Meeting (2:00 PM, Middle School Boardroom); Driver Capacity Evaluation Station (4:00-5:00 PM)

**Thursday, August 13<sup>th</sup>** – First Day of School (Elementary/Middle School/High School); Start of JH Fall Practices (Football); Building-Level Staff Meeting (1:15 PM); Laurel Cruise Night (5:00 PM, Downtown Laurel)

**Friday, August 14<sup>th</sup>** – Start of JH Fall Practices (Cross Country)

**Monday, August 17<sup>th</sup>** – First Day of Level III Program & Pre-School; Administrative Team Meeting (9:00-10:30 AM, HS Conference Room); Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; TeamMates Board Meeting (12:00 PM, Middle School Boardroom); Student Mental Health Meeting (12:30 PM with Mrs. Settje); Start of JH Fall Practices (Volleyball); FFA Burger Bash

**Tuesday, August 18<sup>th</sup>** – Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; FIRE DRILL (8:15 AM)

**Wednesday, August 19<sup>th</sup>** – Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; Early Dismissal (2:00 PM – Professional Development, Beginning of Year Topics & Student Health Updates with Mrs. Conley)

**Thursday, August 20<sup>th</sup>** – Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; SEVERE WEATHER/SHELTER DRILL (3:00 PM); HS Girls Golf @ West Point-Beemer Invite (9:00 AM, Beemer); HS Volleyball Triangular @ Guardians Angels Central Catholic (6:00 PM, West Point)

**Friday, August 21<sup>st</sup>** – Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; LCC School “Business After Hours” Event (5:00-7:30 PM, Laurel Community Center)

**Monday, August 24<sup>th</sup>** – HOMECOMING WEEK; Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; Administrative Team Meeting (9:00-10:30 AM, Elementary Conference Room); Student Mental Health Meeting (12:30 PM with Mrs. Settje)

**Tuesday, August 25<sup>th</sup>** – HOMECOMING WEEK; Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; ESU 1 Principal’s Meeting (9:00 AM-3:00 PM); High School Girls Golf Triangular @ CedarView Golf Course – Laurel (4:00 PM, Wayne & Hartington CC)

**Wednesday, August 26<sup>th</sup>** – HOMECOMING WEEK; Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; FIRE DRILL (9:30 AM); Early Dismissal (2:00 PM – Professional Development, School Safety ALICE Demonstrations – Trainers Led Sessions & Student Health Updates with Mrs. Conley)

**Thursday, August 27<sup>th</sup>** – HOMECOMING WEEK; Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; Title III Consortium Meeting (9:00 AM, via Zoom); JH/HS Cross Country @ Hartington-Newcastle Invite (9:00 AM); HS Girls JV/V Volleyball Triangular @ LCC (Battle Creek & West Holt, 5:30 PM)

**Friday, August 28<sup>th</sup>** – HOMECOMING WEEK; Middle School DIBELS 8<sup>th</sup> Edition Literary and mCLASS Math Assessments; HS Girls Golf @ Wayne Invite (9:00 AM); HS Varsity Football vs. Creighton (7:00 PM, HOMECOMING, Post Prom Tailgate)

**Saturday, August 29<sup>th</sup>** – LCC JV Volleyball Quad Tournament (9:00 AM, Laurel Main Gym)

**Monday, August 31<sup>st</sup>** – DIBELS 8<sup>th</sup> Edition Literary Screener (Elementary); Administrative Team Meeting (9:00-10:30 AM, Middle School Board Room); Student Mental Health Meeting (12:30 PM with Mrs. Settje); JH Football vs. Hartington-Newcastle (4:00 PM); JV Football vs. Hartington-Newcastle (6:00 PM)

**Tuesday, September 1<sup>st</sup>** – DIBELS 8<sup>th</sup> Edition Literary Screener (Elementary); HS Volleyball (V/JV/C) @ Ponca (5:00 PM)

**Wednesday, September 2<sup>nd</sup>** – DIBELS 8<sup>th</sup> Edition Literary Screener (Elementary); HS Fall Sport/Activities Media Day (1:00 PM, includes JH XC); Early Dismissal (2:00 PM – Professional Development, TBD)

**Thursday, September 3<sup>rd</sup>** – DIBELS 8<sup>th</sup> Edition Literary Screener (Elementary); Cariina LCC Leave Request Follow-Up (9:00 AM, via Zoom); HS Girls Golf @ Stanton Invite (9:00 AM); JH/HS Cross Country @ Wisner-Pilger Invite (5:00 PM, Beemer); HS Volleyball (V/JV/C) vs. Elkhorn Valley (5:30 PM)

**Friday, September 4<sup>th</sup>** – DIBELS 8<sup>th</sup> Edition Literary Screener (Elementary); FFA State Fair Division; HS Varsity Football @ Niobrara-Verdigre (7:00 PM)

**Monday, September 7<sup>th</sup>** – NO SCHOOL (Labor Day)

**Tuesday, September 8<sup>th</sup>** – 1<sup>st</sup> Ineligibility List; Middle School NWEA MAP Testing; DIBELS Reading Screener (Kindergarten); JH Fall Athletics & Activities Media Day (1:00 PM, JH FB and VB); JH Football/Volleyball vs. Summerland (4:00 PM, Middle School Gym); Cariina LCC Attendance Changes Feedback (4:00 PM, via Zoom); FFA Chapter Meeting

**Wednesday, September 9<sup>th</sup>** – Middle School NWEA MAP Testing; DIBELS Reading Screener (Kindergarten); PowerSchool Bi-Weekly Meeting (9:15 AM, via Zoom); WSC Education Fair (10:00 AM-1:00 PM, Wayne State College); Early Dismissal (2:00 PM – Professional Development, TBD); Coleridge Community Club Meeting (6:30 PM, Rodeos)

**Thursday, September 10<sup>th</sup>** – Middle School NWEA MAP Testing; DIBELS Reading Screener (Kindergarten); HS/JH LCC Cross Country Invite (10:00 AM, Cedar View Golf Course); HS Varsity Volleyball @ Wakefield Tournament (5:00 PM, Wakefield High School)

**Friday, September 11<sup>th</sup>** – Middle School NWEA MAP Testing; DIBELS Reading Screener (Kindergarten); HS Varsity Football vs. Hartington-Newcastle (7:00 PM, Chamber Community Club Tailgate)

**Saturday, September 12<sup>th</sup>** – HS Varsity Volleyball @ Wakefield Tournament (8:30 AM, Wakefield High School); HS Girl's Golf @ Pierce Invite (9:00 AM, Pierce Golf Course)

**Monday, September 14<sup>th</sup>** – Middle School NWEA MAP Testing; Administrative Team Meeting (9:00-10:30 AM, High School Conference Room); Student Mental Health Meeting (12:30 PM with Mrs. Settje); JH Football @ Ponca (4:00 PM); JH Volleyball vs. Cedar Catholic (4:00 PM, Middle School Gym); JV Football @ Ponca (6:00 PM); School Board of Education Meeting (7:00 PM, Laurel Library Conference Room)

## Board Report - August 2026

Keri Hart

Laurel - Concord - Coleridge Elementary

Strengthening Communities  Inspiring Excellence  Shaping the Future

### Monthly Spotlight

Theme - WE ARE BEARS!



### New Staff Members/Reassignments!

- Karley Jackson - 3rd Grade
- Jessi Gallegos - 3rd Grade
- Carlee Waldow - 4th Grade
- Hallie Noecker - Special Education
- Rachel Gewok - Paraprofessional
- Amy Gould - Title 1 Teacher/Literacy Coach
- Marissa Remm - 1st Grade

### High School Paras

Hannah Hart - Preschool Paraprofessional

Hattie McCorkindale - Elementary Paraprofessional

- We have enjoyed partnering with the HS. The high school students enjoy it, do an amazing job, and it is great job experience for them!

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Curriculum &amp; Assessment</b></p>                              | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>We are using the <b>math genius squad</b> in alignment with the Expressions curriculum. We're excited for this resource as it will be an asset for teachers to use. The Math Genius Squad includes videos with an overview of each unit and how to teach it, slides for visual presentation when teaching, professional development videos, instructional resources (including enrichment and additional support), and data tracking.</li> </ul> <p><b>ELA Training</b></p> <ul style="list-style-type: none"> <li>We are partnering with Erin Meyers to provide ELA training in alignment with the IPG (Instructional Practice Guide) that NDE has released and with the CKLA curriculum material we are using. We're excited for Erin to continue to grow our instructional practices in reading and see the positive impact for students! The plan is for Erin to join us monthly or bi-monthly.</li> </ul> <p><b>Reading Plans (K-3rd) / Fall Benchmark</b></p> <ul style="list-style-type: none"> <li>Students will participate in the fall benchmark screener the last week of August (1st - 5th) and the first week of September for Kindergarten</li> <li>Reading plans will be sent once students are identified that fall below the threshold</li> <li>Intervention groups are created using this data</li> </ul> <p><b>Collaborative Plan Time</b></p> <ul style="list-style-type: none"> <li>We will continue weekly collaborative plan time after seeing the positive impact on instruction!</li> </ul> |
| <p><b>PBIS</b><br/>(Positive Behavioral Intervention and Supports)</p> | <div data-bbox="584 1188 1396 1646" data-label="Image"> </div> <p>Students will each have locker (or cubby) name plates. They can earn a sticker on each square for exhibiting that quality or character trait through the use of our shoutout cards. If students fill their entire name plate, they will receive a <b>“We Are Bears” t-shirt!</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <p>We're excited to continue building strong, well-rounded students who understand that who they are is just as important as what they know. While academic growth will always be an important part of our work, our greatest responsibility is helping students grow into good humans—people who are kind, responsible, respectful, resilient, and willing to make a positive difference in the lives of others. #LCCStrongerTogether</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>PTO</b><br/>(Parent-Teacher Organization)</p> | <ul style="list-style-type: none"> <li>● Will meet Monday, August 31st</li> <li>● Elizabeth Brabec and Meghan Brandow are taking the lead for PTO as co-coordinators.</li> </ul> <p>Other Board Members: Allison Curry - Secretary and Kylie Weeder - Treasurer</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Communication</b></p>                         | <p><b>Back to School Handout with Information</b></p> <ul style="list-style-type: none"> <li>● We will provide the back to school handout that is a 1 pager with routines and procedures.</li> <li>● We will also send home the Cariina flyer. Carina will replace the SeeSaw app. Teachers and families will use the groups feature in Carina to communicate.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Parent Advisory Team</b></p>                  | <p>The elementary parent advisory team met in August. I'm excited to continue to partner with this team this school year. Here is a summary of topics discussed:</p> <ul style="list-style-type: none"> <li>● <b>Things Going Well</b> <ul style="list-style-type: none"> <li>○ 1) Attendance Improvement <ul style="list-style-type: none"> <li>■ 4.7% - 2024-2025</li> <li>■ 3.8% - 2025-2026</li> </ul> </li> <li>○ Overall, communication at the elementary level is strong and effective.</li> <li>○ Inclusion - Inclusion of students with disabilities</li> <li>○ Parent-Teacher Conferences <ul style="list-style-type: none"> <li>■ Like the optional spring conferences</li> <li>■ Like earlier conference times in the school calendar</li> <li>■ We will continue discussing ways to sign up for conferences and look at electronic options</li> </ul> </li> </ul> </li> <li>● <b>Areas of Discussion for Growth</b> <ul style="list-style-type: none"> <li>○ 1) Transportation</li> </ul> </li> <li>● <b>Gathered Input that impacted procedures this year on the following items:</b> <ul style="list-style-type: none"> <li>○ Room Parents/Class Parties <ul style="list-style-type: none"> <li>■ <b>Changing this format this year.</b> Having a room advocate that the teacher can reach out to if they need supplies or help for something. Teachers will plan classroom parties. Parents will be invited to help with instructionally tied activities.</li> </ul> </li> </ul> </li> </ul> |

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|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>● Next Meeting: October 9, 2026</li> <li>● The members of the team are: Allison Curry, Tiffany Ebberson, Kyla Spahr, Ashley Wiebelhaus, Angelica Woslager, Jared Kvols, and Tony Jensen</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Elementary Leadership Team</b> | <ul style="list-style-type: none"> <li>● Members: Amy Gould, Laura Nordby, Mandi Fernau, Jenna Tanderup</li> <li>● This team continues to be so valuable as they provide feedback, expertise, and share ideas to help us all work together to continue to learn and grow and provide positive schooling experiences for all students.</li> <li>● Discussion Items Included: <ul style="list-style-type: none"> <li>○ Elementary Goal This Year - Pacing Guides and Common Assessments and all compiled in a user friendly format</li> <li>○ Collaborative Plan Time <ul style="list-style-type: none"> <li>■ Math (Laura) and ELA (Amy) will be separate and SPED will be at an alternative time</li> </ul> </li> <li>○ Intervention Times and ensuring we're <a href="#">aligning instruction</a> for students <ul style="list-style-type: none"> <li>■ Also discussed importance of morphology and vocabulary and ensuring explicit instruction</li> </ul> </li> <li>○ CIP and TIP Goals - Instruction adjusted using data <ul style="list-style-type: none"> <li>■ CIP - Focus on increasing math proficiency</li> <li>■ Non-Negotiables for ELA, Math, &amp; Behavior</li> </ul> </li> </ul> </li> </ul> |
| <b>Community Relations</b>        | <p><b>LCC Security Bank Partnership</b></p> <ul style="list-style-type: none"> <li>● We will continue our school bank partnership this year with Security Bank - First day of deposit will be September 15th</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Activities &amp; Events</b>    | <ul style="list-style-type: none"> <li>● Teachers Report - Monday, August 10th</li> <li>● Student First Day - Thursday, August 13th</li> <li>● Preschool First Day - Monday, August 17th</li> <li>● ESU #1 Principal Meeting - Tuesday, August 25th</li> <li>● No School - Labor Day - Monday, September 7th</li> <li>● Fall Benchmark Screening (DIBELS) <ul style="list-style-type: none"> <li>○ 1st - 5th - August 31 - September 4</li> <li>○ Kindergarten - September 8 - 11</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



**Laurel-Concord-Coleridge High School**  
**Principal's Report - August 11, 2026**

**Curriculum, Instruction, & Assessment**

- Work-Based Learning is being rolled out this year for our seniors. Bryce Holcomb has been collaborating with Jeremy, Sarah, and me to put the program together. We currently have four students who have shown interest - two have placements; Bryce is working on the others. Work release will also continue this year, with 11 students who have signed up for it. We have
- We are pleased to welcome Tae Swanson, from USD, who will be doing her student teaching in instrumental music this semester with Patti Beyeler.
- In collaboration with ESU 1, Derek Lahm from the Teaching & Learning team will be mentoring four high school teachers this year. He'll meet 8 times with each of them - observing an entire lesson and following-up with a coaching conversation based on their individual goals.
- I'll be working with Erin Meyers this year to conduct Instructional Practice Guide (IPG) walkthroughs, which are required by NDE for our CLSD grant. We will do walkthroughs and submit data at least once each semester. We will begin September 1 and try to get to each high school teacher's classroom for a minimum 10-12 minutes, followed by a short debrief.
- Positive parent contacts (email or phone calls) is the focus for the first month of school for high school teachers. We want to set a positive tone for the year!

**New High School Teachers**

- Roberto Acuna - Spanish, Spanish Club
- Brooke Languis - Special Education
- Carol Stastny - Science, Science Club

**New Classified Staff**

- Stefanie Brummels - cheerleading co-sponsor
- Nicole Dennis - strength & conditioning co-sponsor
- Chad Johnson - boys' golf coach
- Josilyn Martin - assistant speech coach
- Aden Pochup - football assistant
- Eric Robbins - special education para

## **Students**

- Our high school student focus is "We are BEARS!" Bears is the acronym for brave, encouraging, accountable, resilient, and supportive. We'll be focusing on these character traits throughout the year.
- For the past 6 years, LCC seniors have taken an exit survey. It consistently shows that we provide students with a strong educational experience and prepare them well for college, careers, and life after high school. Overall the surveys have been positive; however, the Class of 2026 showed a slight decline from the exceptionally high ratings reported between 2022 and 2025. Areas for improvement included: college readiness, teacher expectations, and job search preparation.

Recommendations include:

- Expand career exploration through internships, job-shadowing, guest speakers, and partnerships with local businesses and colleges - *we are working on this through our Work-Based Learning program.*
- Enhance student engagement by encouraging goal setting, ownership of learning, and meaningful academic experiences - *district-wide we are delving into what effective teaching looks and sounds like at LCC based on the instructional model to strengthen academics; student goal setting is one component that will be emphasized.*
- Continue investing in the school's strong counseling program, which remains one of the school's greatest assets - *we are blessed to have Brandi, Sarah, and Ashley working together to provide a host of services for our students. As we move into Year 2, I'm confident their roles will continue to adapt and grow to meet the needs of students.*

## **Parent/Community Relations**

- Our first parent advisory board meeting will be September 22nd. Members are: Stefanie Brummels, Amanda Hansen, Andrea Johnson, Teri Korth, Jessica Recob, and Tiffany Weber. I'm excited they each wanted to commit to a 2nd year!
- Bryce is networking with business owners in Laurel, Wayne, Coleridge, etc. to provide opportunities for students to job shadow and/or have a work-based learning experience.

## **Professional**

- The admin team recently attended Administrator Days in Kearney. It was beneficial to have an opportunity to learn and network with others from around the state.

## **Upcoming Activities & Events**

- Aug 13 - First Day of School; Cruise Night
- Aug 17 - Teammates Board Mtg; FFA Burger Bash
- Aug 21 - Business After Hours
- Aug 23 - Homecoming Pep Rally
- Aug 25 - ESU 1 Principals' meeting
- Aug 28 - Homecoming Parade, Coronation & Dance
- Sept 7 - Labor Day

**Date:** July 27, 2026  
**To:** LCC Faculty and Staff Members  
**From:** Jeremy Christiansen, Superintendent  
**Re:** School Year 2026-2027



Dear LCC Staff,

Welcome back to a new school year!

I hope your summer provided time to rest, recharge, and enjoy life without bells, schedules, lesson plans, meetings, and the occasional copier that refuses to cooperate at exactly the wrong moment.

As we begin the 2026–2027 school year, I want to thank each of you for the important role you play at LCC School. No matter your position, your work contributes to our shared mission of **Strengthening Communities, Inspiring Excellence, and Shaping the Future**. That mission is not simply a statement we display - it comes to life each day through the relationships we build, the opportunities we create, and the care we show our students and one another.

A new school year always brings renewed energy, fresh possibilities, and perhaps a few moments when we wonder how summer passed so quickly. It also gives us another opportunity to make a meaningful difference. Our students may not remember every lesson, announcement, bus ride, meal, practice, or conversation, but they will remember the adults who noticed them, encouraged them, challenged them, and believed in them.

The strength of LCC School has always been its people. We have talented educators and staff members, supportive communities, and students with tremendous potential. When we work together, remain focused on what matters most, and extend a little patience and grace along the way, we create a school experience in which students and adults can grow and succeed.

Thank you for bringing your skills, energy, humor, and heart to this work. I am grateful to begin another school year alongside you and excited about what we will accomplish together.

Here's to a strong start and a great year at LCC School. Let's get started!!

### **WELCOMING NEW STAFF**

Please join me in welcoming our new colleagues to the LCC School team. Each brings valuable experiences, talents, and perspectives that will strengthen our work on behalf of students and families. I encourage you to introduce yourself, offer a helping hand, and help ensure that every new staff member feels valued, supported, and truly welcomed to LCC School.

#### **● New Certified Staff**

- Roberto Acuña - Spanish Teacher (Middle School/High School)
- Jessi Gallegos - Third Grade Teacher (Elementary School)
- Karley Jackson - Third Grade Teacher (Elementary School)
- Sally Kneifl - English Language Arts Teacher (Middle School)
- Brooke Languis - Special Education Teacher (High School)
- Hallie Noecker - Special Education Teacher (Elementary School)
- Carol Stastny - Science Teacher (High School)
- Carlee Waldow - Fourth Grade Teacher (Elementary School)

- **New Classified Staff**

- Stefanie Brummels - Community Coach/Sponsor (Cheerleading)
- Nicole Dennis - Community Coach/Sponsor (Strength & Conditioning Co-Sponsor)
- Rachel Gewock - Paraprofessional (Elementary School)
- Angie Hall - Administrative Assistant (High School)\*
- Chad Johnson - Community Coach/Sponsor (Boys Golf)
- Jeri Lowe - Custodial Services (Elementary/High School)\*
- Josilyn Martin - Community Coach/Sponsor (Speech Asst)
- Carrie Nordhues - Custodial Services (Elementary/High School)\*
- Aden Pochup - Community Coach/Sponsor (Football Asst)
- Eric Robbins - Paraprofessional (High School)
- Karley Schieffer - Library Paraprofessional (Elementary/High School)\*

*\*Staff Members who were recently welcomed to LCC School.*

- **Staff Reassignments**

- Shannon Benson - Health/PE Teacher (Elementary/Middle School)
- Amy Gould - Title I Program /Literacy Coach (Elementary/Middle School)
- Shelby Hader - ESU 1 Speech Language Pathologist (District Wide)
- Kim Halle - ESU 1 Speech Language Pathologist (District Wide)
- Denise Kinkaid - Librarian/Media Specialist (District Wide)
- Robert Parsons - Technology Coordinator (District Wide)
- Marissa Remm - First Grade Teacher (Elementary School)

- **Student Teacher**

- Tae Swanson - Instrumental Music/Band (Middle School/High School)

## **PLANNING AHEAD**

An outline schedule is provided below to assist as you plan your inevitable “To Do” lists throughout the coming days.

### **Tuesday, August 4th**

- **GNAC Conference Coaches/Sponsors Meeting**
  - Neligh-Oakdale Public Schools

### **Friday, August 7th**

- **New Teacher Orientation Meeting and Activities**
  - 8:15 am - 2:00 pm (High School Conference Room)
- **Voluntary Benefit Program Overview (Optional for All Staff)**
  - 1:00 pm (High School Commons)
  - 1:30 pm - 3:00 pm - Benefits Representative Access (HS Conference Room)
- **LCC Booster Club Golf Tournament Fundraiser**
  - 5:30 pm - Shotgun Start (Cedar View Country Club)

### **Monday, August 10th**

- **LCC All Staff In-Service - High School Commons (HS/EL Campus)**
  - 7:45 am - Breakfast Available
  - 8:15 am - **All Staff Assembly**

- **Building Level Staff Meetings**
  - 9:15 am - **Elementary All Staff Meeting**
    - Library Conference Room
  - 9:15 am - **Middle School All Staff Meeting**
    - Ms. Claussen's Classroom
  - 9:15 am - **High School All Staff Meeting**
    - Mr. Holcomb's Classroom
- **All Staff Luncheon** (Catered by Laurel's Hometown Market)
  - 11:30 am (High School Commons)
- **Time to Work in Classrooms/Program Area**
  - 12:30 pm - 3:45 pm
- **All Classified Staff Meeting (Library Conference Room)**
  - 12:30 pm
- **Concessions Sign Up Meeting**
  - 2:15 pm (Mr. Holcomb's Classroom)
- **Activities Coaches/Sponsors Meeting**
  - 2:45 pm (Mr. Holcomb's Classroom)
- **Blue Cross Blue Shield Insurance Updates** (Optional for All Staff)
  - 3:00 pm (High School Commons)
  - BCBS Representative - Information re: Coverage and also High Deductible Plan
- **Fall Sports Practices Begin**

### **Tuesday, August 11th**

- **Driver Capacity Evaluation Stations** (Opportunity #1 of 3)
  - 7:30 am - 8:30 am - Both Campuses
    - HS/EL Campus - North Parking
    - MS Campus - Southwest Staff Parking Lot
- **All Staff Report to Assigned Buildings** - 7:45 am
- **Time to Work in Classrooms/Program Area**
  - 7:45 am - 3:45 pm
- **Common Planner Tips & Tricks for Teachers** (Optional; Zoom Only)
  - 1:30 pm (Zoom Link to be provided)
- **District Safety Team Meeting**
  - 1:00 pm (High School Conference Room)
- **Building Level Meetings**
  - Announced by Principals
- **Lunch On Your Own**
- **Back to School Night**
  - 5:00 pm - 7:00 pm
  - 5:00 pm - 6th Grade Orientation (Middle School)
  - Food Truck Options (4:00 pm - 7:00 pm)
    - Middle School Campus
      - Ma Mona Mexican Grill
      - Ice Cream Treats Provided
    - Elementary/High School Campus
      - The Corn Dog Company
      - Traveling Tiger Tavern
      - Jersey Sweet Ice Cream

- **Board of Education Regular Meeting**
  - 7:00 pm - Board Conference Room (Middle School Campus)

### **Wednesday, August 12th**

- **Driver Capacity Evaluation Stations** (Opportunity #2 of 3)
  - 7:30 am - 8:00 am
    - HS/EL Campus Only - North Parking
- **Annual Health & Safety Training - ALL Staff Members**
  - **8:15 am - 11:30 am (High School Commons)**
  - Suicide Prevention and Mental Health Topics \*Brandi Settje
  - Health Topics/First Aid \*Arianne Conley
- **Lunch on Your Own**
  - 11:30 am
- **School Safety Training (High School Commons)**
  - Required for All New Staff Members
  - Optional for Returning Staff
  - 1:00 pm (ALICE and SRP)
  - 1:30 pm (E3 App Notification)
- **Time to Work in Classrooms/Program Area**
  - 11:30 am - 2:00 pm
- **Staff Early Dismissal Opportunity**
  - **2:00 pm** (in lieu of Comp Time for Back to School Night)
- **Driver Capacity Evaluation Stations** (Opportunity #3 of 3)
  - 4:00 pm - 5:00 pm (HS/EL Campus Only)
    - HS/EL Campus - North Parking

### **Thursday, August 13th**

- **First Day of School (K-12)**
  - Early Dismissal - 1:00 pm
- **Building Level Staff Meetings**
  - 1:15 pm (Locations TBA)
- **Laurel Cruise Night**
  - 5:00 pm (Downtown Laurel)
  - 6:00 pm - Fall Activity Team Introductions
  - 6:30 pm - Select Performances TBA (Cheerleading, Dance, Drumline)

### **Monday, August 17th**

- **First Day of School - PreK Program and Level 3 Program**

### **Friday, August 21st**

- **LCC School “Business After Hours” Event** (Sponsored by Laurel Chamber Community Club and Coleridge Community Club)
  - 5:00 pm - 7:00 pm (Laurel Community Center)
  - 6:00 pm - All Staff Recognition and New Staff Introductions
  - Appetizers and Snacks Provided
  - Cash Bar - Laurel Vets Club
  - All Staff Invited and Encouraged to Attend

## ANNUAL REQUIRED TRAINING

### **1) Vector Solutions (Safe Schools) Online Training Module Information**

We once again have the opportunity to complete some of our required annual training through the Vector Solutions Safe Schools online module system. There are specific training courses assigned for each employee classification (e.g., teacher, paraprofessional, cook, custodian, etc.).

- **Title IX Training is now included in Vector Solutions** - All school district staff are required to participate in an annual training to develop and maintain awareness of expectations and responsibilities as related to the prevention of sexual harassment and federal Title IX regulations. This training will also provide an overview of expectations related to professional boundaries between school employees and students. Our school district's designated Title IX Coordinator is Jennifer Van Meter, High School Principal.
- **Safe Schools Website: <https://lccschool-ne.safeschools.com/login>**
  - Username: Your LCC email address (e.g., [jane.doe@lccschool.org](mailto:jane.doe@lccschool.org))
    - Community Coaches/Sponsors - Your personal email address
  - Password: lccbears OR first five letters of your Username
    - If your password does not work, there is an option to reset it.
  - The link is also available on the Staff Portal which is accessible on the school district website - [www.lccschool.org](http://www.lccschool.org)
- **Please complete all Safe Schools online modules ON OR BEFORE Friday, August 28, 2026.**

### **2) Epilepsy Foundation's Seizure Training for School Personnel**

All school district staff are required by NDE to participate in the Seizure Training for School Personnel. Please complete this online module training by accessing the link provided.

- **Link to Seizure Training for School Personnel** (Click this underlined link.)
- The link is also available on the Staff Portal which is accessible on the school district website - [www.lccschool.org](http://www.lccschool.org)
- **Please complete the Seizure Training online module ON OR BEFORE Friday, August 28, 2026.**
  - The training module requires you to create an account or to sign in to an existing account. Returning staff may very well already have a training account. The module will also prompt you to create a certificate upon completion. Please generate, print and submit your completed certificate to your building principal.

### **3) School Transportation Requirements**

Nebraska continues to have requirements for individuals (school personnel, volunteers, and parents) who may transport students in school-owned small vehicles. At LCC, all teachers, paraprofessionals, administrators, and office staff are required to annually complete the Student Transportation modules, as well as meet a few other requirements:

- Vector Training Modules
- Driver Certification
- DMV and Criminal Background Checks
- Driver Capacity Evaluation (In-Person; 3 Opportunities Provided)

**THANK YOU!!** Please know that we understand and appreciate how very busy you are preparing your classrooms and our school for the beginning of the new school year. Thank you for your continued dedication and extensive efforts – doing whatever it takes to start the new school year successfully!

**Our Vision for LCC School**

Together, we build a stronger future  
where communities unite, educators inspire, and students excel.  
We shape a legacy of excellence, leadership, and opportunity for all  
through achievement, integrity, resilience, and respect.

**#LCCStrongerTogether**



**LCC New Teacher Orientation**  
**Friday, August 7, 2026**  
**High School Office Conference Room**



- 8:15**            **Welcome & Introductions**
- 8:20**            **General Information**  
                 **Instruction**  
                 **Assessment**  
                 **Communication**  
                 **Safety**  
                 **Behavior and Social Emotional Behavioral Learning**
- 9:20**            **BREAK**
- 9:30**            **Department Leadership**
- Quin Conner - Transportation and Activities
  - Pix Schmit - Nutrition Services
  - Jeff Bermel - Facilities and Maintenance
- 9:45**            **Technology**
- Bob Parsons, Eric DePew
  - Tech Tickets
  - Copiers
  - PowerSchool
  - Telephone System
  - Other Tech Needs
- 10:00**           **Common Planner (Lesson Plan Tool) Demo**
- 10:30**           **District and Campus Tours**
- 12:00**           **LUNCH (Catered - Knuckleheadz)**
- 12:30**           **Payroll, Benefits, Paperwork** (Megan Greiner, Business Manager)  
                 1:00 pm-3:00 pm - Lincoln Capital Solutions (Voluntary Benefit Programs)
- 1:30**            **Take Care of Your Needs**
- Additional Tech Needs/Questions
  - Time to check on paperwork or fill out paperwork
  - Work in your classroom
  - Questions for administrators or other staff members

### **Upcoming Dates!**

- ★ August 10<sup>th</sup> – 12<sup>th</sup> – All Staff Professional Development
- ★ Tuesday, August 11<sup>th</sup> - Back to School Night – 5:00-7:00
- ★ Thursday, August 13<sup>th</sup> – First Day of School – 1:00 Dismissal
  - Building Level Meetings at 1:15
- ★ Friday, August 21<sup>st</sup> – Business After Hours/Staff Get Together – 5:00-7:00







**Memo to: Board of Education**  
**From: Jeremy Christiansen**  
**Re: Superintendent's Report**  
**Date: Tuesday, August 11, 2026**

### **Superintendent's Report**

#### **Professional Development Days (Monday, August 10th - Wednesday, August 12th)**

- I have shared my communication with LCC staff members welcoming them to the new school year. The principals and I have been excited to engage in our new school year activities with staff. The document includes notations related to New Teacher Orientation, professional development and beginning of the school year preparations, as well as staff and personnel updates.

#### **First Days of School**

- Thursday, August 13th - First Day of School for K-12 Students (1:00 Dismissal)
- Monday, August 17th - First Day of School for PreK and Level 3 Programs

#### **Laurel Cruise Night**

- The annual Laurel Cruise Night will be held on Thursday, August 13th. Following afterschool practices, the LCC fall athletic teams will transition downtown where they will hand out fall sports schedules and then be introduced by their coaches. There will also be special performances by the LCC Cheerleaders and the LCC Dance Team (and maybe even the marching band drumline). The LCC Booster Club will also be announcing the winners of their raffle fundraiser.

#### **Annual Business After Hours Honoring LCC School Staff and Board of Education (Friday, August 21, 2026)**

- Please plan to join us for a special *Business After Hours* event on Friday, August 21st (5:00 pm to 7:00 pm) in recognition of Laurel-Concord-Coleridge School, proudly sponsored by the Laurel Chamber Community Club, the Coleridge Community Club, and several local businesses.
- This community gathering is a great way to celebrate the start of the new school year in a relaxed, social atmosphere. Enjoy appetizers and snacks while connecting with LCC staff, local business leaders, and fellow community members.
- A highlight of the evening will be the public recognition of LCC staff in attendance, including a special introduction of new teachers and staff joining the district this year.
- School board members are especially encouraged to attend as we come together to show appreciation and support for the people who help make LCC a great place to learn and grow.

#### **Finance Systems and Budget Development**

- I am continuing work on budget development and am anticipating receipt of our property valuations on August 20th. At that time I will be able to more precisely calculate and adjust the various budget funds in relation to the proposed tax-asking and corresponding tax levies.

- I would like to schedule a meeting with the Finance Committee (Jay, Grant, Jon) to discuss budget development and to share recommendations in advance of the Budget Workshop. I am looking at a meeting to be held either morning or evening of Monday, August 24th.
- We previously scheduled our Special Board Meeting/Budget Workshop for Tuesday, August 25th at 7:00 pm (Library Board Conference Room in Laurel). At this meeting we will pay year-end bills, make any necessary fund transfers, and have our Budget Workshop presentation and discussion.

## **Personnel Updates**

- We have extended an employment offer to Eric Robbins for a High School Paraprofessional position for the upcoming school year. Mr. Robbins is originally from Seward and is a former Wayne State College student. He received an Associate's degree from Western Iowa Tech and is currently enrolled in a Bachelor's degree program studying Biblical Counseling and Leadership. He and his wife lived in Iowa the past 4 years where she taught special education. They recently moved to Sholes, NE and his wife will be a teacher with Winside Public Schools.

## **Discussion Items**

- NASB Area Membership Meeting
  - The annual NASB Area Membership Meeting will be held on Wednesday, August 26th (4:30-8:30) in South Sioux City. This is an excellent opportunity for Board members to network with other Board members and to continue to develop Board leadership skills. We have been notified that Jon, Bryan, and Rich will be recognized for their next Level achievements. I will ask Board members to let me know whether or not they plan to attend so that I can proceed with registration.
- NASB Legislation Committee Member #15 Ballot
  - The following nominations have been submitted for NASB Legislation Committee Member #15.
    - Ryan Stearns, Brady
    - Jason Bishop, Perkins County

I have attached each candidate's information to the meeting notes. Please review the candidate information and be prepared to discuss your thoughts and recommendations.
- Trail Project Grant Application Proposal
  - Discussion will include a review of the proposed Joint Use Local Agreement Plan as well as the Project Resolution. Both documents are attached to your meeting notes. Mr. Leonard will share an update regarding the advertised bid for the project as well as the grant application process.
- Work-Based Learning Handbook
  - The Board will receive information about the Work-Based Learning Program as you consider approval of the program handbook. This is the first year transitioning to include Work-Based Learning Program components in addition to our existing Work Release opportunities. Mrs. Van Meter will share program highlights and will address specific questions that Board members may have.

## Action Items

- Work-Based Learning Handbook
  - The Board will consider approval of the Work-Based Learning Handbook for the current school year.
- Board Policy Review - 5000 Series (Students) on Second Reading
  - The Board Policy Review Schedule calls for a review of policies in the 5000 series (Students). The policies were reviewed by the Policy Committee and Administration, were discussed at the June Board meeting, and were approved on First Reading at the Board meeting in July. The Board is considering approval on Second Reading.
  - The policies are accessible on the school district website and may also be accessed by using the following link - [5000 Series Policies \(Students\)](#)
- Teacher Contracts
  - We are pleased to announce the teacher contract with Carol Stastny for the upcoming school year. Ms. Stastny will be teaching High School Science. She has previously taught Science at Freeman Academy in South Dakota. The private school recently ceased operations. Carol has relatives in the area and has completed her move to the Laurel community.
- Proposed Heart of Coleridge Trail Project and Grant Application
  - There are two documents for review and discussion as they relate to the grant proposal for the Heart of Coleridge Trail Project to be submitted to Nebraska Game and Parks Commission.
  - The first document is the Joint Use Local Agreement Plan which has been approved by the Directors of the Coleridge Village Board. This plan outlines responsibilities related to the proposed trail for both the Village of Coleridge and the school district.
  - The second document is a required Project Resolution that must be submitted along with the grant application indicating the school district's awareness and approval of the grant application.
- Athletic Training Contract
  - We are presenting the contract renewal for Athletic Training services provided through Providence Medical Center for the upcoming school year. We will retain the same athletic trainer, Chris Pavlik, who will continue to support student athletes and coaches on Wednesday afternoons before, during, and after practices.
  - The only change from the initial contract is the hourly rate, which increased from \$40.00/hour to \$42.50/hour.
- NASB Legislation Committee Member #15 Ballot
  - Our Board needs to review and discuss this information at our board meeting, cast your vote, and then I will return the ballot to NASB on the Board's behalf.

## **Correspondence**

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

## **Upcoming Meetings and Workshops**

- Committee Meetings to Schedule
  - Finance Committee
  - Transportation, Buildings & Grounds
- Special Board Meeting and Budget Workshop
  - Tuesday, August 25th (7:00 pm - Laurel Public Library Board Conference Room/Laurel)
- NASB Area Membership Meeting
  - Wednesday, August 26, 2026 (4:30 pm - South Sioux City)
- Budget Hearing
  - Monday, September 14, 2026 (7:00 pm - Laurel Public Library Board Conference Room/Laurel)
- Hearing to Set Final Tax Request
  - Monday, September 14, 2026 (Immediately following the Budget Hearing - Laurel Public Library Board Conference Room/Laurel)
- Regular Board of Education Meeting
  - Monday, September 14, 2026 (Immediately following the Hearing to Set Final Tax Request - Laurel Public Library Board Conference Room/Laurel)



## BALLOT

### *Legislation Committee Member #15*

Please vote for one of the following:

- \_\_\_\_\_ Ryan Stearns, Brady
- \_\_\_\_\_ Jason Bishop, Perkins County

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

Signature of Board President: \_\_\_\_\_

**Please return this ballot by September 25<sup>th</sup>, 2026, to:**

Via email at [shorky@nasbonline.org](mailto:shorky@nasbonline.org)

OR

Nebraska Association of School Boards

Sallie Horky, Chief Operating Officer

1311 Stockwell Street, Lincoln, NE 68502



**NASB Legislation Committee  
Nomination Form  
Member #15**

**THIS FORM MUST BE RECEIVED AT NASB BY JULY 31, 2026**

Name: Jayson Bishop

Address: 7 Grassland Ridge Coury

City, State, Zip: Grant, NE, 69140

Telephone:

308-352-8230

Home

Work

Cellular

Email Address: Jayson\_Bishop@hotmail.com

**Local Board Service**

Name of local school board: Perkins County Schools

Years of service on local board: 18

Attendance record on local board: (past 3 yrs.) Missed one meeting

Current office held on local school board: Treasurer

Past offices held on local school board: President

**Association Participation**

State Conferences: '08, '09, '10, '11, '12, '13, '14, '15, '16, '17, '18, '19, '20, '21, '22, '24, '25

National Conventions: None

Workshops: School Law Seminar - 2011, 2012, 2014, 2015, 2017  
Area Membership Meeting - 2013, 2014, 2015, 2016, 2020, 2024  
Open Meetings Law Workshop - 2017

Awards Received: NASB Award Level VII

## Other Education-Related Public Service

Legislation Committee - 2019, 2020, 2021, 2022, 2025, 2026  
Task Forces, and Committees: Legislative Issues Conference - 2022, 2020, 2021, 2025, 2026

## Personal Information

Occupation: General Manager, The Midwest Electric Cooperative Corporation

Educational Background: Bachelor of Science, Computer Engineering, UNL, 2001

Community Activities: Board President - Southwest Nebraska Community Betterment Corporation  
Member - Rotary International; Paul Harris Fellow  
Financial Secretary - Grant Evangelical Free Church

Awards and Recognitions: Honary Admiral, Nebraska Navy

Education Passion: Opportunities for all students to succeed

## Why do you want to serve on the NASB Legislation Committee?

I have been a part of the Legislation Committee for six years covering two different stints. I believe we need to have a strong voice in the Legislature to help Senators understand how bills will affect our school districts and help them know the full picture. I believe I currently have developed a good relationship with the three Senators that represent our school district. In addition, I am on the Legislative Committee of the Nebraska Rural Electric Association so that provides even more opportunities to interact with Senators and develop those relationships.

## This nomination is submitted by:

Name of NASB Member District or ESU: Perkins County Schools

Name of Board President or Vice President: Dr. Tori Gengenbach

Date: July 6, 2026

☒ By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

**Return to: NASB  
Sallie Horky  
1311 Stockwell St., Lincoln, NE 68502  
Or via e-mail to [shorky@nasbonline.org](mailto:shorky@nasbonline.org)**

# RYAN STEARNS

BRADY BOARD OF EDUCATION  
BOARD PRESIDENT

**Ryan Stearns, Nominee for NASB Legislative Committee**

Offices Held: Vice President, President

Years on Board: 12 years

## NASB ASSOCIATION PARTICIPATION

- Area Membership Meetings
  - State Education Conference
  - Leadership Conference
  - Labor Relationships Conference
  - Board President Retreat
  - Legislative Issues Conference
- 

## EDUCATION-RELATED PUBLIC SERVICES

- Policy Committee
  - Facilities Committee
  - Brady School Foundation
  - Brady Booster Club
  - Brady Learning Center Task Force
  - Youth Sports Coordinator
  - Youth Sports Coach
  - Brady Days Sponsor
- 

## GOALS

To serve as a voice for public schools and articulate the impact legislation can have on public schools.



NASB Legislation Committee  
Nomination Form  
Member #15

THIS FORM MUST BE RECEIVED AT NASB BY JULY 31, 2026

Name: Ryan Stearns

Address: 21847 South Scott Rd.

City, State, Zip: Brady, Nebraska 69138

Telephone:

Home

Work

Cellular

308-539-6051

Email Address: rystearns@bradyschools.org

**Local Board Service**

Name of local school board: Brady Board of Education

Years of service on local board: 12

Attendance record on local board: (past 3 yrs.) perfect attendance!

Current office held on local school board: President

Past offices held on local school board: Vice President

**Association Participation**

State Conferences: NASB state Education Conference

National Conventions:

Workshops: NASB Area Membership Meetings  
State Ed. Conference  
Labor Relations Conference  
Board President retreat

Awards Received:

Level 1-6 Board Achievement  
Board of Excellence

## Other Education-Related Public Service

Task Forces, and Committees:

Policy Committee, Facilities Committee, Brady School Foundation,  
Brady Booster Club, Brady Learning Center task force

## Personal Information

Occupation: Contractor

Educational Background:

Associates Degree

Community Activities:

Youth Sports Coordinator, Brady School Foundation  
Brady Days Sponsor

Awards and Recognitions:

LEED Accredited Professional

Education Passion:

Why do you want to serve on the NASB Legislation Committee?

To serve as a voice for public schools  
and speak about the impact legislation  
can have on public schools.

This nomination is submitted by: Ahn Foster, Superintendent

Name of NASB Member District or ESU:

Name of Board President or Vice President: Ryan Stearns, Board President

Date: 7/15/26

☒ By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to:

NASB

Sallie Horky

1311 Stockwell St., Lincoln, NE 68502

Or via e-mail to [shorky@nasbonline.org](mailto:shorky@nasbonline.org)

## **JOINT USE LOCAL AGREEMENT PLAN**

### **The Heart of Coleridge Fitness and Wellness Trail**

### **Between Laurel-Concord-Coleridge School District and the Village of Coleridge**

**Effective Date:** To Be Determined

**Term:** 10 Years from Effective Date

## **I. Purpose**

This Joint Use Agreement Plan establishes a collaborative partnership between the Laurel-Concord-Coleridge (LCC) School District and the Village of Coleridge to support the shared use, maintenance, and long-term sustainability of *The Heart of Coleridge Fitness and Wellness Trail*. This agreement ensures that the trail remains a safe, accessible, and well-maintained resource for students, staff, and the broader community.

## **II. Description of Facility**

The Heart of Coleridge Fitness and Wellness Trail is a multi-use walking and wellness trail located on LCC School District property. The trail includes:

- Concrete walking path
- Outdoor wellness equipment
- Benches and resting areas
- Adjacent recreational and educational spaces
- Landscaping around the walking path and lighting and cameras around the walking path and parking areas

## **III. Term of Agreement**

This Joint Use Agreement shall remain in effect for a period of **ten (10) years** from the effective date listed above. The agreement may be reviewed annually and renewed upon mutual consent at the conclusion of the term.

## **IV. Responsibilities of the Village of Coleridge**

The Village of Coleridge agrees to assume responsibility for the following:

### ***A. Snow and Ice Removal***

- Provide timely and thorough removal of snow and ice from the trail surface.
- Ensure the trail remains safe and accessible during winter months.

### ***B. Surface Upkeep and Maintenance***

- Maintain the integrity of the trail surface, including crack sealing, patching, and minor repairs.

- Ensure the walking surface remains safe, level, and compliant with accessibility standards.

### ***C. Equipment Inspection and Repair***

- Conduct **annual inspections** of all wellness equipment.
- Perform necessary repairs to ensure equipment remains safe, functional, and compliant with applicable safety standards.

### ***D. Equipment Replacement***

- Assume responsibility for the **repair and replacement** of wellness equipment as needed due to wear, damage, or obsolescence.

### ***E. Long-Term Resurfacing***

- Plan and fund **long-term resurfacing** of the trail to maintain usability and safety over time.
- Coordinate resurfacing projects to minimize disruption to school and community use.

## **V. Responsibilities of Laurel-Concord-Coleridge School District**

The LCC School District agrees to:

- Provide access to the trail for community use in accordance with school policies and schedules.
- Maintain general oversight of the property and ensure it is used in a manner consistent with school and community expectations.
- Communicate with the Village regarding any concerns related to safety, maintenance, or usage.

## **VI. Shared Commitments**

Both parties agree to:

- Promote the use of the trail as a community wellness asset.
- Collaborate on scheduling, communication, and any necessary improvements.
- Support a safe and respectful environment for all users.

## **VII. Liability and Insurance**

Each party shall be responsible for its own acts and omissions and shall maintain appropriate liability coverage as required by law. Specific insurance provisions may be outlined in a separate agreement if necessary.

## VIII. Review and Amendments

This agreement may be amended at any time upon mutual written consent of both parties. An annual review is recommended to ensure all responsibilities are being met effectively.

## IX. Termination

Either party may terminate this agreement with written notice, subject to a mutually agreed-upon transition plan to ensure continued maintenance and safety of the facility.

## X. Signatures

### For Laurel-Concord-Coleridge School District:

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

### For the Village of Coleridge:

Name: George R. Hefner George R Hefner  
Title: Chairman  
Signature: George R. Hefner  
Date: 12/20/26

# The Heart of Coleridge Fitness and Wellness Trail

## Project Resolution

1. The Laurel-Concord-Coleridge School, Nebraska is applying for federal assistance from the Recreational Trails Program for the purpose of The Heart of Coleridge Fitness and Wellness Trail Project. The Heart of Coleridge Fitness and Wellness Trail will provide a safe, accessible trail where residents of all ages and abilities can come and use this trail for health and wellness. The trail project is broken into two phases: (1) Trail Phase (2) Wellness Phase. Our goal is to first construct a mini-loop (100 meter) trail and a large-loop (400 meter) trail with wellness equipment to be added along the large-loop trail in the 2nd phase once the trail phase has been completed.
2. The Superintendent of Schools of Laurel-Concord-Coleridge School, Nebraska is authorized to sign the application for federal assistance, and any other official project documents that are necessary to obtain such assistance, including any agreements, contracts or other documents that are required by the State of Nebraska or the Federal Highway Administration.
3. The Laurel-Concord-Coleridge School, Nebraska currently has the written commitment for the 20% local matching share for the project elements that are identified on the Application form and the Supplemental Documents and will, as it becomes necessary, allocate the local funds for this project.
4. The Laurel-Concord-Coleridge and Village of Coleridge, Nebraska have entered into a Joint User Local Agreement Form and will commit the necessary financial resources to operate and maintain the completed project in a safe and attractive manner as described in the agreement form.
5. The Laurel-Concord-Coleridge School and the Village of Coleridge, Nebraska will not discriminate against any person on the basis of race, color, age, religion, disability, sex or nation origin in the use of any property or facility that is acquired or developed pursuant to the project proposal, and shall comply with the terms and intent of Title VI of the Civil Rights Act of 1964, and any of the regulations promulgated pursuant to such Act.
6. The Laurel-Concord-Coleridge School and the Village of Coleridge, Nebraska will comply with all rules and regulations of the Recreational Trails Program, applicable Executive Orders and all state laws that govern the grant applicant during the performance of the project.
7. The Laurel-Concord-Coleridge School and the Village of Coleridge, Nebraska will comply with the Federal disability access and use standards where they can be reasonably applied, in accord with the American with Disability Act of 1991.
8. All paperwork may be signed by the project sponsor, but the Resolution MUST be signed by the Mayor, Board Chairman, School Board Chairman, or Director of the Public Power District.

I certify that this resolution is a true copy of the original document that was adopted by the Laurel-Concord-Coleridge School at a properly advertised and announced public meeting held this day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
(SIGNATURE)

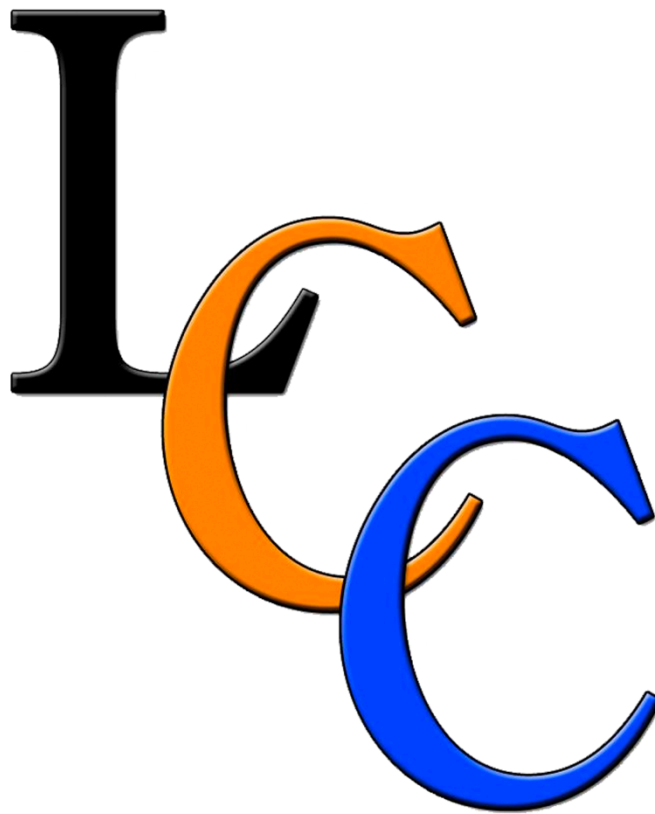
President, Board of Education  
Laurel-Concord-Coleridge School

I certify that this resolution is a true copy of the original document that was adopted by the Village of Coleridge at a properly advertised and announced public meeting held this day of 17-20, 2024.

George R. Hefner  
(SIGNATURE)

Chairman, Board of Trustees  
Village of Coleridge

**Laurel-Concord-Coleridge School**  
**Work-Based Learning**  
**Handbook**



BOE APPROVED: \_\_/\_\_/\_\_

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## **PURPOSE OF THE WORK-BASED LEARNING PROGRAM**

***Program Eligibility: The LCC Work-Based Learning program is available to seniors only.***

The Laurel-Concord-Coleridge (LCC) Work-Based Learning (WBL) program connects classroom learning with meaningful, supervised experience in the workplace. Its purpose is to help students develop the skills, habits, confidence, and career awareness needed for success after high school. Through an approved placement, students have the opportunity to explore a career field, practice employability skills, learn from workplace professionals, and better understand how their interests and abilities connect to future education and employment.

Work-Based Learning is an educational program first. Although a student may be paid, employment and wages are not the primary purpose of the experience. The value of the program comes from learning to communicate professionally, arrive prepared and on time, accept feedback, solve problems, work with others, and complete responsibilities safely and dependably. Students should leave the program with a clearer understanding of workplace expectations and the next steps required to reach their career goals.

### **A Shared Commitment**

A successful experience depends on cooperation among the student, parent or guardian, employer/ worksite supervisor, Work-Based Learning Coordinator, and school. Students are expected to take ownership of their attendance, conduct, communication, assignments, and growth. Employers provide supervision, instruction, meaningful work, and feedback. Families support dependable attendance, transportation, and professional responsibility. The coordinator approves placements, monitors progress, communicates with all parties, and helps connect the workplace experience to the student's educational goals.

### **How to Use This Handbook**

This handbook serves as the primary guide for participating in Work-Based Learning at LCC. Students and parents or guardians should read it completely before signing program forms or beginning a placement. Employers and worksite supervisors should review the sections that explain supervision, safety, evaluation, and program responsibilities.

- Use this handbook to:
- Understand eligibility, attendance, conduct, transportation, grading, and placement expectations.
- Locate required applications, agreements, consent forms, evaluations, and training documents.
- Review the responsibilities of students, families, employers, and the Work-Based Learning Coordinator.
- Answer common questions about schedules, school breaks, pay, elective credit, and family-owned placements.
- Prepare for conversations about workplace concerns, changes in duties, absences, performance, or placement issues.

The handbook should be kept available throughout the experience and reviewed whenever a question arises. Because no handbook can address every situation, students should communicate early with both their employer and the Work-Based Learning Coordinator when they are uncertain about a rule, expectation, schedule, or concern. Questions should be addressed before they become problems. The Work-Based Learning Coordinator has final responsibility for interpreting program requirements and determining whether a placement continues to meet LCC guidelines.

### **Our Goal**

The goal is for every student to complete the program with stronger employability skills, meaningful career knowledge, a record of responsible workplace performance, and greater confidence in making decisions about life after high school.

## **SECTION 1: STUDENT AND PARENT RESOURCES**

### **STUDENT AND PARENT**

#### **FREQUENTLY ASKED QUESTIONS**

##### **Who is eligible to participate in Work-Based Learning at LCC?**

The LCC Work-Based Learning program is available to seniors only. Eligible seniors must complete all program, placement, and approval requirements before reporting to a work site.

##### **Will students be required to work during school breaks?**

A job placement may require a student to work during school breaks, including winter break. If working during a scheduled break creates an issue, the student is responsible for discussing the situation directly with the employer.

##### **Are students required to be paid?**

No. Pay is not required because the primary purpose of Work-Based Learning is education and workplace learning. However, students may be paid by the employer for their work; compensation is permitted but is not guaranteed.

##### **Do hours worked outside the school day count toward additional elective credit?**

No. Hours worked outside the student's scheduled Work-Based Learning class period do not count toward additional elective credits.

##### **May a student work for a parent or relative?**

Yes. A student may complete a Work-Based Learning placement with a parent, guardian, or other relative as long as the placement complies with all Work-Based Learning guidelines and is approved by the Work-Based Learning Coordinator.

## **APPLICATION PROCESS: WORK-BASED LEARNING INTERVIEW**

This required interview will be conducted by the Work-Based Learning Coordinator as part of the application review. Students should be prepared to discuss their goals, readiness, work history, schedule, and transportation.

1. What do you believe is the purpose of Work-Based Learning?
2. Why do you want to enroll in our Work-Based Learning program?
3. Have you ever been employed before? If so, describe your job.
4. What are your plans following high school? Have you considered additional training?
5. In what ways will Work-Based Learning help you?
6. Is there any reason why you could not work ten (10) to fifteen (15) hours weekly during the school year?
7. What are your plans to participate in activities during your final year at high school?
8. Are you currently a member of a student organization? Why? Why not?
9. What subjects do you find most enjoyable?
10. Where did you first hear about Work-Based Learning?
11. What do you want to do to earn a living?
12. How do you learn outside of the classroom?
13. What courses do you plan to take next year?
14. What are your arrangements for transportation?

# LAUREL-CONCORD-COLERIDGE SCHOOL WORK-BASED LEARNING APPLICATION

**\*PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.\***

|                                                                                                                                                                                                                          |                                   |                                                                        |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------|-----------|
| Date:                                                                                                                                                                                                                    |                                   |                                                                        |           |
| Name                                                                                                                                                                                                                     |                                   |                                                                        |           |
| Last                                                                                                                                                                                                                     | First                             | Middle                                                                 |           |
| Present Address                                                                                                                                                                                                          |                                   |                                                                        |           |
| Street                                                                                                                                                                                                                   | City                              | State                                                                  | Zip       |
| Student Phone (     )                                                                                                                                                                                                    |                                   |                                                                        |           |
| Age                                                                                                                                                                                                                      | Date of Birth [     -     -     ] |                                                                        |           |
| Do you have a driver's license?    Yes    No                                                                                                                                                                             |                                   | Do you have access to a car/other mode of transportation?    Yes    No |           |
| Parent/Guardian Name(s)                                                                                                                                                                                                  |                                   | Business or Cell Phone (     )                                         |           |
| Parent/Guardian Address                                                                                                                                                                                                  |                                   |                                                                        |           |
| Street                                                                                                                                                                                                                   | City                              | State                                                                  | Zip       |
| Are you interested in summer employment?    Yes    No                                                                                                                                                                    |                                   | Full-time                                                              | Part-time |
| <p>Indicate the type of business in which you prefer to work: <i>(Example: bank, dental, retail store, legal, manufacturing, insurance, automotive, medical, etc.)</i></p> <p>First Choice _____ Second Choice _____</p> |                                   |                                                                        |           |
| Do you intend to further your formal education after high school?    Yes    No                                                                                                                                           |                                   |                                                                        |           |
| <p>Are you under a doctor's care?    Yes    No</p> <p>Do you have any health problems that would interfere with your regular attendance on a job?    Yes    No</p> <p>If yes, please explain:</p>                        |                                   |                                                                        |           |

## Current Class Schedule

|                        | Class | Teacher |
|------------------------|-------|---------|
| 1 <sup>st</sup> Period |       |         |
| 2 <sup>nd</sup> Period |       |         |
| 3 <sup>rd</sup> Period |       |         |
| 4 <sup>th</sup> Period |       |         |
| 5 <sup>th</sup> Period |       |         |
| 6 <sup>th</sup> Period |       |         |
| 7 <sup>th</sup> Period |       |         |
| 8 <sup>th</sup> Period |       |         |
| ROAR/HR                |       |         |

### Previous Work Experience *(List most recent position first.)*

| Employer | Type of Work | Employment Dates |
|----------|--------------|------------------|
|          |              |                  |
|          |              |                  |
|          |              |                  |

### Application Requirements: Recommendation Forms and Letters

A complete application must include three (3) completed recommendation forms. Each recommendation must include a separate signed and dated recommendation letter. Each form and letter should come from an individual who can speak to the student's character, work ethic, responsibility, and potential for success in a Work-Based Learning placement.

#### Acceptable references include:

- Teachers (at least one current or recent teacher is recommended)
- School Counselor
- Principal or Assistant Principal
- Coach
- Activity Sponsor or Club Advisor

Reference #1: \_\_\_\_\_

Reference #2: \_\_\_\_\_

Reference #3: \_\_\_\_\_

#### Recommendation Requirements:

- Each recommendation should be **one paragraph (150–300 words)** in length.
- Recommendations should be written by a **teacher, school counselor, administrator, coach, or activity sponsor** who knows the student well.
- At least **one recommendation must come from a current or recent teacher.**
- Recommendations should be signed and dated by the writer.

#### Recommendation writers should address the student's:

- Attendance and punctuality
- Responsibility and dependability
- Work ethic and initiative
- Communication and teamwork skills
- Character and professionalism
- Readiness for a Work-Based Learning placement
- Any additional strengths or experiences that would make the student a successful employee

## I Understand That...

- Enrollment in Laurel-Concord-Coleridge School's work-based learning program is limited and that making application for enrollment does not mean that I will automatically be accepted;
- Completion of the interview questions with the Work-Based Learning Coordinator is a required part of the application process and will help determine a match between my career goals and my current and previous academic classes;
- Once accepted, I must complete all required forms, one of which includes acceptance of my responsibilities under the program guidelines;
- My grades, discipline record, and attendance record may be checked by the coordinator prior to acceptance into the program;
- If a period of unemployment occurs within or at the end of a semester, I will be placed under coordinator or administrator supervision for the work-based learning time and may not leave campus without permission of the coordinator or administrator;
- In the event the student loses his/her driver's license, other transportation will be the responsibility of the student and/or family. Continuation of attending the site of work-based learning is necessary to complete the required number of hours for credit.
- Work-based learning credit is based on continuous employment until the end of the school term.

Confidentiality in all jobs is a must. Your employer takes confidentiality very seriously and may require you to sign a confidentiality agreement. **Any breach of confidentiality required by your employer or any other offense that results in your termination will, in turn, result in the loss of your work-based learning credit.**

By signing below, the student and Parent/Guardian acknowledge understanding of the above and agree that this student is permitted to apply to Laurel-Concord-Coleridge School work-based learning program. If the student is accepted, he/she will abide by all requirements of the program.

## Appeals Process

If a student is not accepted into the Work-Based Learning Program, the student may appeal the decision. The appeal will be reviewed by the high school principal, who will make the final decision.

## Notice of Non-Discrimination

Laurel-Concord-Coleridge School does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, age, or access to, or treatment of employment, in its educational programs and activities.

## Parent/ Guardian Consent

☐ **Work Based Learning Early Release Consent:** I understand that my child is enrolled in the work-based learning program at LCC and that my child will be dismissed from school at the end of his/her regularly scheduled on-campus classes each day or report to school after their work-based learning program. I assume full responsibility for my child when they are not at school, including days when my child is not required to be on the job.

☐ **Transportation Consent:** (School-provided transportation is not available to work sites.) I hereby give my son/daughter/ward permission to drive to their designated work site. I expressly release the work-based learning program work site, LCC, and any agents of the employer or the school system from any liability that may result from my son/daughter/ward's use of his/her individual transportation. My child is covered by automobile insurance as follows:

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☐ **Photo/Media Release:** I hereby give my consent to all photographs, audio recordings, and/or video recordings taken of me or my minor child by LCC or their designee. I understand that any photographs, audio recordings, and/or video recordings become the property of LCC and may be used by the school, district, or others with their consent, for educational, instructional, or promotional purposes determined by the district in broadcast and media formats now existing or to be created in the future.

☐ **Health/Medical Treatment Consent:** I hereby authorize the school or the work-based learning coordinator or employer/work-site supervisor to secure emergency medical treatment. I will assume all financial responsibility.

### **Employer Hiring Requirements**

Some employers/work-site supervisors may require applicants or employees to satisfy certain pre-employment or employment conditions, such as drug screening, physical examinations, vaccinations, background checks, or other employment-related requirements in accordance with the employer's policies and applicable law. Such requirements will be disclosed before placement and administered by the employer.

These requirements are **determined, administered, and enforced solely by the employer/work-site supervisor** and are **not requirements of the school district or the Work-Based Learning program**. Students and parents/guardians are responsible for reviewing and complying with any employment requirements established by the employer/work-site supervisor as a condition of employment.

Participation in a Work-Based Learning placement may be contingent upon the student's ability to meet the hiring requirements established by the employer.

#### **To the Student:**

Work-Based Learning provides an opportunity to be considered for employment/training in business and industries in our area. When you enroll in Work-Based Learning, you indicate that you are sincerely interested in putting forth your best efforts to receive work-based experience. If you accept this responsibility, please sign in the space provided.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **To the Parent/Guardian:**

Do you consent to your child entering Work-Based Learning, providing transportation, and agree to cooperate with the school and the employer/work-site supervisor in making the training and education of the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

### ***To Be Completed by the Work-Based Learning Coordinator.***

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

Current Attendance Record: No. Absences: \_\_\_\_\_ No. Tardies: \_\_\_\_\_

Current Disciplinary Record: Total Report: \_\_\_\_\_ Cumulative GPA: \_\_\_\_\_

Work-Based Learning Coordinator Signature: \_\_\_\_\_

Verified By: \_\_\_\_\_

(Counselor/School Administrator)

Status of Application:

Pending

Approved

Not Approved

## WORK-BASED LEARNING RECOMMENDATION FORM

**Directions:** Write your name and grade, then give one copy of this form to each of three recommenders. Each recommender must complete and return this form and provide a separate signed and dated recommendation letter.

Name of Person Completing This Form: \_\_\_\_\_

We are asking you to recommend the above-named student for our Work-Based Learning Program based on the following:

- Students report to an approved community work site during their scheduled Work-Based Learning period.
- Students receive elective credit for this program.
- When recommending a student for Work-Based Learning, keep in mind that the student must be a good representative of the school, attend regularly, and remain academically on track to meet graduation requirements.
- The student must be well organized and self-motivated to successfully complete requirements for school and the employer.
- The student must be able to manage a busy and demanding schedule while maintaining a positive attitude.

The following checklist is provided for those who know the student well enough to give an accurate assessment. Your comments will be confidential. Please complete and return this form to the Work-Based Learning Coordinator.

**RATING SCALE: 1 = No Basis for Judgment   2 = Below Average   3 = Average  
4 = Above Average   5 = Excellent/Top 10%**

Circle one rating for each category.

|                             |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|
| Responsibility:             | 1 | 2 | 3 | 4 | 5 |
| Attitude:                   | 1 | 2 | 3 | 4 | 5 |
| Personal Initiative/Effort: | 1 | 2 | 3 | 4 | 5 |
| Leadership:                 | 1 | 2 | 3 | 4 | 5 |
| Attendance:                 | 1 | 2 | 3 | 4 | 5 |
| Punctuality:                | 1 | 2 | 3 | 4 | 5 |
| Interaction with Others:    | 1 | 2 | 3 | 4 | 5 |
| Personal Character:         | 1 | 2 | 3 | 4 | 5 |
| Communication Skills:       | 1 | 2 | 3 | 4 | 5 |
| Overall Work Ethic:         | 1 | 2 | 3 | 4 | 5 |

Comments:

Would you recommend this student for the Work-Based Learning Program?   Yes \_\_\_\_\_   No \_\_\_\_\_

Recommender Signature: \_\_\_\_\_   Date: \_\_\_\_\_

Please return this completed form and your separate signed and dated recommendation letter to the Work-Based Learning Coordinator.

## GRADING AND PROGRAM ASSIGNMENTS

### Classroom Preparation and Placement

Students will spend at least the first two weeks of the program in the classroom with the Work-Based Learning Coordinator. Students enrolled in morning Work-Based Learning will report during the first period, while students enrolled in afternoon Work-Based Learning will report during the eighth period.

During this preparation period, students will develop employability and workplace-readiness skills, learn program expectations and responsibilities, complete required paperwork and training, and work with the coordinator to secure an appropriate placement. Students must continue reporting to the Work-Based Learning classroom until their placement has been approved.

### Reporting to the Work Site

Once a placement has been approved, students will report directly to their assigned work site every school day during their scheduled Work-Based Learning time. Students are expected to arrive on time, remain for the required time, follow workplace policies, and demonstrate professional behavior.

### Required Assignments and Evaluations

- **Weekly Journals:** Students will document their responsibilities, experiences, accomplishments, challenges, and skills learned at the work site.
- **Quarterly Reflections or Papers:** Students will reflect on their growth, workplace experiences, career interests, and progress toward their learning goals.
- **Monthly Site Visits:** The Work-Based Learning Coordinator will visit the work site to observe the student, discuss progress, and communicate with the employer/work-site supervisor. Students are expected to participate in these visits.
- **Monthly Employer Reviews and Feedback:** Employers/Work-site supervisors will provide feedback regarding the student's attendance, dependability, professionalism, work quality, communication, and overall performance.

### Employer/Work-site Supervisor Evaluation Improvement Process

- **First Unsatisfactory Evaluation:** The student and Work-Based Learning Coordinator will meet to discuss the employer's/work-site supervisor's concerns, identify the areas that need improvement, and determine specific steps the student can take to improve.
- **Second Unsatisfactory Evaluation:** The student and Work-Based Learning Coordinator will develop a written improvement plan. The plan will identify required changes, supports, expectations, and a process for monitoring the student's progress.

### Grading

Work-Based Learning will be graded like any other class using the school's regular grading scale. Grades will be based on completion of required assignments, workplace attendance and performance, participation in site visits, and employer/work-site supervisor feedback. Failure to report to the work site, complete required assignments, participate in evaluations, or meet workplace expectations may negatively affect the student's grade and continued participation in the program.

## WORK-BASED LEARNING REGULATIONS/POLICIES

- The student understands that participation in the Work-Based Learning program is limited to a maximum of four (4) class periods per school day. Students may earn no more than two (2) elective credits per class period each semester, with a maximum of eight (8) elective credits per semester and sixteen (16) elective credits per school year.
- Students are expected to report directly to their approved Work-Based Learning site at the start of their scheduled Work-Based Learning time and remain at their work site for the duration of the scheduled time. Students are expected to arrive on time, notify both the employer/work-site supervisor and the Work-Based Learning Coordinator of any absences or tardiness, and comply with the employer's attendance policies.
- Student acknowledges that the primary purpose of Work-Based Learning is educational and, therefore, agrees to abide by the Work-Based Learning program policies and decisions of the Work-Based Learning Coordinator, including those regarding specific job placements.
- Student acknowledges that the school, through the Work-Based Learning Coordinator, is acting as an intermediary between the employer/worksites supervisor and student and that the Work-Based Learning Coordinator has a legitimate right to know and a significant role in determining the outcome of any placement issues including: termination, scheduling, assignments, and all other aspects of student placement.
- Immediate Safety and Reporting Requirement: Students MUST immediately report harassment or discrimination, unsafe conditions, threats or violence, suspected abuse or exploitation, requests to perform prohibited tasks, or retaliation for raising concerns. The report should be made to the Work-Based Learning Coordinator, school counselor, principal, or another trusted school administrator. Students should not first confront the employer, supervisor, or other person involved before making the report.
- Work-Based Learning students who become academically ineligible during any grading period will be unable to attend work during their period of ineligibility.
- A student suspended from school shall not be allowed to attend their Work-Based Learning placement during the suspension. If a student receives a second out of school suspension he/she shall be dropped from the Work-Based Learning program with a loss of all credit.
- A student must comply with the school attendance policy to participate in the program.
- A student losing his/her Work-Based Learning placement due to any action deemed unacceptable by the school and Work-Based Learning Coordinator will be dropped from the program with possible loss of all Work-Based Learning credit. If removed from the Work-Based Learning program for anything other than a violation of the law related to or on the premises of placement, the remaining time in the semester will be completed by taking up to three courses on SchoolsPLP or comparable online based program.

The following number of courses will be needed if removed from the Work-Based Learning Program:

|                                          |                                |
|------------------------------------------|--------------------------------|
| Removal Prior to the end of Week 4       | Three courses will be required |
| Removal from Week 5 to the end of Week 9 | Two courses will be required   |

|                                            |                                     |
|--------------------------------------------|-------------------------------------|
| Removal from Week 10 to the end of Week 14 | One course will be required         |
| Removal after Week 14                      | Grade earned up to a maximum of 80% |

- A student whose Work-Based Learning placement is terminated for any reason is to report to the Work-Based Learning Coordinator. Failure to do so may result in the student being dropped from the Work-Based Learning program.
- A student cannot work at the Work-Based Learning placement on the day(s) he/she is absent. Exceptions may be given for pre-approved absences due to but not limited to funerals, verified medical appointments, and college visits.
- In case of absence, the student is required to contact the Work-Based Learning Coordinator and his/her employer/worksites supervisor before class or work period.
- Personal business handled at the Work-Based Learning placement is prohibited.
- Friends or family are not to visit the student at the Work-Based Learning placement.
- A student is to be on time at school as well as the Work-Based Learning placement.
- Parents should understand the student's responsibility to the training Work-Based Learning placement and not interfere with the performance of his/her duties.
- Workplace rules for dress and personal hygiene must be followed.
- Since training is the primary objective, a student is expected to remain with the Work-Based Learning placement to which he/she is assigned. Students may resign or change placements only with the express written permission of the Work-Based Learning Coordinator and following business practices for resignation. Students who fail to follow these procedures are subject to being dropped from Work-Based Learning.
- When Work-Based Learning students honor their employer/worksites supervisor with a banquet, reception, etc., all students are expected to attend with their employer/worksites supervisor as their guests.
- Students are placed to train and are under the supervision of the Work-Based Learning Coordinator and employer/worksites supervisor where they are placed.
- Students must abide by all school rules and regulations and consider themselves under the jurisdiction of the school while at the Work-Based Learning placement.
- Transportation to and from the Work-Based Learning placement is the responsibility of the student/parent/guardian. Transportation problems do not justify absence from the Work-Based Learning placement. If transportation is an accommodation in a 504/IEP plan, transportation will be provided as noted in the plan.
- Students are expected to report directly to their approved Work-Based Learning site at the beginning of their scheduled Work-Based Learning time. Students may remain on campus during their scheduled Work-Based Learning period only with prior approval from the Work-Based Learning Coordinator or a school administrator for school-sponsored activities, meetings, or other approved circumstances.

## WORK-BASED LEARNING REGULATIONS ACKNOWLEDGMENT

I have read the Work-Based Learning regulations and policies in this handbook. I understand the expectations of the program and agree to follow them. By signing below, the student and parent/guardian acknowledge that they have reviewed and understand these requirements.

| STUDENT INFORMATION | PARENT/GUARDIAN INFORMATION |
|---------------------|-----------------------------|
| Student Name        | Parent/Guardian Name        |
| Student Signature   | Parent/Guardian Signature   |
| Date                | Date                        |

## EMERGENCY CONTACT FORM

Please provide two people who may be contacted in the event of an emergency. Complete every applicable field below.

|                 | Contact 1 | Contact 2 |
|-----------------|-----------|-----------|
| Name            |           |           |
| Relationship    |           |           |
| Street Address  |           |           |
| Primary Phone   |           |           |
| Alternate Phone |           |           |
| Email           |           |           |

## WORK-BASED LEARNING AGREEMENT

| STUDENT INFORMATION        | PLACEMENT INFORMATION        |
|----------------------------|------------------------------|
| Student Name               | Work-Based Learning Site     |
| Student Address            | Work Site Address            |
| Telephone / Cell Phone     | Work Site Telephone          |
| Email                      | Employer/Worksite Supervisor |
| Birth Date / Age           | Job Title                    |
| Career Objective / Pathway | Begin Date-End Date          |

This training agreement briefly outlines the responsibilities of the student, parents, employer/worksite supervisor, and the Work-Based Learning Coordinator. In Section 2 (page 29) there is a companion document entitled "Training Plan for Work-Based Learning" which outlines tasks and competencies for the specific student's career objective/pathway.

### Parent/Guardian

1. Approves and agrees that the student may participate in Work-Based Learning.
2. Encourages the student to effectively carry out the work experience requirements in all components of the program.
3. Assumes responsibility for the conduct of the student.
4. Provides transportation for the student to and from the Work-Based Learning site.
5. Holds school and Work-Based Learning Coordinator harmless for risks associated with transportation and indirectly monitored activities (e.g., work-based experience).

### Student

1. Complies with the rules and regulations of the Work-Based Learning site.
2. Observes the same regulations that apply to other employees.
3. Adheres to all school rules and regulations and considers themselves under the jurisdiction of the school while at the Work-Based Learning placement.
4. Will not displace adult workers who can perform such work as assigned in the work-based experience.
5. Attends an annual employer/worksite supervisor appreciation banquet, if required by the Work-Based Learning Coordinator.

### **Work-Based Learning Coordinator**

1. Assists in securing an appropriate work-based experience based on the student's career objective/pathway.
2. Works with the employer/worksite supervisor in developing a training plan for the student.
3. Visits the Work-Based Learning site at least once per month to confer with the employer and student; verify that student's duties correlate with job description; observe working conditions; help develop progressive skill-building activities; observe and evaluate student progress; and resolve questions, issues, or concerns.
4. Counsels the student about his/her job progress, behavior, attitude, academics, etc.
5. Terminates employment/participation when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student's final grade for the Work-Based Learning experience.
7. Reinforces Work-Based Learning experiences with related classroom instruction.

### **Employer/Worksite Supervisor**

1. Recognizes that the student is enrolled in a Work-Based Learning experience designed to prepare for a career in\_\_\_\_\_.
2. Provides supervision and instruction in each of the applicable tasks listed on the Training Plan to assist the student in acquiring those competencies necessary for success in the career objective.
3. Evaluates and documents student progress.
4. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, or age.
5. Adheres to wage and hour, child labor, and all other federal, state, and local laws pertaining to student employment.
6. Completes the Work-Based Experience Evaluation and returns it to the Work-Based Learning Coordinator by the required date.

Parent/Guardian\_\_\_\_\_ Date\_\_\_\_\_

Student\_\_\_\_\_ Date\_\_\_\_\_

Employer/Worksite Supervisor\_\_\_\_\_ Date\_\_\_\_\_

Work-Based Learning Coordinator\_\_\_\_\_ Date\_\_\_\_\_

School Administrator\_\_\_\_\_ Date\_\_\_\_\_

**LAUREL-CONCORD-COLERIDGE SCHOOL**

**WEEKLY WORK-BASED LEARNING TIME SHEET / HOURS LOG**

*Complete one log for each week. Record all hours worked and identify any tardy or absent day.*

Student Name: \_\_\_\_\_ Work Site: \_\_\_\_\_

Week Beginning: \_\_\_\_\_ Week Ending: \_\_\_\_\_

Weekly Tardies: \_\_\_\_\_ Weekly Absences: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employer/Worksite Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing, both parties verify that the hours and attendance information recorded above are accurate.

| Day                     | Date | Time In | Time Out | Hours | Attendance<br>(T/A) |
|-------------------------|------|---------|----------|-------|---------------------|
| Monday                  |      |         |          |       |                     |
| Tuesday                 |      |         |          |       |                     |
| Wednesday               |      |         |          |       |                     |
| Thursday                |      |         |          |       |                     |
| Friday                  |      |         |          |       |                     |
| <b>WEEKLY<br/>TOTAL</b> |      |         |          |       |                     |

## STUDENT EVALUATION OF WORKSITE

*(To be completed within first 2 weeks of placement and at end of placement)*

Student's Name:

Employer/Worksite Supervisor:

No. of Weeks at Worksite:

Employer/Worksite Supervisor's Name:

1. Duties

2. Is your job what you expected it to be?

Yes No

Explain:

3. Has your employer/worksite supervisor been providing guidance/instructions?

Yes No

|                                                           | Good | Average | Poor |
|-----------------------------------------------------------|------|---------|------|
| Introduced you to all employees in the company/department |      |         |      |
| Explained changes which affect you                        |      |         |      |
| Interested in you and your job                            |      |         |      |
| Follow-up counseling                                      |      |         |      |

4. Were you given ample instruction when you started the job? ( ) Yes ( ) No

5. Have you been given helpful instruction when needed? ( ) Yes ( ) No

6. Have co-workers been friendly and courteous? ( ) Yes ( ) No

7. Do you feel advancement is available if working full-time? ( ) Yes ( ) No

8. Were company rules and regulations explained clearly? ( ) Yes ( ) No

9. What are the working conditions at your worksite? Explain:

10. What can you suggest that would better the working conditions at your worksite for future Work-Based Learning students?

11. General comments regarding your worksite not included in the above questions:

## WORK-BASED LEARNING INTERVIEW CARD

| <b>All Aspects of the Industry Framework</b><br><b>Workplace Experience Observation Question Prompts for Students to Ask</b><br><b>Employer/Worksite Supervisor</b> |                                                                                                                     |                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work-Based Experience or Job Shadowing Site:                                                                                                                        |                                                                                                                     | Student:                                                                                                                                                                    |
| Describe how you incorporate all aspects of the industry in the work you do (or the work of the business/industry)?                                                 |                                                                                                                     |                                                                                                                                                                             |
| Industry Aspect                                                                                                                                                     | Explanation                                                                                                         | What activity will be used to teach this aspect of industry?                                                                                                                |
| 1. Business Planning                                                                                                                                                | Strategic Planning, Goals, Objectives, Form of Business Ownership                                                   | Why/where is business planning important when employed in an area that is related to your position?                                                                         |
| 2. Management                                                                                                                                                       | Organizational Structure, Mission Statement, Employee Handbook, Corporate Culture                                   | Why it is important to understand organizational structure, mission statement, employee handbook, & corporate culture when employed in this business?                       |
| 3. Health Safety and Environment                                                                                                                                    | Regulatory Issues Providing a Safe Workplace                                                                        | Why it is important to understand specific regulatory issues & a safe workplace guidelines for your job or other jobs within this business?                                 |
| 4. Finance                                                                                                                                                          | Capital Acquisitions Financial Operations                                                                           | What financial aspects would one need to know when employed in your position (or other positions within the business)?                                                      |
| 5. Community Issues                                                                                                                                                 | Impact of the company on the community; Impact of the community on the company                                      | How does your industry or business have an impact on the community and vice versa?                                                                                          |
| 6. Principles of Technology                                                                                                                                         | Technology in the workplace; continued professional training                                                        | What technical skills are important to have when employed in an area related to your work? Why will continued professional training be a necessity?                         |
| 7. Personal Work Habits                                                                                                                                             | Positive attitude, personal fitness, appearance and readiness to work                                               | Why the personal work habits of positive attitude, personal fitness, appearance, & readiness to work are requirements in order to be gainfully employed?                    |
| 8. Labor                                                                                                                                                            | Employee rights and responsibilities, role of labor organizations                                                   | Briefly describe employee rights and responsibilities and the role of labor organizations (if any) in your business/industry.                                               |
| 9. Technical and Production Skills                                                                                                                                  | Specific technical skills (job/industry related), production skills (soft skills), and basic academic skills needed | Which technical, production and academic skills are necessary for your position (or other specific positions within the business related to the student's career interest)? |

## **SECTION 2: EMPLOYER RESOURCES**

### ***Employer/Worksite Supervisor***

The employer's/worksite supervisor's responsibilities include:

- Follow all federal and state child labor laws.
- Provide worker's compensation for the student for all paid hours worked (for paid experiences).
- Pay at least the state minimum wage for hours worked by the student (for paid experiences) unless the student qualifies for an exception to the minimum wage laws in which case documentation must be completed and on file.
- Sign and implement the Individual Training Agreement and Training Plan.
- Provide instruction in the competencies identified in the curriculum and document the student's progress.
- Conduct progress reviews with the student (which may include parent, guardian and school personnel) and provide copies of those reviews to the school.
- Treat a student as a regular employee.
- Ensure that no student is excluded from participation in the program on the basis of race, color, creed, religion, sex, national origin, age, disability, or marital status, in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect a student from sexual harassment.
- Provide a student with safety training, safe equipment, and a safe and healthful workplace that conforms to all health and safety standards of federal and state law (including the Fair Labor Standards Act, OSHA, and NE Child Labor Laws).
- Properly train a student on the safe operation of any equipment prior to use.

### ***Employer/Worksite Supervisor and Student Relationship***

The role of the employer/worksite supervisor in any work-based learning experience is a very important one. The experience may be a young person's first exposure to a workplace that may seem very foreign to him or her. Also, it may be the first time an employee has had contact with a student in a workplace setting.

The employer/worksite supervisor has a lot of expertise to share and will guide the young person in learning both technical and core employability skills competencies. A work-based learning experience can be very rewarding for both the student and the adult.

Following are some basic strategies the employer/worksite supervisor can use to have a meaningful experience with a student:

1. Get to know the young person – Ask a student about their career dreams, goals, strengths, limits, and needs. This information will help the employer/supervisor identify what kinds of activities will be most beneficial to the student.
2. Emphasize safety and health at all times – Young people are often not aware of the dangers in the workplace, and will need instruction in general safety rules, machine safety and required health precautions. Frequent reminders to the student are important to their health and well-being.
3. Provide opportunities for the student to make some decisions regarding the work-based learning experience – A student's level of involvement may be increased through allowing the young person to express their choices and interests. Learning to make informed decisions helps a student grow as an individual.

4. Teach the student about workplace culture – As a new experience for a young person, they need to learn about the culture of the business/organization, such as the rules, customs and standards. An employer/worksite supervisor can encourage a student's curiosity through inviting questions and providing opportunities for exploration.
5. Be a positive role model – A young person is easily influenced by what is occurring around them. As a role model, the employer/worksite supervisor should use proper techniques and practices, including respectful language.
6. Be clear with directions/instructions – Young people need to learn about the company/organization's policies as soon as possible. A workplace orientation should be provided, preferably the first day of the experience. Directions and instructions for tasks or use of equipment need to be clear and straightforward. The information may need to be repeated. It is important to make sure the young person understands the "what" and "why". If possible, allow them to work out the "how". This can equip a young person with problem-solving skills and teach them to take responsibility for the outcomes of their actions. (An exception to the "how" is where there is an issue of student safety.)
7. Provide information on careers to the young person – The work-based learning experience is an ideal opportunity for the student to understand the knowledge and skills necessary to pursue work in a particular career field. The employer/worksite supervisor's perspective will not only assist the young person to make an informed career choice but better understand the relevance and importance of education.

### ***Additional Tips for Supervising Youth***

- Introduce the young person to other employees in the workplace;
- Clearly explain the operations of the job and the functions of the organization;
- Give the student clear job specifications, verbal and written;
- Speak directly to the young person when giving instructions;
- Give honest feedback;
- If it appears the student needs help in finishing a task, ask if they need help, and if they do, ask how you can help;
- Be a good listener;
- If the young person displays inappropriate behavior, speak with them;
- When possible, include the student in company-wide activities;
- Be flexible and open-minded to new ways of doing things;
- Be an example for job attitude, attendance, and performance; and
- Remember the young person is not yet an adult but is working on becoming one.

### ***General Characteristics of Young People***

- Students have a very strong need to feel respected. They usually will not listen to people who they perceive to be lecturing or "saving" them.
- Fairness is an important value for students.
- Some young people believe it is "cool" to be passive. This may appear as a lack of curiosity or engagement but in reality their interest level is high.
- Young people are often "idealistic" even if their own situation may not be very positive.
- Be aware that students may frequently surprise you.

## Employing Youth 16 & Older

Youth 16 & 17 years old may work in any position that is not listed as hazardous. When employing youth, it is critical to keep safety in mind. All youth must be properly trained and supervised. For additional information on employing youth, visit the following websites:

- <https://www.osha.gov/youngworkers/employers.html>
- <https://www.youthrules.gov/know-the-limits/hazards/index.htm>
- <https://www.dol.gov/agencies/whd/YouthRules/young-workers/non-ag-16-17>

*Youth employed as Student Learners may be eligible to participate in some “hazardous” occupations.*



| HAZARDOUS OCCUPATIONS WITHOUT STUDENT LEARNER EXEMPTIONS                                                                        | HAZARDOUS OCCUPATIONS WITH STUDENT LEARNER EXEMPTIONS                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Manufacturing and storing of explosives                                                                                         | Power-driven woodworking machines                                                                                                                                                                                                                                                                             |
| Motor-vehicle driving and outside helper on a motor vehicle                                                                     | Power-driven metal-forming, punching, and shearing machines                                                                                                                                                                                                                                                   |
| Occupations in forest fire fighting, forest fire prevention, timber tract operations, forestry service, logging, and sawmilling | Operating power-driven meat processing equipment, including meat slicers and other food slicers, in retail establishments (such as grocery stores, restaurants and kitchens and delis) and wholesale establishments, and most occupations in meat and poultry slaughtering, packing, processing, or rendering |
| Mining, other than coal mining                                                                                                  |                                                                                                                                                                                                                                                                                                               |
| Coal mining                                                                                                                     |                                                                                                                                                                                                                                                                                                               |
| Exposure to radioactive substances                                                                                              | Power-driven balers, compactors, and paper processing machines                                                                                                                                                                                                                                                |
| Power-driven hoisting apparatus, including forklifts                                                                            | Power-driven circular saws, band saws, chain saws, guillotine or shears, wood chippers, and abrasive cutting discs                                                                                                                                                                                            |
| Power-driven bakery machines including vertical dough or batter mixers                                                          |                                                                                                                                                                                                                                                                                                               |
| Manufacturing bricks, tile, and kindred products                                                                                | Roofing operations and all work on or about a roof                                                                                                                                                                                                                                                            |
| Wrecking, demolition, and shipbreaking operations                                                                               | Excavation operations                                                                                                                                                                                                                                                                                         |

According to the Child Labor Requirements in Non-Agricultural Occupations Bulletin:  
<https://www.dol.gov/sites/dolgov/files/WHd/legacy/files/childlabor101.pdf>

### **Student Learners participating in hazardous occupations with a Student Learner exemption must meet the following criteria:**

Must be at least 16

Enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school

Student and Employer sign written agreement that includes:

o Such student-learner is employed under a written agreement which provides:

That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training; That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and That a schedule of organized and progressive work processes to be performed on the job shall have been prepared

o Each such written agreement shall contain the name of student-learner, and shall be signed by the employer and the school coordinator or principal.

o Copies of each agreement shall be kept on file by both the school and the employer.

o This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

o A high school graduate may be employed in an occupation in which he has completed training as provided in this paragraph as a student-learner, even though he is not yet 18 years of age.

## **SAFETY MANAGEMENT**

Young people often lack the life experiences and workplace exposure of older employees resulting in a lack of knowledge and common sense regarding safety issues. Employers/worksites supervisors who hire young people should take the following safety precautions:

- Comply with all child labor laws and occupational safety/health regulations that apply to your business.
- Assess and eliminate hazards for young workers.
- Train young people to recognize hazards and how to use safe work practices. Routinely verify they are using safe practices.
- Evaluate equipment used by young people to be sure it is legal and safe to use.
- Make sure young people are appropriately supervised. This will help prevent injuries and exposure to hazardous situations.
- Ask supervisors and experienced workers to help develop an injury and illness prevention program and to identify/resolve safety and health problems.

### **Employer Risk Management**

A risk management program generally includes addressing the following elements:

- Identify the perils and hazards of the activities/tasks.
- Estimate the frequency and severity of potential loss.
- Implement strategies to eliminate or control the potential for loss.
- Ensure adequate resources are in place to redress loss that does occur.

### **Types of Work Most Often Hazardous to Young People\***

- Work in or around motor vehicles
- Operation of tractors and other heavy equipment
- Work near electrical hazards e.g. overhead power lines while using poles, ladders, pipes or cranes
- Work performed in retail and service businesses where there is a risk of robbery- related injury
- Work on ladders, scaffolds, roofs or construction sites Work around cooking appliances
- Continuous manual lifting and lifting of heavy objects

\*The majority of these are considered by the FLSA to be hazardous occupations and are not permitted.

## STEPS FOR EMPLOYERS ENGAGED IN WORK-BASED LEARNING EXPERIENCES LIABILITY AND LEGAL ISSUES

The following suggestions will assist in dealing with work-based learning liability and worker's compensation issues:

1. Consult with your insurance carrier early in the development of work-based learning experiences;
2. Presume worker's compensation coverage is necessary when the employee is a student in a work-based learning activity;
3. Be prepared to provide the school representative with written documentation of your liability insurance and worker's compensation coverage;
4. Sign and implement the Work-Based Learning Agreement (p. 17). This agreement lists the roles and responsibilities of the employer/worksite supervisor, student, parent/guardian and school representative;
5. Identify with the school representative what safety and health training the school and you will be responsible for when employing a student;
6. Document all the training you provide for safety and health in the workplace;
7. Identify the employee/employees who are responsible for supervising the student at your worksite;
8. Provide mentorship training for the employee/employees supervising a young person;
9. Prevent students from engaging in any work that is prohibited by the U.S. Department of Labor Fair Labor Standards Act (FLSA) and the Nebraska Child Labor Laws; and
10. Request the school representative visit the worksite prior to placing the student and during the terms of the Work-Based Learning Agreement.

### Employment Relationship

#### ***Federal Employment Relationship Defined***

Employment means engagement in an occupation for money or other valuable consideration. Generally speaking, a student in a work-based learning situation is an employee unless all of the following criteria are met: **the employer derives no benefit from the activities of the student.**

A student receives ongoing instruction at the worksite and is closely supervised throughout the experience. Any productive work performed is offset by the burden to the employer for the training and supervision provided. The Department of Labor uses the following three-part test to determine there has been no benefit to the employer:

1. There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services.
2. The student is under continued and direct supervision by either a representative of the school or by an employee of the business.
3. The period of time spent by the student at any one site or in any one distinguishable job are of limited duration.

#### **The experience is of short duration:**

- a. Career exploration is generally limited to 5 hours per job experienced.
- b. Career assessment is generally limited to 90 hours per job experienced.
- c. Work-related training is generally limited to 120 hours per job experienced.

**The student and parent/guardian understand that the student is not entitled to a job at the end of the experience.**

## WORK-BASED LEARNING DISTRICT AND BUSINESS INSURANCE REQUIREMENTS

| Program Name                                  | Program Description                                                                                                                                                          | School District              |                               | Business Employer            |                               |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------|------------------------------|-------------------------------|
|                                               |                                                                                                                                                                              | Liability Insurance Coverage | Workers Compensation Coverage | Liability Insurance Coverage | Workers Compensation Coverage |
| Worksite Field Trips                          | Employer led tours to increase young person's awareness of Careers                                                                                                           | Required                     | No                            | Required                     | No                            |
| Job Shadowing                                 | Student shadows an employee to explore careers                                                                                                                               | Required                     | No                            | Required                     | No                            |
| Career Mentorship                             | Student meets regularly with an employee to gain career insight                                                                                                              | Required                     | No                            | Required                     | No                            |
| Practicum                                     | Young person completes a brief assigned project at a worksite                                                                                                                | Required                     | No                            | Required                     | No                            |
| (Non-Paid) Work-Experience / Youth Internship | Student develops skills and earns school credit at a worksite – meets all federal employment relationship requirements to be a non-paid experience. (State approved program) | Required                     | No                            | Required                     | No                            |
| (Paid) Work-Experience / Youth Internship     | Student develops skills, school credit, and is a paid employee at a worksite. (State approved program)                                                                       | Required                     | No                            | Required                     | Required                      |
| Cooperative Work-Experience Program           | Student develops skills as an employee at a worksite. (State approved career and technical education program)                                                                | Required                     | No                            | Required                     | Required                      |
| Youth Apprenticeship                          | Intense paid work-experience for young person where school credit is earned. Individual student agreement and program are state approved.                                    | Required                     | No                            | Required                     | Required                      |

**NOTE:** If a student is participating in a family owned/operated work-based learning experience or has established her or his own business, the appropriate insurance provider needs to be consulted.

<https://www.education.ne.gov/workplace-experiences/liability-and-legal-issues/#1537804246700-312a149f-cab1>

## WORK-BASED LEARNING EVALUATION REPORT

Student's Name:

Employer/Worksite Supervisor's Name:

Job Title:

Business:

**Directions:** Evaluate the personal qualities below for your student. Rate the student's performance by using the numerical key below to mark the appropriate space. Your report will be used in determining a grade and for counseling the trainee. Careful attention should be given so as to present a true picture of your trainee's work and progress each grading period.

**Key:** Excellent (9-10)    Good (6-8)    Fair (3-5)    Poor (1-2)

Unacceptable (0)    Not shown in workplace/not applicable (N/A)

| Rating of Student for Year    -                                  |                      |   |   |   |   |   |
|------------------------------------------------------------------|----------------------|---|---|---|---|---|
| Nebraska Career Readiness Standards                              | Grading Period/Month |   |   |   |   |   |
|                                                                  | 1                    | 2 | 3 | 4 | 5 | 6 |
| Applies appropriate academic and technical skills                |                      |   |   |   |   |   |
| Communicates effectively and appropriately                       |                      |   |   |   |   |   |
| Contributes to employer and community success                    |                      |   |   |   |   |   |
| Makes sense of problems and perseveres in solving them           |                      |   |   |   |   |   |
| Uses critical thinking                                           |                      |   |   |   |   |   |
| Demonstrate innovation and creativity                            |                      |   |   |   |   |   |
| Models ethical leadership and effective management               |                      |   |   |   |   |   |
| Works productively in teams and demonstrates cultural competency |                      |   |   |   |   |   |
| Utilizes technology                                              |                      |   |   |   |   |   |
| Manages personal career development                              |                      |   |   |   |   |   |
| Attends to personal and financial well-being                     |                      |   |   |   |   |   |

Additional feedback or comments:

Employer/Worksite Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Training Plan for Work-Based Learning

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Career Objective/Pathway: \_\_\_\_\_ Job Title: \_\_\_\_\_

Employer/Worksite Supervisor's Name: \_\_\_\_\_

**Directions:** List each task (processes, knowledge, and skills) that will be performed by the student under the supervision/guidance of an employer/worksite supervisor. The student should rotate through different job experiences, ensuring that they are diverse, rigorous, and progressive. Throughout the training period, check the appropriate number in the rating column below to indicate the degree of competency for each task. This document will be used for discussion during monthly on-site visits and to prepare the work-based experience evaluation.

### Employer's Rating Scale

- 4 - Skilled: can work independently with no supervision.
- 3 - Moderately Skilled: can perform job completely with limited supervision.
- 2 - Limited Skill: requires instruction and close supervision.
- 1 - No Exposure: no experience or knowledge in this area.

| Task                                           | Date of Rating |        |         |         |
|------------------------------------------------|----------------|--------|---------|---------|
|                                                | 1              | 2      | 3       | 4       |
| Example: Create accurate 3D floor plan designs | 2/1/26         | 2/7/26 | 2/28/26 | 4/25/26 |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |

## WORK-BASED LEARNING INTERVIEW EVALUATION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                 |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------|-------------|
| <b>STUDENT:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               | <b>EMPLOYER / ORGANIZATION:</b> |             |
| <b>INTERVIEW DATE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |               | <b>TIME:</b>                    |             |
| <p>The purpose of this evaluation card is to inform the Work-Based Learning Coordinator of specific criteria during the student interview. This information will allow for a learning opportunity with the student by opening up a discussion of strengths/weaknesses and advice for improvement. This will also aid in the worksite placement process.</p> <p>Please complete this card and return to the student after sealing it in the attached envelope.</p> |               |                                 |             |
| Circle one choice in each category.                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                                 |             |
| <b>Evaluation of _____ during interview:</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |               |                                 |             |
| <b>Arrival Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | Early         | On Time                         | Late        |
| <b>Attire</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Favorable     | Acceptable                      | Unfavorable |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <b>Demeanor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | At Ease       | Composed                        | Nervous     |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <b>Attitude</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Cooperative   | Reserved                        | Arrogant    |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <b>Verbal Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | Clear/Logical | Poor Grammar                    | Unclear     |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <p>Will accept for employment/supervision: (please circle one)      Yes      No</p> <p>If no, provide reason(s):</p>                                                                                                                                                                                                                                                                                                                                              |               |                                 |             |
| <p>Signature_____ Date_____</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                 |             |
| <p>Student can make a more favorable impression during future interviews by:</p>                                                                                                                                                                                                                                                                                                                                                                                  |               |                                 |             |

## **SECTION 3: COORDINATOR RESOURCES**

### **LAUREL-CONCORD-COLERIDGE SCHOOL COORDINATOR RESOURCES**

#### **Role and Function of a Work-Based Learning Coordinator**

A Work-Based Learning Coordinator combines and coordinates efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into the world of work. Work-Based Learning Coordinators will have successfully completed the Work-based Learning Supplemental Endorsement. The functions and responsibilities of the WBL Coordinator include program planning, development, and evaluation; related-class instruction; on-the-job instruction and coordination; guidance and advice; program administration and management; and community and public relations:

#### **Program Planning, Development, and Evaluation**

- Review the components and requirements of a work-based learning program.
- Effectively use community resources.
- Develop objectives and responsibilities for the program.
- Include student self-knowledge exploration and planning.
- Design the program to include continued improvement and re-evaluation.
- Work closely with school counselor(s), career field teachers, SPED and VR teachers and staff in the planning, development and evaluation of the program to ensure that decisions are made with equity and inclusion in mind.

#### **Related-Class Instruction**

- Review and evaluate curriculum.
- Develop curriculum for both general-related and specific-related instruction; link efforts with other career and technical education staff to provide specific-related instruction.
- Develop outcome-based, measurable student objectives.
- Correlate classroom and on-the-job training.
- Individualize instruction, as appropriate.
- Evaluate instruction and curriculum, using input from students, employers/worksites supervisors, and advisory council members.

#### **On-the-Job Instruction and Coordination**

- Evaluate, select, and establish worksites.
- Inform worksite supervisors and parents of their role and responsibilities.
- Create, monitor, and adjust training plans in collaboration with the worksite supervisor and student.
- Help worksite supervisors develop teaching techniques for working with students.
- Monitor student progress through regular on-site visits and on-going communication.
- Review state and federal labor and safety and health laws with the employer/worksites supervisor and student.
- Seek student evaluation of the worksite.

### **Guidance and Advising**

- Advise potential program enrollees, working with school counselor(s), career field teachers, and SPED and VR teachers and staff.
- Provide reference material for career information.
- Help students develop good work habits.
- Provide participating students with information about relevant Career and Technical Student Organization (CTSO) opportunities.
- Develop and coordinate work experiences that encourage nontraditional occupational opportunities.
- Recognize when students need counseling from other staff members and agencies.
- Help students determine ways to best describe their marketable skills.
- Assist graduating students with the various aspects of the job search.
- Write letters of recommendation for students.

### **Program Administration, Management, and Evaluation**

- Establish and use an advisory council/advisory board.
- Develop and file written training plans and agreements.
- Know and assure compliance with relevant state and federal labor laws.
- Effectively manage resources including facilities, equipment, and supplies.
- Ensure student-learner safety and health protection.
- Prepare, administer, and analyze student and employer follow-up surveys.
- Seek evaluation from advisory council members.
- Prepare and analyze year-end reports.

### **Community and Public Relations**

- Use community resources to enrich work-based learning.
- Contact and use news media to publicize work-based learning student programs, events, projects, materials, proceedings of advisory council meetings, and related items.
- Create promotional materials for potential training stations and students.
- Visit previous and potential training stations to promote work-based learning.
- Use the resources of other agencies such as the local and regional chambers of commerce, Nebraska VR, Nebraska Department of Labor, Nebraska Department of Economic Development, etc.
- Develop and maintain a community personnel resource file.
- Represent work-based learning as a guest speaker at community and service clubs and organizations.
- Publicize meetings and activities of student organizations.
- Maintain good communication and public relations.
- Seek evaluation from the public.

## POTENTIAL WORK-BASED LEARNING SITE EVALUATION CHECK SHEET

Potential WBL Site:

Address:

Date of Interview:

Job Entrance Tests: ( ) Yes ( ) No

Skill Standards Required:

Employer/Worksite Supervisor:

Telephone:

Person Interviewed:

What Types?

|                                                                                                                                                                                 | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Does the attitude of the employer seem conducive to effective cooperation with the school in the operation of work-based learning?                                              |     |    |
| Are there provisions for a range of on-the-job experiences?                                                                                                                     |     |    |
| Are the equipment and facilities satisfactory?                                                                                                                                  |     |    |
| Is the employer willing to work with the Coordinator to develop a training plan for a specific career objective?                                                                |     |    |
| Does the potential training station/agency employee morale seem conducive to satisfactory relationships for students?                                                           |     |    |
| Does the instructional potential of the training station seem satisfactory?                                                                                                     |     |    |
| Is the training station satisfactorily located?                                                                                                                                 |     |    |
| Does the employer agree to cooperate with the school to train a student?                                                                                                        |     |    |
| Does the employer agree to observe all applicable child labor and wage laws and be in compliance with the Office for Civil Right regulations?                                   |     |    |
| Does the employer agree that the student will not displace a full-time worker?                                                                                                  |     |    |
| Does the employer agree to work with the student a minimum of ten (10) hours per week?                                                                                          |     |    |
| Does the employer agree to objectively evaluate the competencies demonstrated by the student on skills identified in the training agreement?                                    |     |    |
| Does the employer agree to train the student during school release time?                                                                                                        |     |    |
| Is the WBL site within reasonable travel distance of the school?                                                                                                                |     |    |
| Does the WBL site meet other criteria as outlined in the Work-Based Learning Manual?                                                                                            |     |    |
| Does the employer/supervisor agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career? |     |    |

Comments:

Signature:

Date:

## WHY WORKPLACE EXPERIENCES?

While students generally know about their parents' or guardians' work, they lack the full understanding of workplace expectations that lead to a successful career. Our current economic environment, along with increasing activities for high school youth, has resulted in only 36% of high school students participating in the labor force (Bureau of Labor Statistics, Work Activity of 2016 High School Graduates, 2016, USDL-17-0477). This is problematic since, in many cases, the job a student takes after graduating from high school or college is their first work experience for them! This may result in a steeper learning curve for these graduates and potential issues with employers due to the lack of prior experience in the workplace.

### *Quality Workplace Experiences*

Providing quality Workplace Experiences is a proactive approach to bridging the gap between education and High skill, High wage, High demand (H3) careers. At their core, Workplace Experiences are about meeting students where they are in their development and helping them grow their future. Quality Workplace Experiences begin by helping develop a broad understanding and awareness of businesses and industries and the possible careers that are available to them with the right set of skills and knowledge.

### *Career and Technical Education (CTE)*

CTE provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

## BENEFITS OF WORKPLACE EXPERIENCES

**Students Benefit!** Students who participate in quality Workplace Experiences:

- Set and pursue career, educational, and personal goals.
- Understand the connection between school and their postsecondary and career goals.
- Model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits.
- Develop leadership skills and a sense of responsibility.
- Solve problems cooperatively and creatively.
- Build networks that will support learning and expand future opportunities.

**Schools Benefit!** Schools that effectively integrate Workplace Experiences into students' programs of study:

- Incorporate career training techniques used in businesses.
- Develop ongoing relationships with the business community.
- Adapt rapidly to industry trends and workplace expectations.
- Increase the number of workplace opportunities available to all students.
- Create a sequenced plan of Workplace Experiences that build upon each other to foster career awareness, exploration, and preparation.
- Provide students with exposure to opportunities outside their immediate environments.
- Promote skills that support students' attainment of the Nebraska Career Readiness Standards and CTE program of study/course standards.

**Employers and Community Organizations Benefit!** Employers and community organizations that assist with students' Workplace Experiences:

- Build a pipeline of knowledgeable, motivated talent.
- Increase company brand awareness and loyalty.
- Prescreen potential employees.
- Give back to the community and support strong learning experiences for students.

# THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM

The Nebraska Workplace Experiences Continuum illustrates how Workplace Experiences become more focused as a student progresses through their education. Students gain a better understanding of their talents, strengths and interests; learn what postsecondary education is necessary for their career choice; and practice the career readiness and technical skills vital for entering the career of their choice. Postsecondary education is any education after high school, which includes 2- and 4-year colleges, on-the-job training, and short-term training to acquire needed skills.

The Nebraska Workplace Experiences Continuum is organized into three Phases:

## Awareness Strategies

### Career Readiness Skills Identification

- Career Education Curriculum
- Career Fairs
- Career Research Projects
- Career Videos
- Guest Speakers
- Virtual Career Searches

## Exploration Strategies

### Career Readiness Skills Development

- Business Tours/Field Trips
- Job Shadowing
- Mentorships
- Simulations
- Summer Camps and Experiences

## Work-Based Learning Strategies

### Career Readiness Skills Demonstration

- Apprenticeships/Youth Apprenticeships
- Cooperative Education
- Education/Training Experiences
- Entrepreneurship
- Health Science Clinicals
- Internships
- Intern Nebraska
- Rule 47 Academy Internships
- School-Based Enterprises
- Supervised Agricultural Experience

### **Phase 1**

Awareness Strategies acquaint students with the world of work and potential career options available. These are usually school-based instructional assignments, but instruction should also encourage students to explore careers in their local and regional communities. Students can also identify career readiness skills needed for work during these awareness activities.

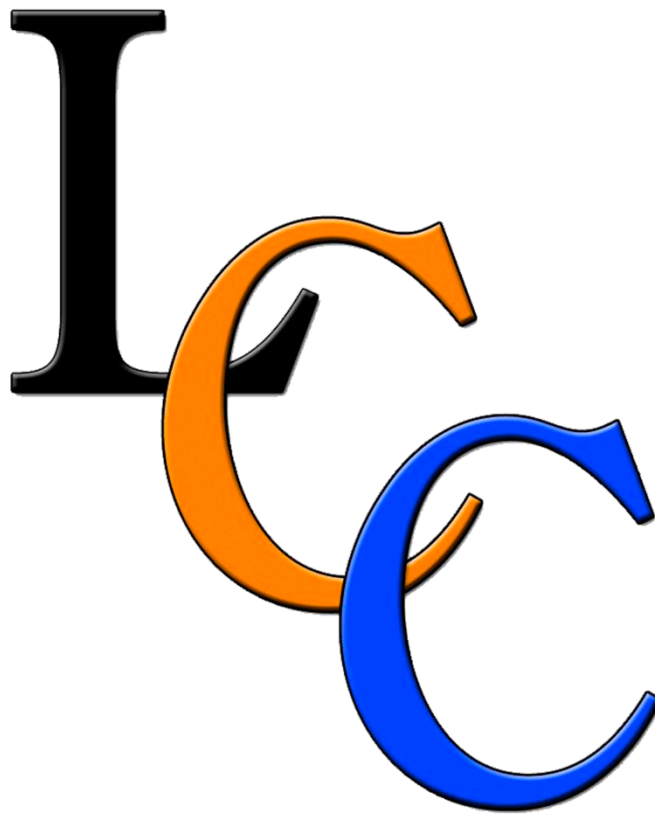
### **Phase 2**

Exploration Strategies deepen a student's experience with workplaces through contextual settings. These strategies connect the student with workers and workplaces through carefully designed interactions. At this stage of the continuum, students begin to develop their career readiness skills.

### **Phase 3**

Work-Based Learning Strategies provide supervised on-the-job experiences for students to continue to develop and demonstrate their academic, technical, and career readiness skills. At this "capstone" level student learners focus on the demonstration of specific technical skills and the career readiness skills they gain through the experience.

**Laurel-Concord-Coleridge School**  
**Work-Based Learning**  
**Handbook**



BOE APPROVED: \_\_/\_\_/\_\_

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## **PURPOSE OF THE WORK-BASED LEARNING PROGRAM**

***Program Eligibility: The LCC Work-Based Learning program is available to seniors only.***

The Laurel-Concord-Coleridge (LCC) Work-Based Learning (WBL) program connects classroom learning with meaningful, supervised experience in the workplace. Its purpose is to help students develop the skills, habits, confidence, and career awareness needed for success after high school. Through an approved placement, students have the opportunity to explore a career field, practice employability skills, learn from workplace professionals, and better understand how their interests and abilities connect to future education and employment.

Work-Based Learning is an educational program first. Although a student may be paid, employment and wages are not the primary purpose of the experience. The value of the program comes from learning to communicate professionally, arrive prepared and on time, accept feedback, solve problems, work with others, and complete responsibilities safely and dependably. Students should leave the program with a clearer understanding of workplace expectations and the next steps required to reach their career goals.

### **A Shared Commitment**

A successful experience depends on cooperation among the student, parent or guardian, employer/ worksite supervisor, Work-Based Learning Coordinator, and school. Students are expected to take ownership of their attendance, conduct, communication, assignments, and growth. Employers provide supervision, instruction, meaningful work, and feedback. Families support dependable attendance, transportation, and professional responsibility. The coordinator approves placements, monitors progress, communicates with all parties, and helps connect the workplace experience to the student's educational goals.

### **How to Use This Handbook**

This handbook serves as the primary guide for participating in Work-Based Learning at LCC. Students and parents or guardians should read it completely before signing program forms or beginning a placement. Employers and worksite supervisors should review the sections that explain supervision, safety, evaluation, and program responsibilities.

- Use this handbook to:
- Understand eligibility, attendance, conduct, transportation, grading, and placement expectations.
- Locate required applications, agreements, consent forms, evaluations, and training documents.
- Review the responsibilities of students, families, employers, and the Work-Based Learning Coordinator.
- Answer common questions about schedules, school breaks, pay, elective credit, and family-owned placements.
- Prepare for conversations about workplace concerns, changes in duties, absences, performance, or placement issues.

The handbook should be kept available throughout the experience and reviewed whenever a question arises. Because no handbook can address every situation, students should communicate early with both their employer and the Work-Based Learning Coordinator when they are uncertain about a rule, expectation, schedule, or concern. Questions should be addressed before they become problems. The Work-Based Learning Coordinator has final responsibility for interpreting program requirements and determining whether a placement continues to meet LCC guidelines.

### **Our Goal**

The goal is for every student to complete the program with stronger employability skills, meaningful career knowledge, a record of responsible workplace performance, and greater confidence in making decisions about life after high school.

## **SECTION 1: STUDENT AND PARENT RESOURCES**

### **STUDENT AND PARENT**

#### **FREQUENTLY ASKED QUESTIONS**

##### **Who is eligible to participate in Work-Based Learning at LCC?**

The LCC Work-Based Learning program is available to seniors only. Eligible seniors must complete all program, placement, and approval requirements before reporting to a work site.

##### **Will students be required to work during school breaks?**

A job placement may require a student to work during school breaks, including winter break. If working during a scheduled break creates an issue, the student is responsible for discussing the situation directly with the employer.

##### **Are students required to be paid?**

No. Pay is not required because the primary purpose of Work-Based Learning is education and workplace learning. However, students may be paid by the employer for their work; compensation is permitted but is not guaranteed.

##### **Do hours worked outside the school day count toward additional elective credit?**

No. Hours worked outside the student's scheduled Work-Based Learning class period do not count toward additional elective credits.

##### **May a student work for a parent or relative?**

Yes. A student may complete a Work-Based Learning placement with a parent, guardian, or other relative as long as the placement complies with all Work-Based Learning guidelines and is approved by the Work-Based Learning Coordinator.

## **APPLICATION PROCESS: WORK-BASED LEARNING INTERVIEW**

This required interview will be conducted by the Work-Based Learning Coordinator as part of the application review. Students should be prepared to discuss their goals, readiness, work history, schedule, and transportation.

1. What do you believe is the purpose of Work-Based Learning?
2. Why do you want to enroll in our Work-Based Learning program?
3. Have you ever been employed before? If so, describe your job.
4. What are your plans following high school? Have you considered additional training?
5. In what ways will Work-Based Learning help you?
6. Is there any reason why you could not work ten (10) to fifteen (15) hours weekly during the school year?
7. What are your plans to participate in activities during your final year at high school?
8. Are you currently a member of a student organization? Why? Why not?
9. What subjects do you find most enjoyable?
10. Where did you first hear about Work-Based Learning?
11. What do you want to do to earn a living?
12. How do you learn outside of the classroom?
13. What courses do you plan to take next year?
14. What are your arrangements for transportation?

# LAUREL-CONCORD-COLERIDGE SCHOOL WORK-BASED LEARNING APPLICATION

**\*PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.\***

|                                                                                                                                                                                                               |                                |                                                                        |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------|-----------|
| Date:                                                                                                                                                                                                         |                                |                                                                        |           |
| Name                                                                                                                                                                                                          |                                |                                                                        |           |
| Last                                                                                                                                                                                                          |                                | First                                                                  | Middle    |
| Present Address                                                                                                                                                                                               |                                |                                                                        |           |
| Street                                                                                                                                                                                                        |                                | City                                                                   | State Zip |
| Student Phone (    )                                                                                                                                                                                          |                                |                                                                        |           |
| Age                                                                                                                                                                                                           | Date of Birth [    -    -    ] |                                                                        |           |
| Do you have a driver's license?    Yes    No                                                                                                                                                                  |                                | Do you have access to a car/other mode of transportation?    Yes    No |           |
| Parent/Guardian Name(s)                                                                                                                                                                                       |                                | Business or Cell Phone (    )                                          |           |
| Parent/Guardian Address                                                                                                                                                                                       |                                |                                                                        |           |
| Street                                                                                                                                                                                                        |                                | City                                                                   | State Zip |
| Are you interested in summer employment?    Yes    No                                                                                                                                                         |                                | Full-time    Part-time                                                 |           |
| Indicate the type of business in which you prefer to work: <i>(Example: bank, dental, retail store, legal, manufacturing, insurance, automotive, medical, etc.)</i><br>First Choice _____ Second Choice _____ |                                |                                                                        |           |
| Do you intend to further your formal education after high school?    Yes    No                                                                                                                                |                                |                                                                        |           |
| Are you under a doctor's care?    Yes    No<br>Do you have any health problems that would interfere with your regular attendance on a job?    Yes    No<br>If yes, please explain:                            |                                |                                                                        |           |

## Current Class Schedule

|                        | Class | Teacher |
|------------------------|-------|---------|
| 1 <sup>st</sup> Period |       |         |
| 2 <sup>nd</sup> Period |       |         |
| 3 <sup>rd</sup> Period |       |         |
| 4 <sup>th</sup> Period |       |         |
| 5 <sup>th</sup> Period |       |         |
| 6 <sup>th</sup> Period |       |         |
| 7 <sup>th</sup> Period |       |         |
| 8 <sup>th</sup> Period |       |         |
| ROAR/HR                |       |         |

### Previous Work Experience *(List most recent position first.)*

| Employer | Type of Work | Employment Dates |
|----------|--------------|------------------|
|          |              |                  |
|          |              |                  |
|          |              |                  |

### Application Requirements: Recommendation Forms and Letters

A complete application must include three (3) completed recommendation forms. Each recommendation must include a separate signed and dated recommendation letter. Each form and letter should come from an individual who can speak to the student's character, work ethic, responsibility, and potential for success in a Work-Based Learning placement.

#### Acceptable references include:

- Teachers (at least one current or recent teacher is recommended)
- School Counselor
- Principal or Assistant Principal
- Coach
- Activity Sponsor or Club Advisor

Reference #1: \_\_\_\_\_

Reference #2: \_\_\_\_\_

Reference #3: \_\_\_\_\_

#### Recommendation Requirements:

- Each recommendation should be **one paragraph (150–300 words)** in length.
- Recommendations should be written by a **teacher, school counselor, administrator, coach, or activity sponsor** who knows the student well.
- At least **one recommendation must come from a current or recent teacher.**
- Recommendations should be signed and dated by the writer.

#### Recommendation writers should address the student's:

- Attendance and punctuality
- Responsibility and dependability
- Work ethic and initiative
- Communication and teamwork skills
- Character and professionalism
- Readiness for a Work-Based Learning placement
- Any additional strengths or experiences that would make the student a successful employee

## I Understand That...

- Enrollment in Laurel-Concord-Coleridge School's work-based learning program is limited and that making application for enrollment does not mean that I will automatically be accepted;
- Completion of the interview questions with the Work-Based Learning Coordinator is a required part of the application process and will help determine a match between my career goals and my current and previous academic classes;
- Once accepted, I must complete all required forms, one of which includes acceptance of my responsibilities under the program guidelines;
- My grades, discipline record, and attendance record may be checked by the coordinator prior to acceptance into the program;
- If a period of unemployment occurs within or at the end of a semester, I will be placed under coordinator or administrator supervision for the work-based learning time and may not leave campus without permission of the coordinator or administrator;
- In the event the student loses his/her driver's license, other transportation will be the responsibility of the student and/or family. Continuation of attending the site of work-based learning is necessary to complete the required number of hours for credit.
- Work-based learning credit is based on continuous employment until the end of the school term.

Confidentiality in all jobs is a must. Your employer takes confidentiality very seriously and may require you to sign a confidentiality agreement. **Any breach of confidentiality required by your employer or any other offense that results in your termination will, in turn, result in the loss of your work-based learning credit.**

By signing below, the student and Parent/Guardian acknowledge understanding of the above and agree that this student is permitted to apply to Laurel-Concord-Coleridge School work-based learning program. If the student is accepted, he/she will abide by all requirements of the program.

## Appeals Process

If a student is not accepted into the Work-Based Learning Program, the student may appeal the decision. The appeal will be reviewed by the high school principal, who will make the final decision.

## Notice of Non-Discrimination

Laurel-Concord-Coleridge School does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, age, or access to, or treatment of employment, in its educational programs and activities.

## Parent/ Guardian Consent

☐ **Work Based Learning Early Release Consent:** I understand that my child is enrolled in the work-based learning program at LCC and that my child will be dismissed from school at the end of his/her regularly scheduled on-campus classes each day or report to school after their work-based learning program. I assume full responsibility for my child when they are not at school, including days when my child is not required to be on the job.

☐ **Transportation Consent:** (School-provided transportation is not available to work sites.) I hereby give my son/daughter/ward permission to drive to their designated work site. I expressly release the work-based learning program work site, LCC, and any agents of the employer or the school system from any liability that may result from my son/daughter/ward's use of his/her individual transportation. My child is covered by automobile insurance as follows:

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☐ **Photo/Media Release:** I hereby give my consent to all photographs, audio recordings, and/or video recordings taken of me or my minor child by LCC or their designee. I understand that any photographs, audio recordings, and/or video recordings become the property of LCC and may be used by the school, district, or others with their consent, for educational, instructional, or promotional purposes determined by the district in broadcast and media formats now existing or to be created in the future.

☐ **Health/Medical Treatment Consent:** I hereby authorize the school or the work-based learning coordinator or employer/work-site supervisor to secure emergency medical treatment. I will assume all financial responsibility.

### Employer Hiring Requirements

Some employers/work-site supervisors may require applicants or employees to satisfy certain pre-employment or employment conditions, such as drug screening, physical examinations, vaccinations, background checks, or other employment-related requirements in accordance with the employer's policies and applicable law. Such requirements will be disclosed before placement and administered by the employer.

These requirements are **determined, administered, and enforced solely by the employer/work-site supervisor** and are **not requirements of the school district or the Work-Based Learning program**. Students and parents/guardians are responsible for reviewing and complying with any employment requirements established by the employer/work-site supervisor as a condition of employment.

Participation in a Work-Based Learning placement may be contingent upon the student's ability to meet the hiring requirements established by the employer.

#### To the Student:

Work-Based Learning provides an opportunity to be considered for employment/training in business and industries in our area. When you enroll in Work-Based Learning, you indicate that you are sincerely interested in putting forth your best efforts to receive work-based experience. If you accept this responsibility, please sign in the space provided.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

#### To the Parent/Guardian:

Do you consent to your child entering Work-Based Learning, providing transportation, and agree to cooperate with the school and the employer/work-site supervisor in making the training and education of the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

### ***To Be Completed by the Work-Based Learning Coordinator.***

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

Current Attendance Record: No. Absences: \_\_\_\_\_ No. Tardies: \_\_\_\_\_

Current Disciplinary Record: Total Report: \_\_\_\_\_ Cumulative GPA: \_\_\_\_\_

Work-Based Learning Coordinator Signature: \_\_\_\_\_

Verified By: \_\_\_\_\_

(Counselor/School Administrator)

Status of Application:

Pending

Approved

Not Approved

## WORK-BASED LEARNING RECOMMENDATION FORM

**Directions:** Write your name and grade, then give one copy of this form to each of three recommenders. Each recommender must complete and return this form and provide a separate signed and dated recommendation letter.

Name of Person Completing This Form: \_\_\_\_\_

We are asking you to recommend the above-named student for our Work-Based Learning Program based on the following:

- Students report to an approved community work site during their scheduled Work-Based Learning period.
- Students receive elective credit for this program.
- When recommending a student for Work-Based Learning, keep in mind that the student must be a good representative of the school, attend regularly, and remain academically on track to meet graduation requirements.
- The student must be well organized and self-motivated to successfully complete requirements for school and the employer.
- The student must be able to manage a busy and demanding schedule while maintaining a positive attitude.

The following checklist is provided for those who know the student well enough to give an accurate assessment. Your comments will be confidential. Please complete and return this form to the Work-Based Learning Coordinator.

**RATING SCALE: 1 = No Basis for Judgment   2 = Below Average   3 = Average  
4 = Above Average   5 = Excellent/Top 10%**

Circle one rating for each category.

|                             |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|
| Responsibility:             | 1 | 2 | 3 | 4 | 5 |
| Attitude:                   | 1 | 2 | 3 | 4 | 5 |
| Personal Initiative/Effort: | 1 | 2 | 3 | 4 | 5 |
| Leadership:                 | 1 | 2 | 3 | 4 | 5 |
| Attendance:                 | 1 | 2 | 3 | 4 | 5 |
| Punctuality:                | 1 | 2 | 3 | 4 | 5 |
| Interaction with Others:    | 1 | 2 | 3 | 4 | 5 |
| Personal Character:         | 1 | 2 | 3 | 4 | 5 |
| Communication Skills:       | 1 | 2 | 3 | 4 | 5 |
| Overall Work Ethic:         | 1 | 2 | 3 | 4 | 5 |

Comments:

Would you recommend this student for the Work-Based Learning Program?   Yes \_\_\_\_\_   No \_\_\_\_\_

Recommender Signature: \_\_\_\_\_   Date: \_\_\_\_\_

Please return this completed form and your separate signed and dated recommendation letter to the Work-Based Learning Coordinator.

## GRADING AND PROGRAM ASSIGNMENTS

### Classroom Preparation and Placement

Students will spend at least the first two weeks of the program in the classroom with the Work-Based Learning Coordinator. Students enrolled in morning Work-Based Learning will report during the first period, while students enrolled in afternoon Work-Based Learning will report during the eighth period.

During this preparation period, students will develop employability and workplace-readiness skills, learn program expectations and responsibilities, complete required paperwork and training, and work with the coordinator to secure an appropriate placement. Students must continue reporting to the Work-Based Learning classroom until their placement has been approved.

### Reporting to the Work Site

Once a placement has been approved, students will report directly to their assigned work site every school day during their scheduled Work-Based Learning time. Students are expected to arrive on time, remain for the required time, follow workplace policies, and demonstrate professional behavior.

### Required Assignments and Evaluations

- **Weekly Journals:** Students will document their responsibilities, experiences, accomplishments, challenges, and skills learned at the work site.
- **Quarterly Reflections or Papers:** Students will reflect on their growth, workplace experiences, career interests, and progress toward their learning goals.
- **Monthly Site Visits:** The Work-Based Learning Coordinator will visit the work site to observe the student, discuss progress, and communicate with the employer/work-site supervisor. Students are expected to participate in these visits.
- **Monthly Employer Reviews and Feedback:** Employers/Work-site supervisors will provide feedback regarding the student's attendance, dependability, professionalism, work quality, communication, and overall performance.

### Employer/Work-site Supervisor Evaluation Improvement Process

- **First Unsatisfactory Evaluation:** The student and Work-Based Learning Coordinator will meet to discuss the employer's/work-site supervisor's concerns, identify the areas that need improvement, and determine specific steps the student can take to improve.
- **Second Unsatisfactory Evaluation:** The student and Work-Based Learning Coordinator will develop a written improvement plan. The plan will identify required changes, supports, expectations, and a process for monitoring the student's progress.

### Grading

Work-Based Learning will be graded like any other class using the school's regular grading scale. Grades will be based on completion of required assignments, workplace attendance and performance, participation in site visits, and employer/work-site supervisor feedback. Failure to report to the work site, complete required assignments, participate in evaluations, or meet workplace expectations may negatively affect the student's grade and continued participation in the program.

## WORK-BASED LEARNING REGULATIONS/POLICIES

- The student understands that participation in the Work-Based Learning program is limited to a maximum of four (4) class periods per school day. Students may earn no more than two (2) elective credits per class period each semester, with a maximum of eight (8) elective credits per semester and sixteen (16) elective credits per school year.
- Students are expected to report directly to their approved Work-Based Learning site at the start of their scheduled Work-Based Learning time and remain at their work site for the duration of the scheduled time. Students are expected to arrive on time, notify both the employer/work-site supervisor and the Work-Based Learning Coordinator of any absences or tardiness, and comply with the employer's attendance policies.
- Student acknowledges that the primary purpose of Work-Based Learning is educational and, therefore, agrees to abide by the Work-Based Learning program policies and decisions of the Work-Based Learning Coordinator, including those regarding specific job placements.
- Student acknowledges that the school, through the Work-Based Learning Coordinator, is acting as an intermediary between the employer/worksites supervisor and student and that the Work-Based Learning Coordinator has a legitimate right to know and a significant role in determining the outcome of any placement issues including: termination, scheduling, assignments, and all other aspects of student placement.
- Immediate Safety and Reporting Requirement: Students MUST immediately report harassment or discrimination, unsafe conditions, threats or violence, suspected abuse or exploitation, requests to perform prohibited tasks, or retaliation for raising concerns. The report should be made to the Work-Based Learning Coordinator, school counselor, principal, or another trusted school administrator. Students should not first confront the employer, supervisor, or other person involved before making the report.
- Work-Based Learning students who become academically ineligible during any grading period will be unable to attend work during their period of ineligibility.
- A student suspended from school shall not be allowed to attend their Work-Based Learning placement during the suspension. If a student receives a second out of school suspension he/she shall be dropped from the Work-Based Learning program with a loss of all credit.
- A student must comply with the school attendance policy to participate in the program.
- A student losing his/her Work-Based Learning placement due to any action deemed unacceptable by the school and Work-Based Learning Coordinator will be dropped from the program with possible loss of all Work-Based Learning credit. If removed from the Work-Based Learning program for anything other than a violation of the law related to or on the premises of placement, the remaining time in the semester will be completed by taking up to three courses on SchoolsPLP or comparable online based program.

The following number of courses will be needed if removed from the Work-Based Learning Program:

|                                          |                                |
|------------------------------------------|--------------------------------|
| Removal Prior to the end of Week 4       | Three courses will be required |
| Removal from Week 5 to the end of Week 9 | Two courses will be required   |

|                                            |                                     |
|--------------------------------------------|-------------------------------------|
| Removal from Week 10 to the end of Week 14 | One course will be required         |
| Removal after Week 14                      | Grade earned up to a maximum of 80% |

- A student whose Work-Based Learning placement is terminated for any reason is to report to the Work-Based Learning Coordinator. Failure to do so may result in the student being dropped from the Work-Based Learning program.
- A student cannot work at the Work-Based Learning placement on the day(s) he/she is absent. Exceptions may be given for pre-approved absences due to but not limited to funerals, verified medical appointments, and college visits.
- In case of absence, the student is required to contact the Work-Based Learning Coordinator and his/her employer/worksites supervisor before class or work period.
- Personal business handled at the Work-Based Learning placement is prohibited.
- Friends or family are not to visit the student at the Work-Based Learning placement.
- A student is to be on time at school as well as the Work-Based Learning placement.
- Parents should understand the student's responsibility to the training Work-Based Learning placement and not interfere with the performance of his/her duties.
- Workplace rules for dress and personal hygiene must be followed.
- Since training is the primary objective, a student is expected to remain with the Work-Based Learning placement to which he/she is assigned. Students may resign or change placements only with the express written permission of the Work-Based Learning Coordinator and following business practices for resignation. Students who fail to follow these procedures are subject to being dropped from Work-Based Learning.
- When Work-Based Learning students honor their employer/worksites supervisor with a banquet, reception, etc., all students are expected to attend with their employer/worksites supervisor as their guests.
- Students are placed to train and are under the supervision of the Work-Based Learning Coordinator and employer/worksites supervisor where they are placed.
- Students must abide by all school rules and regulations and consider themselves under the jurisdiction of the school while at the Work-Based Learning placement.
- Transportation to and from the Work-Based Learning placement is the responsibility of the student/parent/guardian. Transportation problems do not justify absence from the Work-Based Learning placement. If transportation is an accommodation in a 504/IEP plan, transportation will be provided as noted in the plan.
- Students are expected to report directly to their approved Work-Based Learning site at the beginning of their scheduled Work-Based Learning time. Students may remain on campus during their scheduled Work-Based Learning period only with prior approval from the Work-Based Learning Coordinator or a school administrator for school-sponsored activities, meetings, or other approved circumstances.

## WORK-BASED LEARNING REGULATIONS ACKNOWLEDGMENT

I have read the Work-Based Learning regulations and policies in this handbook. I understand the expectations of the program and agree to follow them. By signing below, the student and parent/guardian acknowledge that they have reviewed and understand these requirements.

| STUDENT INFORMATION | PARENT/GUARDIAN INFORMATION |
|---------------------|-----------------------------|
| Student Name        | Parent/Guardian Name        |
| Student Signature   | Parent/Guardian Signature   |
| Date                | Date                        |

## EMERGENCY CONTACT FORM

Please provide two people who may be contacted in the event of an emergency. Complete every applicable field below.

|                 | Contact 1 | Contact 2 |
|-----------------|-----------|-----------|
| Name            |           |           |
| Relationship    |           |           |
| Street Address  |           |           |
| Primary Phone   |           |           |
| Alternate Phone |           |           |
| Email           |           |           |

## WORK-BASED LEARNING AGREEMENT

| STUDENT INFORMATION        | PLACEMENT INFORMATION        |
|----------------------------|------------------------------|
| Student Name               | Work-Based Learning Site     |
| Student Address            | Work Site Address            |
| Telephone / Cell Phone     | Work Site Telephone          |
| Email                      | Employer/Worksite Supervisor |
| Birth Date / Age           | Job Title                    |
| Career Objective / Pathway | Begin Date-End Date          |

This training agreement briefly outlines the responsibilities of the student, parents, employer/worksite supervisor, and the Work-Based Learning Coordinator. In Section 2 (page 29) there is a companion document entitled "Training Plan for Work-Based Learning" which outlines tasks and competencies for the specific student's career objective/pathway.

### Parent/Guardian

1. Approves and agrees that the student may participate in Work-Based Learning.
2. Encourages the student to effectively carry out the work experience requirements in all components of the program.
3. Assumes responsibility for the conduct of the student.
4. Provides transportation for the student to and from the Work-Based Learning site.
5. Holds school and Work-Based Learning Coordinator harmless for risks associated with transportation and indirectly monitored activities (e.g., work-based experience).

### Student

1. Complies with the rules and regulations of the Work-Based Learning site.
2. Observes the same regulations that apply to other employees.
3. Adheres to all school rules and regulations and considers themselves under the jurisdiction of the school while at the Work-Based Learning placement.
4. Will not displace adult workers who can perform such work as assigned in the work-based experience.
5. Attends an annual employer/worksite supervisor appreciation banquet, if required by the Work-Based Learning Coordinator.

### **Work-Based Learning Coordinator**

1. Assists in securing an appropriate work-based experience based on the student's career objective/pathway.
2. Works with the employer/worksite supervisor in developing a training plan for the student.
3. Visits the Work-Based Learning site at least once per month to confer with the employer and student; verify that student's duties correlate with job description; observe working conditions; help develop progressive skill-building activities; observe and evaluate student progress; and resolve questions, issues, or concerns.
4. Counsels the student about his/her job progress, behavior, attitude, academics, etc.
5. Terminates employment/participation when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student's final grade for the Work-Based Learning experience.
7. Reinforces Work-Based Learning experiences with related classroom instruction.

### **Employer/Worksite Supervisor**

1. Recognizes that the student is enrolled in a Work-Based Learning experience designed to prepare for a career in\_\_\_\_\_.
2. Provides supervision and instruction in each of the applicable tasks listed on the Training Plan to assist the student in acquiring those competencies necessary for success in the career objective.
3. Evaluates and documents student progress.
4. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, or age.
5. Adheres to wage and hour, child labor, and all other federal, state, and local laws pertaining to student employment.
6. Completes the Work-Based Experience Evaluation and returns it to the Work-Based Learning Coordinator by the required date.

Parent/Guardian\_\_\_\_\_ Date\_\_\_\_\_

Student\_\_\_\_\_ Date\_\_\_\_\_

Employer/Worksite Supervisor\_\_\_\_\_ Date\_\_\_\_\_

Work-Based Learning Coordinator\_\_\_\_\_ Date\_\_\_\_\_

School Administrator\_\_\_\_\_ Date\_\_\_\_\_

**LAUREL-CONCORD-COLERIDGE SCHOOL**

**WEEKLY WORK-BASED LEARNING TIME SHEET / HOURS LOG**

*Complete one log for each week. Record all hours worked and identify any tardy or absent day.*

Student Name: \_\_\_\_\_ Work Site: \_\_\_\_\_

Week Beginning: \_\_\_\_\_ Week Ending: \_\_\_\_\_

Weekly Tardies: \_\_\_\_\_ Weekly Absences: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employer/Worksite Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing, both parties verify that the hours and attendance information recorded above are accurate.

| Day                     | Date | Time In | Time Out | Hours | Attendance<br>(T/A) |
|-------------------------|------|---------|----------|-------|---------------------|
| Monday                  |      |         |          |       |                     |
| Tuesday                 |      |         |          |       |                     |
| Wednesday               |      |         |          |       |                     |
| Thursday                |      |         |          |       |                     |
| Friday                  |      |         |          |       |                     |
| <b>WEEKLY<br/>TOTAL</b> |      |         |          |       |                     |

## STUDENT EVALUATION OF WORKSITE

*(To be completed within first 2 weeks of placement and at end of placement)*

Student's Name:

Employer/Worksite Supervisor:

No. of Weeks at Worksite:

Employer/Worksite Supervisor's Name:

1. Duties

2. Is your job what you expected it to be?

Yes No

Explain:

3. Has your employer/worksite supervisor been providing guidance/instructions?

Yes No

|                                                           | Good | Average | Poor |
|-----------------------------------------------------------|------|---------|------|
| Introduced you to all employees in the company/department |      |         |      |
| Explained changes which affect you                        |      |         |      |
| Interested in you and your job                            |      |         |      |
| Follow-up counseling                                      |      |         |      |

4. Were you given ample instruction when you started the job? ( ) Yes ( ) No

5. Have you been given helpful instruction when needed? ( ) Yes ( ) No

6. Have co-workers been friendly and courteous? ( ) Yes ( ) No

7. Do you feel advancement is available if working full-time? ( ) Yes ( ) No

8. Were company rules and regulations explained clearly? ( ) Yes ( ) No

9. What are the working conditions at your worksite? Explain:

10. What can you suggest that would better the working conditions at your worksite for future Work-Based Learning students?

11. General comments regarding your worksite not included in the above questions:

## WORK-BASED LEARNING INTERVIEW CARD

| <b>All Aspects of the Industry Framework</b><br><b>Workplace Experience Observation Question Prompts for Students to Ask</b><br><b>Employer/Worksite Supervisor</b> |                                                                                                                     |                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work-Based Experience or Job Shadowing Site:                                                                                                                        |                                                                                                                     | Student:                                                                                                                                                                    |
| Describe how you incorporate all aspects of the industry in the work you do (or the work of the business/industry)?                                                 |                                                                                                                     |                                                                                                                                                                             |
| Industry Aspect                                                                                                                                                     | Explanation                                                                                                         | What activity will be used to teach this aspect of industry?                                                                                                                |
| 1. Business Planning                                                                                                                                                | Strategic Planning, Goals, Objectives, Form of Business Ownership                                                   | Why/where is business planning important when employed in an area that is related to your position?                                                                         |
| 2. Management                                                                                                                                                       | Organizational Structure, Mission Statement, Employee Handbook, Corporate Culture                                   | Why it is important to understand organizational structure, mission statement, employee handbook, & corporate culture when employed in this business?                       |
| 3. Health Safety and Environment                                                                                                                                    | Regulatory Issues Providing a Safe Workplace                                                                        | Why it is important to understand specific regulatory issues & a safe workplace guidelines for your job or other jobs within this business?                                 |
| 4. Finance                                                                                                                                                          | Capital Acquisitions Financial Operations                                                                           | What financial aspects would one need to know when employed in your position (or other positions within the business)?                                                      |
| 5. Community Issues                                                                                                                                                 | Impact of the company on the community; Impact of the community on the company                                      | How does your industry or business have an impact on the community and vice versa?                                                                                          |
| 6. Principles of Technology                                                                                                                                         | Technology in the workplace; continued professional training                                                        | What technical skills are important to have when employed in an area related to your work? Why will continued professional training be a necessity?                         |
| 7. Personal Work Habits                                                                                                                                             | Positive attitude, personal fitness, appearance and readiness to work                                               | Why the personal work habits of positive attitude, personal fitness, appearance, & readiness to work are requirements in order to be gainfully employed?                    |
| 8. Labor                                                                                                                                                            | Employee rights and responsibilities, role of labor organizations                                                   | Briefly describe employee rights and responsibilities and the role of labor organizations (if any) in your business/industry.                                               |
| 9. Technical and Production Skills                                                                                                                                  | Specific technical skills (job/industry related), production skills (soft skills), and basic academic skills needed | Which technical, production and academic skills are necessary for your position (or other specific positions within the business related to the student's career interest)? |

## **SECTION 2: EMPLOYER RESOURCES**

### ***Employer/Worksite Supervisor***

The employer's/worksite supervisor's responsibilities include:

- Follow all federal and state child labor laws.
- Provide worker's compensation for the student for all paid hours worked (for paid experiences).
- Pay at least the state minimum wage for hours worked by the student (for paid experiences) unless the student qualifies for an exception to the minimum wage laws in which case documentation must be completed and on file.
- Sign and implement the Individual Training Agreement and Training Plan.
- Provide instruction in the competencies identified in the curriculum and document the student's progress.
- Conduct progress reviews with the student (which may include parent, guardian and school personnel) and provide copies of those reviews to the school.
- Treat a student as a regular employee.
- Ensure that no student is excluded from participation in the program on the basis of race, color, creed, religion, sex, national origin, age, disability, or marital status, in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect a student from sexual harassment.
- Provide a student with safety training, safe equipment, and a safe and healthful workplace that conforms to all health and safety standards of federal and state law (including the Fair Labor Standards Act, OSHA, and NE Child Labor Laws).
- Properly train a student on the safe operation of any equipment prior to use.

### ***Employer/Worksite Supervisor and Student Relationship***

The role of the employer/worksite supervisor in any work-based learning experience is a very important one. The experience may be a young person's first exposure to a workplace that may seem very foreign to him or her. Also, it may be the first time an employee has had contact with a student in a workplace setting.

The employer/worksite supervisor has a lot of expertise to share and will guide the young person in learning both technical and core employability skills competencies. A work-based learning experience can be very rewarding for both the student and the adult.

Following are some basic strategies the employer/worksite supervisor can use to have a meaningful experience with a student:

1. Get to know the young person – Ask a student about their career dreams, goals, strengths, limits, and needs. This information will help the employer/supervisor identify what kinds of activities will be most beneficial to the student.
2. Emphasize safety and health at all times – Young people are often not aware of the dangers in the workplace, and will need instruction in general safety rules, machine safety and required health precautions. Frequent reminders to the student are important to their health and well-being.
3. Provide opportunities for the student to make some decisions regarding the work-based learning experience – A student's level of involvement may be increased through allowing the young person to express their choices and interests. Learning to make informed decisions helps a student grow as an individual.

4. Teach the student about workplace culture – As a new experience for a young person, they need to learn about the culture of the business/organization, such as the rules, customs and standards. An employer/worksite supervisor can encourage a student's curiosity through inviting questions and providing opportunities for exploration.
5. Be a positive role model – A young person is easily influenced by what is occurring around them. As a role model, the employer/worksite supervisor should use proper techniques and practices, including respectful language.
6. Be clear with directions/instructions – Young people need to learn about the company/organization's policies as soon as possible. A workplace orientation should be provided, preferably the first day of the experience. Directions and instructions for tasks or use of equipment need to be clear and straightforward. The information may need to be repeated. It is important to make sure the young person understands the "what" and "why". If possible, allow them to work out the "how". This can equip a young person with problem-solving skills and teach them to take responsibility for the outcomes of their actions. (An exception to the "how" is where there is an issue of student safety.)
7. Provide information on careers to the young person – The work-based learning experience is an ideal opportunity for the student to understand the knowledge and skills necessary to pursue work in a particular career field. The employer/worksite supervisor's perspective will not only assist the young person to make an informed career choice but better understand the relevance and importance of education.

### ***Additional Tips for Supervising Youth***

- Introduce the young person to other employees in the workplace;
- Clearly explain the operations of the job and the functions of the organization;
- Give the student clear job specifications, verbal and written;
- Speak directly to the young person when giving instructions;
- Give honest feedback;
- If it appears the student needs help in finishing a task, ask if they need help, and if they do, ask how you can help;
- Be a good listener;
- If the young person displays inappropriate behavior, speak with them;
- When possible, include the student in company-wide activities;
- Be flexible and open-minded to new ways of doing things;
- Be an example for job attitude, attendance, and performance; and
- Remember the young person is not yet an adult but is working on becoming one.

### ***General Characteristics of Young People***

- Students have a very strong need to feel respected. They usually will not listen to people who they perceive to be lecturing or "saving" them.
- Fairness is an important value for students.
- Some young people believe it is "cool" to be passive. This may appear as a lack of curiosity or engagement but in reality their interest level is high.
- Young people are often "idealistic" even if their own situation may not be very positive.
- Be aware that students may frequently surprise you.

## Employing Youth 16 & Older

Youth 16 & 17 years old may work in any position that is not listed as hazardous. When employing youth, it is critical to keep safety in mind. All youth must be properly trained and supervised. For additional information on employing youth, visit the following websites:

- <https://www.osha.gov/youngworkers/employers.html>
- <https://www.youthrules.gov/know-the-limits/hazards/index.htm>
- <https://www.dol.gov/agencies/whd/YouthRules/young-workers/non-ag-16-17>

*Youth employed as Student Learners may be eligible to participate in some “hazardous” occupations.*



| HAZARDOUS OCCUPATIONS WITHOUT STUDENT LEARNER EXEMPTIONS                                                                        | HAZARDOUS OCCUPATIONS WITH STUDENT LEARNER EXEMPTIONS                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Manufacturing and storing of explosives                                                                                         | Power-driven woodworking machines                                                                                                                                                                                                                                                                             |
| Motor-vehicle driving and outside helper on a motor vehicle                                                                     | Power-driven metal-forming, punching, and shearing machines                                                                                                                                                                                                                                                   |
| Occupations in forest fire fighting, forest fire prevention, timber tract operations, forestry service, logging, and sawmilling | Operating power-driven meat processing equipment, including meat slicers and other food slicers, in retail establishments (such as grocery stores, restaurants and kitchens and delis) and wholesale establishments, and most occupations in meat and poultry slaughtering, packing, processing, or rendering |
| Mining, other than coal mining                                                                                                  |                                                                                                                                                                                                                                                                                                               |
| Coal mining                                                                                                                     |                                                                                                                                                                                                                                                                                                               |
| Exposure to radioactive substances                                                                                              | Power-driven balers, compactors, and paper processing machines                                                                                                                                                                                                                                                |
| Power-driven hoisting apparatus, including forklifts                                                                            | Power-driven circular saws, band saws, chain saws, guillotine or shears, wood chippers, and abrasive cutting discs                                                                                                                                                                                            |
| Power-driven bakery machines including vertical dough or batter mixers                                                          |                                                                                                                                                                                                                                                                                                               |
| Manufacturing bricks, tile, and kindred products                                                                                | Roofing operations and all work on or about a roof                                                                                                                                                                                                                                                            |
| Wrecking, demolition, and shipbreaking operations                                                                               | Excavation operations                                                                                                                                                                                                                                                                                         |

According to the Child Labor Requirements in Non-Agricultural Occupations Bulletin:  
<https://www.dol.gov/sites/dolgov/files/WHd/legacy/files/childlabor101.pdf>

### **Student Learners participating in hazardous occupations with a Student Learner exemption must meet the following criteria:**

Must be at least 16

Enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school

Student and Employer sign written agreement that includes:

o Such student-learner is employed under a written agreement which provides:

That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training; That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and That a schedule of organized and progressive work processes to be performed on the job shall have been prepared

o Each such written agreement shall contain the name of student-learner, and shall be signed by the employer and the school coordinator or principal.

o Copies of each agreement shall be kept on file by both the school and the employer.

o This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

o A high school graduate may be employed in an occupation in which he has completed training as provided in this paragraph as a student-learner, even though he is not yet 18 years of age.

## **SAFETY MANAGEMENT**

Young people often lack the life experiences and workplace exposure of older employees resulting in a lack of knowledge and common sense regarding safety issues. Employers/worksites supervisors who hire young people should take the following safety precautions:

- Comply with all child labor laws and occupational safety/health regulations that apply to your business.
- Assess and eliminate hazards for young workers.
- Train young people to recognize hazards and how to use safe work practices. Routinely verify they are using safe practices.
- Evaluate equipment used by young people to be sure it is legal and safe to use.
- Make sure young people are appropriately supervised. This will help prevent injuries and exposure to hazardous situations.
- Ask supervisors and experienced workers to help develop an injury and illness prevention program and to identify/resolve safety and health problems.

### **Employer Risk Management**

A risk management program generally includes addressing the following elements:

- Identify the perils and hazards of the activities/tasks.
- Estimate the frequency and severity of potential loss.
- Implement strategies to eliminate or control the potential for loss.
- Ensure adequate resources are in place to redress loss that does occur.

### **Types of Work Most Often Hazardous to Young People\***

- Work in or around motor vehicles
- Operation of tractors and other heavy equipment
- Work near electrical hazards e.g. overhead power lines while using poles, ladders, pipes or cranes
- Work performed in retail and service businesses where there is a risk of robbery- related injury
- Work on ladders, scaffolds, roofs or construction sites Work around cooking appliances
- Continuous manual lifting and lifting of heavy objects

\*The majority of these are considered by the FLSA to be hazardous occupations and are not permitted.

## STEPS FOR EMPLOYERS ENGAGED IN WORK-BASED LEARNING EXPERIENCES LIABILITY AND LEGAL ISSUES

The following suggestions will assist in dealing with work-based learning liability and worker's compensation issues:

1. Consult with your insurance carrier early in the development of work-based learning experiences;
2. Presume worker's compensation coverage is necessary when the employee is a student in a work-based learning activity;
3. Be prepared to provide the school representative with written documentation of your liability insurance and worker's compensation coverage;
4. Sign and implement the Work-Based Learning Agreement (p. 17). This agreement lists the roles and responsibilities of the employer/worksite supervisor, student, parent/guardian and school representative;
5. Identify with the school representative what safety and health training the school and you will be responsible for when employing a student;
6. Document all the training you provide for safety and health in the workplace;
7. Identify the employee/employees who are responsible for supervising the student at your worksite;
8. Provide mentorship training for the employee/employees supervising a young person;
9. Prevent students from engaging in any work that is prohibited by the U.S. Department of Labor Fair Labor Standards Act (FLSA) and the Nebraska Child Labor Laws; and
10. Request the school representative visit the worksite prior to placing the student and during the terms of the Work-Based Learning Agreement.

### Employment Relationship

#### ***Federal Employment Relationship Defined***

Employment means engagement in an occupation for money or other valuable consideration. Generally speaking, a student in a work-based learning situation is an employee unless all of the following criteria are met: **the employer derives no benefit from the activities of the student.**

A student receives ongoing instruction at the worksite and is closely supervised throughout the experience. Any productive work performed is offset by the burden to the employer for the training and supervision provided. The Department of Labor uses the following three-part test to determine there has been no benefit to the employer:

1. There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services.
2. The student is under continued and direct supervision by either a representative of the school or by an employee of the business.
3. The period of time spent by the student at any one site or in any one distinguishable job are of limited duration.

#### **The experience is of short duration:**

- a. Career exploration is generally limited to 5 hours per job experienced.
- b. Career assessment is generally limited to 90 hours per job experienced.
- c. Work-related training is generally limited to 120 hours per job experienced.

**The student and parent/guardian understand that the student is not entitled to a job at the end of the experience.**

## WORK-BASED LEARNING DISTRICT AND BUSINESS INSURANCE REQUIREMENTS

| Program Name                                  | Program Description                                                                                                                                                          | School District              |                               | Business Employer            |                               |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------|------------------------------|-------------------------------|
|                                               |                                                                                                                                                                              | Liability Insurance Coverage | Workers Compensation Coverage | Liability Insurance Coverage | Workers Compensation Coverage |
| Worksite Field Trips                          | Employer led tours to increase young person's awareness of Careers                                                                                                           | Required                     | No                            | Required                     | No                            |
| Job Shadowing                                 | Student shadows an employee to explore careers                                                                                                                               | Required                     | No                            | Required                     | No                            |
| Career Mentorship                             | Student meets regularly with an employee to gain career insight                                                                                                              | Required                     | No                            | Required                     | No                            |
| Practicum                                     | Young person completes a brief assigned project at a worksite                                                                                                                | Required                     | No                            | Required                     | No                            |
| (Non-Paid) Work-Experience / Youth Internship | Student develops skills and earns school credit at a worksite – meets all federal employment relationship requirements to be a non-paid experience. (State approved program) | Required                     | No                            | Required                     | No                            |
| (Paid) Work-Experience / Youth Internship     | Student develops skills, school credit, and is a paid employee at a worksite. (State approved program)                                                                       | Required                     | No                            | Required                     | Required                      |
| Cooperative Work-Experience Program           | Student develops skills as an employee at a worksite. (State approved career and technical education program)                                                                | Required                     | No                            | Required                     | Required                      |
| Youth Apprenticeship                          | Intense paid work-experience for young person where school credit is earned. Individual student agreement and program are state approved.                                    | Required                     | No                            | Required                     | Required                      |

**NOTE:** If a student is participating in a family owned/operated work-based learning experience or has established her or his own business, the appropriate insurance provider needs to be consulted.

<https://www.education.ne.gov/workplace-experiences/liability-and-legal-issues/#1537804246700-312a149f-cab1>

## WORK-BASED LEARNING EVALUATION REPORT

Student's Name:

Employer/Worksite Supervisor's Name:

Job Title:

Business:

**Directions:** Evaluate the personal qualities below for your student. Rate the student's performance by using the numerical key below to mark the appropriate space. Your report will be used in determining a grade and for counseling the trainee. Careful attention should be given so as to present a true picture of your trainee's work and progress each grading period.

**Key:** Excellent (9-10)    Good (6-8)    Fair (3-5)    Poor (1-2)

Unacceptable (0)    Not shown in workplace/not applicable (N/A)

| Rating of Student for Year    -                                  |                      |   |   |   |   |   |
|------------------------------------------------------------------|----------------------|---|---|---|---|---|
| Nebraska Career Readiness Standards                              | Grading Period/Month |   |   |   |   |   |
|                                                                  | 1                    | 2 | 3 | 4 | 5 | 6 |
| Applies appropriate academic and technical skills                |                      |   |   |   |   |   |
| Communicates effectively and appropriately                       |                      |   |   |   |   |   |
| Contributes to employer and community success                    |                      |   |   |   |   |   |
| Makes sense of problems and perseveres in solving them           |                      |   |   |   |   |   |
| Uses critical thinking                                           |                      |   |   |   |   |   |
| Demonstrate innovation and creativity                            |                      |   |   |   |   |   |
| Models ethical leadership and effective management               |                      |   |   |   |   |   |
| Works productively in teams and demonstrates cultural competency |                      |   |   |   |   |   |
| Utilizes technology                                              |                      |   |   |   |   |   |
| Manages personal career development                              |                      |   |   |   |   |   |
| Attends to personal and financial well-being                     |                      |   |   |   |   |   |

Additional feedback or comments:

Employer/Worksite Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Training Plan for Work-Based Learning

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Career Objective/Pathway: \_\_\_\_\_ Job Title: \_\_\_\_\_

Employer/Worksite Supervisor's Name: \_\_\_\_\_

**Directions:** List each task (processes, knowledge, and skills) that will be performed by the student under the supervision/guidance of an employer/worksite supervisor. The student should rotate through different job experiences, ensuring that they are diverse, rigorous, and progressive. Throughout the training period, check the appropriate number in the rating column below to indicate the degree of competency for each task. This document will be used for discussion during monthly on-site visits and to prepare the work-based experience evaluation.

### Employer's Rating Scale

- 4 - Skilled: can work independently with no supervision.
- 3 - Moderately Skilled: can perform job completely with limited supervision.
- 2 - Limited Skill: requires instruction and close supervision.
- 1 - No Exposure: no experience or knowledge in this area.

| Task                                           | Date of Rating |        |         |         |
|------------------------------------------------|----------------|--------|---------|---------|
|                                                | 1              | 2      | 3       | 4       |
| Example: Create accurate 3D floor plan designs | 2/1/26         | 2/7/26 | 2/28/26 | 4/25/26 |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |
|                                                |                |        |         |         |

## WORK-BASED LEARNING INTERVIEW EVALUATION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                 |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------|-------------|
| <b>STUDENT:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               | <b>EMPLOYER / ORGANIZATION:</b> |             |
| <b>INTERVIEW DATE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |               | <b>TIME:</b>                    |             |
| <p>The purpose of this evaluation card is to inform the Work-Based Learning Coordinator of specific criteria during the student interview. This information will allow for a learning opportunity with the student by opening up a discussion of strengths/weaknesses and advice for improvement. This will also aid in the worksite placement process.</p> <p>Please complete this card and return to the student after sealing it in the attached envelope.</p> |               |                                 |             |
| Circle one choice in each category.                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                                 |             |
| <b>Evaluation of _____ during interview:</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |               |                                 |             |
| <b>Arrival Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | Early         | On Time                         | Late        |
| <b>Attire</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Favorable     | Acceptable                      | Unfavorable |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <b>Demeanor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | At Ease       | Composed                        | Nervous     |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <b>Attitude</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Cooperative   | Reserved                        | Arrogant    |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <b>Verbal Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | Clear/Logical | Poor Grammar                    | Unclear     |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                 |             |
| <p>Will accept for employment/supervision: (please circle one)      Yes      No</p> <p>If no, provide reason(s):</p>                                                                                                                                                                                                                                                                                                                                              |               |                                 |             |
| <p>Signature_____ Date_____</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                 |             |
| <p>Student can make a more favorable impression during future interviews by:</p>                                                                                                                                                                                                                                                                                                                                                                                  |               |                                 |             |

## **SECTION 3: COORDINATOR RESOURCES**

### **LAUREL-CONCORD-COLERIDGE SCHOOL COORDINATOR RESOURCES**

#### **Role and Function of a Work-Based Learning Coordinator**

A Work-Based Learning Coordinator combines and coordinates efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into the world of work. Work-Based Learning Coordinators will have successfully completed the Work-based Learning Supplemental Endorsement. The functions and responsibilities of the WBL Coordinator include program planning, development, and evaluation; related-class instruction; on-the-job instruction and coordination; guidance and advice; program administration and management; and community and public relations:

#### **Program Planning, Development, and Evaluation**

- Review the components and requirements of a work-based learning program.
- Effectively use community resources.
- Develop objectives and responsibilities for the program.
- Include student self-knowledge exploration and planning.
- Design the program to include continued improvement and re-evaluation.
- Work closely with school counselor(s), career field teachers, SPED and VR teachers and staff in the planning, development and evaluation of the program to ensure that decisions are made with equity and inclusion in mind.

#### **Related-Class Instruction**

- Review and evaluate curriculum.
- Develop curriculum for both general-related and specific-related instruction; link efforts with other career and technical education staff to provide specific-related instruction.
- Develop outcome-based, measurable student objectives.
- Correlate classroom and on-the-job training.
- Individualize instruction, as appropriate.
- Evaluate instruction and curriculum, using input from students, employers/worksites supervisors, and advisory council members.

#### **On-the-Job Instruction and Coordination**

- Evaluate, select, and establish worksites.
- Inform worksite supervisors and parents of their role and responsibilities.
- Create, monitor, and adjust training plans in collaboration with the worksite supervisor and student.
- Help worksite supervisors develop teaching techniques for working with students.
- Monitor student progress through regular on-site visits and on-going communication.
- Review state and federal labor and safety and health laws with the employer/worksite supervisor and student.
- Seek student evaluation of the worksite.

### **Guidance and Advising**

- Advise potential program enrollees, working with school counselor(s), career field teachers, and SPED and VR teachers and staff.
- Provide reference material for career information.
- Help students develop good work habits.
- Provide participating students with information about relevant Career and Technical Student Organization (CTSO) opportunities.
- Develop and coordinate work experiences that encourage nontraditional occupational opportunities.
- Recognize when students need counseling from other staff members and agencies.
- Help students determine ways to best describe their marketable skills.
- Assist graduating students with the various aspects of the job search.
- Write letters of recommendation for students.

### **Program Administration, Management, and Evaluation**

- Establish and use an advisory council/advisory board.
- Develop and file written training plans and agreements.
- Know and assure compliance with relevant state and federal labor laws.
- Effectively manage resources including facilities, equipment, and supplies.
- Ensure student-learner safety and health protection.
- Prepare, administer, and analyze student and employer follow-up surveys.
- Seek evaluation from advisory council members.
- Prepare and analyze year-end reports.

### **Community and Public Relations**

- Use community resources to enrich work-based learning.
- Contact and use news media to publicize work-based learning student programs, events, projects, materials, proceedings of advisory council meetings, and related items.
- Create promotional materials for potential training stations and students.
- Visit previous and potential training stations to promote work-based learning.
- Use the resources of other agencies such as the local and regional chambers of commerce, Nebraska VR, Nebraska Department of Labor, Nebraska Department of Economic Development, etc.
- Develop and maintain a community personnel resource file.
- Represent work-based learning as a guest speaker at community and service clubs and organizations.
- Publicize meetings and activities of student organizations.
- Maintain good communication and public relations.
- Seek evaluation from the public.

## POTENTIAL WORK-BASED LEARNING SITE EVALUATION CHECK SHEET

Potential WBL Site:

Address:

Date of Interview:

Job Entrance Tests: ( ) Yes ( ) No

Skill Standards Required:

Employer/Worksite Supervisor:

Telephone:

Person Interviewed:

What Types?

|                                                                                                                                                                                 | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Does the attitude of the employer seem conducive to effective cooperation with the school in the operation of work-based learning?                                              |     |    |
| Are there provisions for a range of on-the-job experiences?                                                                                                                     |     |    |
| Are the equipment and facilities satisfactory?                                                                                                                                  |     |    |
| Is the employer willing to work with the Coordinator to develop a training plan for a specific career objective?                                                                |     |    |
| Does the potential training station/agency employee morale seem conducive to satisfactory relationships for students?                                                           |     |    |
| Does the instructional potential of the training station seem satisfactory?                                                                                                     |     |    |
| Is the training station satisfactorily located?                                                                                                                                 |     |    |
| Does the employer agree to cooperate with the school to train a student?                                                                                                        |     |    |
| Does the employer agree to observe all applicable child labor and wage laws and be in compliance with the Office for Civil Right regulations?                                   |     |    |
| Does the employer agree that the student will not displace a full-time worker?                                                                                                  |     |    |
| Does the employer agree to work with the student a minimum of ten (10) hours per week?                                                                                          |     |    |
| Does the employer agree to objectively evaluate the competencies demonstrated by the student on skills identified in the training agreement?                                    |     |    |
| Does the employer agree to train the student during school release time?                                                                                                        |     |    |
| Is the WBL site within reasonable travel distance of the school?                                                                                                                |     |    |
| Does the WBL site meet other criteria as outlined in the Work-Based Learning Manual?                                                                                            |     |    |
| Does the employer/supervisor agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career? |     |    |

Comments:

Signature:

Date:

## WHY WORKPLACE EXPERIENCES?

While students generally know about their parents' or guardians' work, they lack the full understanding of workplace expectations that lead to a successful career. Our current economic environment, along with increasing activities for high school youth, has resulted in only 36% of high school students participating in the labor force (Bureau of Labor Statistics, Work Activity of 2016 High School Graduates, 2016, USDL-17-0477). This is problematic since, in many cases, the job a student takes after graduating from high school or college is their first work experience for them! This may result in a steeper learning curve for these graduates and potential issues with employers due to the lack of prior experience in the workplace.

### *Quality Workplace Experiences*

Providing quality Workplace Experiences is a proactive approach to bridging the gap between education and High skill, High wage, High demand (H3) careers. At their core, Workplace Experiences are about meeting students where they are in their development and helping them grow their future. Quality Workplace Experiences begin by helping develop a broad understanding and awareness of businesses and industries and the possible careers that are available to them with the right set of skills and knowledge.

### *Career and Technical Education (CTE)*

CTE provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

## BENEFITS OF WORKPLACE EXPERIENCES

**Students Benefit!** Students who participate in quality Workplace Experiences:

- Set and pursue career, educational, and personal goals.
- Understand the connection between school and their postsecondary and career goals.
- Model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits.
- Develop leadership skills and a sense of responsibility.
- Solve problems cooperatively and creatively.
- Build networks that will support learning and expand future opportunities.

**Schools Benefit!** Schools that effectively integrate Workplace Experiences into students' programs of study:

- Incorporate career training techniques used in businesses.
- Develop ongoing relationships with the business community.
- Adapt rapidly to industry trends and workplace expectations.
- Increase the number of workplace opportunities available to all students.
- Create a sequenced plan of Workplace Experiences that build upon each other to foster career awareness, exploration, and preparation.
- Provide students with exposure to opportunities outside their immediate environments.
- Promote skills that support students' attainment of the Nebraska Career Readiness Standards and CTE program of study/course standards.

**Employers and Community Organizations Benefit!** Employers and community organizations that assist with students' Workplace Experiences:

- Build a pipeline of knowledgeable, motivated talent.
- Increase company brand awareness and loyalty.
- Prescreen potential employees.
- Give back to the community and support strong learning experiences for students.

# THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM

The Nebraska Workplace Experiences Continuum illustrates how Workplace Experiences become more focused as a student progresses through their education. Students gain a better understanding of their talents, strengths and interests; learn what postsecondary education is necessary for their career choice; and practice the career readiness and technical skills vital for entering the career of their choice. Postsecondary education is any education after high school, which includes 2- and 4-year colleges, on-the-job training, and short-term training to acquire needed skills.

The Nebraska Workplace Experiences Continuum is organized into three Phases:

## Awareness Strategies

### Career Readiness Skills Identification

- Career Education Curriculum
- Career Fairs
- Career Research Projects
- Career Videos
- Guest Speakers
- Virtual Career Searches

## Exploration Strategies

### Career Readiness Skills Development

- Business Tours/Field Trips
- Job Shadowing
- Mentorships
- Simulations
- Summer Camps and Experiences

## Work-Based Learning Strategies

### Career Readiness Skills Demonstration

- Apprenticeships/Youth Apprenticeships
- Cooperative Education
- Education/Training Experiences
- Entrepreneurship
- Health Science Clinicals
- Internships
- Intern Nebraska
- Rule 47 Academy Internships
- School-Based Enterprises
- Supervised Agricultural Experience

### **Phase 1**

Awareness Strategies acquaint students with the world of work and potential career options available. These are usually school-based instructional assignments, but instruction should also encourage students to explore careers in their local and regional communities. Students can also identify career readiness skills needed for work during these awareness activities.

### **Phase 2**

Exploration Strategies deepen a student's experience with workplaces through contextual settings. These strategies connect the student with workers and workplaces through carefully designed interactions. At this stage of the continuum, students begin to develop their career readiness skills.

### **Phase 3**

Work-Based Learning Strategies provide supervised on-the-job experiences for students to continue to develop and demonstrate their academic, technical, and career readiness skills. At this "capstone" level student learners focus on the demonstration of specific technical skills and the career readiness skills they gain through the experience.

# TEACHER'S CONTRACT

For Class II, III, & VI Schools

THIS CONTRACT made by and between the School District of LAUREL-CONCORD-COLERIDGE No. 54 in the county of CEDAR in the State of Nebraska, hereinafter referred to as "District" and Carol Stastny, a legally qualified teacher, hereinafter referred to as "Teacher".

WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the district for a school year, which shall begin on or about 8/10/2026, and end on or about 5/19/2027, and shall consist of 186 days of service and that the Teacher hereby agrees to accept such employment at the salary specified in the negotiated agreement between the board of education and the LAUREL-CONCORD-COLERIDGE Education Association for the 2026-2027 school year and under the following conditions.

**Experience allowed:** 17 (16 Outside + 1 Inside)

**FTE:** 1.0

**Position:** Duties Assigned by Supt.

**Education Step:** BA + 36

**Factor:** 1.72

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

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

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

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

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

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

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

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

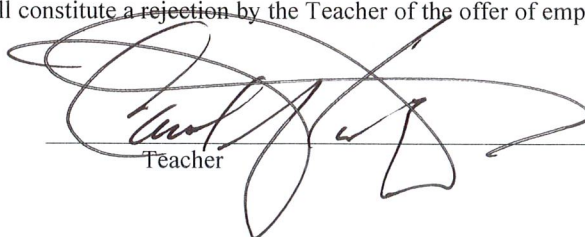
NINTH: Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may, from time to time, be mutually agreed upon by and between the board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced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

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

ELEVENTH: The failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before 8/14/2026 shall constitute a rejection by the Teacher of the offer of employment.

TWELFTH: Other Contract Terms:

Executed: 7-23-26  
Date

  
Teacher

Executed: 8/14/2026  
Date

School District of LAUREL-CONCORD-COLERIDGE

Attest: \_\_\_\_\_  
Secretary

No. 54

County of CEDAR

By: \_\_\_\_\_  
President

## **JOINT USE LOCAL AGREEMENT PLAN**

### **The Heart of Coleridge Fitness and Wellness Trail**

### **Between Laurel-Concord-Coleridge School District and the Village of Coleridge**

**Effective Date:** To Be Determined

**Term:** 10 Years from Effective Date

## **I. Purpose**

This Joint Use Agreement Plan establishes a collaborative partnership between the Laurel-Concord-Coleridge (LCC) School District and the Village of Coleridge to support the shared use, maintenance, and long-term sustainability of *The Heart of Coleridge Fitness and Wellness Trail*. This agreement ensures that the trail remains a safe, accessible, and well-maintained resource for students, staff, and the broader community.

## **II. Description of Facility**

The Heart of Coleridge Fitness and Wellness Trail is a multi-use walking and wellness trail located on LCC School District property. The trail includes:

- Concrete walking path
- Outdoor wellness equipment
- Benches and resting areas
- Adjacent recreational and educational spaces
- Landscaping around the walking path and lighting and cameras around the walking path and parking areas

## **III. Term of Agreement**

This Joint Use Agreement shall remain in effect for a period of **ten (10) years** from the effective date listed above. The agreement may be reviewed annually and renewed upon mutual consent at the conclusion of the term.

## **IV. Responsibilities of the Village of Coleridge**

The Village of Coleridge agrees to assume responsibility for the following:

### ***A. Snow and Ice Removal***

- Provide timely and thorough removal of snow and ice from the trail surface.
- Ensure the trail remains safe and accessible during winter months.

### ***B. Surface Upkeep and Maintenance***

- Maintain the integrity of the trail surface, including crack sealing, patching, and minor repairs.

- Ensure the walking surface remains safe, level, and compliant with accessibility standards.

### ***C. Equipment Inspection and Repair***

- Conduct **annual inspections** of all wellness equipment.
- Perform necessary repairs to ensure equipment remains safe, functional, and compliant with applicable safety standards.

### ***D. Equipment Replacement***

- Assume responsibility for the **repair and replacement** of wellness equipment as needed due to wear, damage, or obsolescence.

### ***E. Long-Term Resurfacing***

- Plan and fund **long-term resurfacing** of the trail to maintain usability and safety over time.
- Coordinate resurfacing projects to minimize disruption to school and community use.

## **V. Responsibilities of Laurel-Concord-Coleridge School District**

The LCC School District agrees to:

- Provide access to the trail for community use in accordance with school policies and schedules.
- Maintain general oversight of the property and ensure it is used in a manner consistent with school and community expectations.
- Communicate with the Village regarding any concerns related to safety, maintenance, or usage.

## **VI. Shared Commitments**

Both parties agree to:

- Promote the use of the trail as a community wellness asset.
- Collaborate on scheduling, communication, and any necessary improvements.
- Support a safe and respectful environment for all users.

## **VII. Liability and Insurance**

Each party shall be responsible for its own acts and omissions and shall maintain appropriate liability coverage as required by law. Specific insurance provisions may be outlined in a separate agreement if necessary.

## VIII. Review and Amendments

This agreement may be amended at any time upon mutual written consent of both parties. An annual review is recommended to ensure all responsibilities are being met effectively.

## IX. Termination

Either party may terminate this agreement with written notice, subject to a mutually agreed-upon transition plan to ensure continued maintenance and safety of the facility.

## X. Signatures

### For Laurel-Concord-Coleridge School District:

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

### For the Village of Coleridge:

Name: George R. Hefner George R Hefner  
Title: Chairman  
Signature: George R. Hefner  
Date: 12/20/26

# The Heart of Coleridge Fitness and Wellness Trail

## Project Resolution

1. The Laurel-Concord-Coleridge School, Nebraska is applying for federal assistance from the Recreational Trails Program for the purpose of The Heart of Coleridge Fitness and Wellness Trail Project. The Heart of Coleridge Fitness and Wellness Trail will provide a safe, accessible trail where residents of all ages and abilities can come and use this trail for health and wellness. The trail project is broken into two phases: (1) Trail Phase (2) Wellness Phase. Our goal is to first construct a mini-loop (100 meter) trail and a large-loop (400 meter) trail with wellness equipment to be added along the large-loop trail in the 2nd phase once the trail phase has been completed.
2. The Superintendent of Schools of Laurel-Concord-Coleridge School, Nebraska is authorized to sign the application for federal assistance, and any other official project documents that are necessary to obtain such assistance, including any agreements, contracts or other documents that are required by the State of Nebraska or the Federal Highway Administration.
3. The Laurel-Concord-Coleridge School, Nebraska currently has the written commitment for the 20% local matching share for the project elements that are identified on the Application form and the Supplemental Documents and will, as it becomes necessary, allocate the local funds for this project.
4. The Laurel-Concord-Coleridge and Village of Coleridge, Nebraska have entered into a Joint User Local Agreement Form and will commit the necessary financial resources to operate and maintain the completed project in a safe and attractive manner as described in the agreement form.
5. The Laurel-Concord-Coleridge School and the Village of Coleridge, Nebraska will not discriminate against any person on the basis of race, color, age, religion, disability, sex or nation origin in the use of any property or facility that is acquired or developed pursuant to the project proposal, and shall comply with the terms and intent of Title VI of the Civil Rights Act of 1964, and any of the regulations promulgated pursuant to such Act.
6. The Laurel-Concord-Coleridge School and the Village of Coleridge, Nebraska will comply with all rules and regulations of the Recreational Trails Program, applicable Executive Orders and all state laws that govern the grant applicant during the performance of the project.
7. The Laurel-Concord-Coleridge School and the Village of Coleridge, Nebraska will comply with the Federal disability access and use standards where they can be reasonably applied, in accord with the American with Disability Act of 1991.
8. All paperwork may be signed by the project sponsor, but the Resolution MUST be signed by the Mayor, Board Chairman, School Board Chairman, or Director of the Public Power District.

I certify that this resolution is a true copy of the original document that was adopted by the Laurel-Concord-Coleridge School at a properly advertised and announced public meeting held this day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
(SIGNATURE)

President, Board of Education  
Laurel-Concord-Coleridge School

I certify that this resolution is a true copy of the original document that was adopted by the Village of Coleridge at a properly advertised and announced public meeting held this day of 17-20, 2024.

George R. Hefner  
(SIGNATURE)

Chairman, Board of Trustees  
Village of Coleridge

## **ATHLETIC TRAINER SERVICES AGREEMENT**

**THIS ATHLETIC TRAINER SERVICES AGREEMENT** (the “Agreement”) is made this 1st day of August 2026 by and between Providence Medical Center, a Nebraska non-profit corporation, located at 1200 Providence Rd., Wayne, Nebraska (hereinafter “PMC”) and Laurel-Concord-Coleridge School, located at 502 Wakefield St., Laurel, Nebraska (hereinafter “School”).

### **RECITALS**

**WHEREAS**, PMC, in furtherance of its mission and commitment to providing services to enhance the health of the community, desires to improve the quality, accessibility and timing of services for the prevention, physical evaluation and physical reconditioning of injuries through sport-induced trauma occurring during or in preparation for sports competition or the training of individuals involved in School athletics;

**WHEREAS**, PMC has developed an Athletic Trainer Service program provided by certified and licensed athletic trainer(s) and/or licensed physical therapist(s) to oversee the prevention and care of injuries to athletes, and is willing to provide such services to the School; and

**WHEREAS**, School is an educational institution located in Laurel, Nebraska and conducts a program of various interschool sports activities. School desires to contract with PMC for the provision of athletic training and sports medicine services, in accordance with the terms and conditions of this Agreement;

**THEREFORE**, in consideration of the mutual promises set forth in the body of this Agreement, the parties agree as follow:

1. **ATHLETIC TRAINER SERVICES.** PMC shall provide, through employed and/or contracted certified and licensed athletic trainers and/or licensed physical therapists, the athletic training services as described in this section. PMC and its employed or contracted athletic trainers/physical therapists comply with the applicable federal civil rights laws and do not discriminate and will not deny or determine treatment on the basis of race, color, national origin, age, gender, gender identity, sexual orientation or disability. The parties understand that the athletic trainers/physical therapists furnished hereunder by PMC are limited in their scope of practice under Nebraska law and cannot render the independent judgement of physicians. School shall be solely responsible for securing physician coverage at sporting events at its own expense and under separate arrangement as School deems necessary. The athletic trainer services will be performed by a certified athletic trainer and/or licensed physical therapist and shall include, but shall not be limited to the following:

1.1 Provided with an as needed time allocation of the athletic trainer/physical therapist during the timeframe between August 1<sup>st</sup> and May 31<sup>st</sup> of each year, with limited access to services during June and July contingent on the availability of the athletic trainer/physical therapist.

1.2 Be available to coaches and athletes during scheduled school visits.

1.3 Provide athletic training services in accordance with the standards as defined and stated by the Nebraska Athletic Training Practice Act, the National Athletic Trainers Association, the Nebraska State Athletic Trainers' Association and the Nebraska State Department of Health and Human Services for the practice of athletic training;

1.4 Make appropriate referrals for medical evaluation and treatment as warranted by the circumstances. Whenever possible the referral will be made to the student's personal physician or other provider or facility preferred by the student, parent or guardian.

1.5 Maintain accurate and current documentation of assessed athletic injuries and interventions.

1.6 Provide event coverage as detailed in EXHIBIT A of this agreement.

2. **RESPONSIBILITIES OF SCHOOL.** Throughout the term of this Agreement, School shall:

2.1 Provide the athletic trainers/physical therapists with adequate space, facilities, supplies, equipment, services and assisting personnel to perform the services hereunder. School shall consult with PMC in determining the necessary resources.

2.2 Abide by recommendations made by athletic trainers/physical therapists that a student athlete should not be permitted to play due to injury.

2.3 Be responsible for obtaining and retaining consent covering the delivery of athletic training services which is signed by the athlete, or in the case of a minor his/her parent or guardian of such minor, receiving services under this Agreement.

2.4 Provide athletic trainers/physical therapists with reasonable notice for scheduling parental counseling.

2.5 Periodically provide announcements and written acknowledgement of PMC services at home events and sports-related activities or events.

3. **TERM.** The term of this Agreement shall commence on August 1, 2026 and shall continue in full force and effect for a period of one (1) year, thereafter shall be renewed automatically for successive one (1) year terms unless sooner terminated by mutual agreement. Either party may, at any time, terminate this Agreement, with or without cause, upon sixty (60) days written notice to the other party.

4. **FEES.** Fees for service are detailed in EXHIBIT B of this agreement.

5. **DEFINITION.** Athletic training is practiced by athletic trainers, and health care professionals who collaborate with physicians to optimize physical activity and athletic participation. Athletic training encompasses the prevention, diagnosis, and therapeutic intervention, including administration of first aid, and rehabilitation of emergency, acute, chronic medical conditions or injuries involving impairment, functional limitations, and disabilities. Athletic trainers/physical therapists providing services under this Agreement will hold current Nebraska state license to perform these functions, as defines and stated by the Nebraska State Department of Health for practice of athletic training.

6. **INDEPENDENT CONTRACTOR.** The parties are independent contractors in their relationship to one another and are not, by virtue of this Agreement or otherwise, mage agents, employees, employers, or joint ventures of one another. Neither party shall have authority to bind the other.

7. **INSURANCE.**

7.1 **PMC.** Throughout the term of this Agreement, PMC shall maintain in full force and effect, a policy of professional liability insurance covering PMC and its athletic trainers for all claims or liabilities arising out of their acts or omissions in providing services under the Agreement, in an amount not less than one million dollars (\$1,000,000) annual aggregate, through an insurer licensed or approved to do business in the state of Nebraska. Upon request of School, PMC shall provide School with certificate of insurance demonstrating that such coverage is in full force and effect.

7.2 **SCHOOL.** Throughout the term of this Agreement, School shall maintain in full force and effect, a policy of comprehensive general liability insurance in an amount not less than one million dollars (\$1,000,000) annual aggregate, through an insurer licensed or approved to do business in the state of Nebraska. Additionally, School will add athletic trainer/physical therapist to their auto policy if the athletic trainer/physical therapist is expected/anticipated to drive School vehicle(s) to and from sporting events (excludes transport of students). Upon request of PMC, School shall provide PMC with certificate of insurance demonstrating that such coverage is in full force and effect.

Each party shall procure and maintain insurance coverage with limits of liability, policy forms and insurance carriers satisfactory to the other party. Each party shall provide the other with evidence of insurance periodically upon request.

8. **NO FEES TO STUDENTS/ADDITIONAL SERVICES.** PMC will not assess any fees individually to athletes in connection with the provision of services hereunder. In the event that a student athlete receiving services hereunder needs further services, he or she will obtain such services through local health care providers outside this Agreement. If requested by

the athlete or his or her parents, the athlete may be referred to an appropriate provider by the athletic trainer.

9. **NO INTENT TO INDUCE REFERRALS.** Nothing in this Agreement is intended to induce either party to make referrals of patients or business to the other.

10. **CONFIDENTIALITY OF ATHLETES' RECORDS; HIPPA COMPLIANCE.** The parties agree that athletes' records are confidential and shall be handled in compliance with all state and federal laws governing such records. The parties understand and agree any exchange of records and data will be conducted in a manner that prudently balances the interest of the School, the applicable athlete and his/her family, PMC, and state and federal government representatives (if applicable). Furthermore, PMC recognizes its role in providing agreed upon services to School's athletes and agrees to comply with those provisions of the Health Insurance Portability and Accountability Act of 1996 as set forth in Title XI, Part C of the Social Security Act (42 U.S.C. § 1320d – 1329d-9) and the regulations thereunder (45 C.F.R. Parts 160, 162 and 164) as amended, or any successor law, if and to the extent applicable, which set forth standards for security and privacy of individually identifiable health information. All medical records and other individually identifiable health information disclosed to the parties, in any form, whether communicated, electronically, on paper, or orally, shall be protected from unlawful disclosure in accordance with applicable federal and state law.

11. **LIMITATIONS ON LIABILITY.** Each party agrees to accept and is responsible for its own acts and omissions in providing services under this Agreement as well as those acts or omissions of its employees and agents and nothing in this Agreement shall be construed as placing any responsibility for such acts or omissions onto the other party.

12. **MISCELLANEOUS.** The following additional conditions apply to this Agreement:

12.1 **Assignment.** This Agreement may not be assigned or transferred without the written approval of the other party.

12.2 **Waiver.** The failure of either party to insist in any one or more instances upon the performance of any terms or conditions of this Agreement shall not be construed as a waiver of future performance of any such term, covenant, or condition; but the obligations of such party with respect thereto shall continue in full force and effect.

12.3 **Recitals.** The recitals are intended to describe the intent of the parties and the circumstances under which this Agreement is executed and shall be considered in the interpretation of this Agreement.

12.4 **Amendment.** This Agreement shall be amended only by written agreement of PMC and the School District.

12.5 **Applicable Law.** This Agreement shall be interpreted according to the laws of the state of Nebraska.

12.6 **Entire Agreement.** This Agreement constitutes the entire agreement between the parties and subsumes and incorporates all prior written and oral statements and understandings.

12.7 **Third Party Beneficiaries.** This Agreement shall not be construed as creating any third-party beneficiary rights on behalf of the athletic trainers, student athletes or any other party or entity.

12.8 **Severability.** If any term, provision, covenant, or condition of this Agreement is found to be invalid, void, or unenforceable, the remainder of the terms, provisions, covenants, or conditions, and the remainder of the Agreement shall remain in the full force and effect and shall in no way be affected, impaired, or invalidated, unless to do so would materially destroy the underlying purpose of the Agreement.

12.9 **Notices.** Any notices required by this Agreement shall be sufficient if in writing and personally delivered or mailed, United States mail, first class, postage prepaid, to the addressed as follows:

If to PMC:

CEO  
Providence Medical Center  
1200 Providence Rd.  
Wayne, NE 68787

If to SCHOOL:

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

**IN WITNESS WHEREOF**, the parties have executed this Agreement on the date set forth below.

**PROVIDENCE MEDICAL CENTER**

**LAUREL-CONCORD-COLERIDGE SCHOOL**

By: \_\_\_\_\_

By: \_\_\_\_\_

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

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

Title: \_\_\_\_\_

Title: \_\_\_\_\_

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

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

**EXHIBIT A**  
**to**  
**Athletic Trainer Services Agreement**

**COVERAGE**

Athletic trainer/physical therapist will be available to coaches and athletes on an as-needed basis. This coverage will be requested by the School and fulfilled by PMC to the best of scheduling availability to align with other services provided in the School. PMC athletic trainer/physical therapist shall make reasonable efforts to attend appointments/activities as requested by School; however, the parties understand that there may be occasions when athletic trainer/physical therapist is unable to attend at the requested date and time. PMC will provide School with advance notice, to the extent possible, to permit School to make alternative arrangements as necessary in the event that the athletic trainer service is unavailable.

**RESPONSIBILITIES OF SCHOOL**

Throughout the term of this Agreement, School shall provide athletic trainer/physical therapist with a mode of transportation to away competitions in the event that athletic training services are requested and transportation is needed. If the School is unable to provide a mode of transportation to the athletic trainer, School will reimburse PMC for mileage at the current standard rate established by the United States Internal Revenue Service.

The School will provide a secure area for storage of documentation and supplies. The School will provide and maintain a secure computer system for safe storage of electronic documentation.

**EXHIBIT B**  
**to**  
**Athletic Trainer Services Agreement**

**FESS FOR SERVICE**

Fees for Athletic Training Services will be at a rate of \$42.50 per hour. PMC will invoice School monthly for services provided.

Compensable services shall include direct training services, time spent on documentation, any staff or parental meetings/conferences relevant to the service and travel times to such.

AUG  
2026

# NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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

## JOIN US *For the*

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.  
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.  
All Dates & Locations Tentative & Subject to Change

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

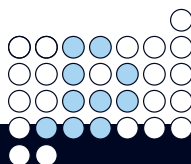
### Where Will NASBe This Month?\*

Alliance, Ashland-Greenwood, Beatrice, Bellevue, Bennington, Blair, Brady, Callaway, Cody-Kilgore, Elba, Elmwood-Murdock, Gering, Hayes Center, Hitchcock County, Kearney, McCook, Morrill, Nebraska City, Plattsmouth, Sioux City, St. Paul, Sutton, Valentine, & Westside

**For ... Board Retreats, Candidate Meetings, Engagement, Events, Strategic Planning, and more! \*Items currently scheduled**



S M T W T F S

AUGUST  
2026

AUGUST

### NASB Board Candidate Workshops

Tuesday, August 4 - Alliance and Beatrice  
Wednesday, August 5 - McCook and Bellevue

THIS  
WEEK

### Legislative Candidate Meet & Greets

Tuesday, August 4 - Legislative District 41 - St. Paul  
Tuesday, August 11 - Legislative District 6 & 20 - Westside  
Thursday, August 13 - Legislative District 2 - Elmwood Murdock  
Monday, August 24 - Legislative Districts 30 & 32 - Beatrice

### Area Membership Meetings

REG  
NOW!

Tuesday, August 18 - Cody-Kilgore  
Wednesday, August 19 - Gering  
Thursday, August 20 - Kearney  
Tuesday, August 25 - Nebraska City  
Wednesday, August 26 - South Sioux City



Register now at <https://nasb.enviseams.com/home>

**NASB** Better for Being There  
Nebraska Association of  
SCHOOL BOARDS

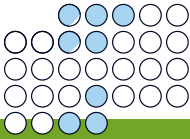
NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)

# NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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

SMTWTF S



SEPTEMBER  
2026

PAGE 2

## SEPTEMBER

### Area Membership Meetings

Tuesday, September 1 - Omaha  
Wednesday, September 2 - North Platte  
Wednesday, September 9 - York  
Wednesday, September 23 - Fremont



### Legislative Candidate Meet & Greets

Thursday, September 3 - Legislative District 38 - Holdrege  
Tuesday, September 8 - State Board of Education District 5 - Milford

Labor Relations - September 29-30 - Lincoln

## YOUR 2026 PLATINUM AFFILIATES

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

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

**ALICAP**

**AMERICAN FIDELITY**  
a different opinion

**AMERICAN  
PLAYGROUND  
& RECREATION**

**BCDM**  
architects

**Boyd Jones**

**BVH**  
ARCHITECTURE

**CLARK &  
ENERSEN**

**CMBA**  
ARCHITECTS

**D.A. DAVIDSON**  
FIXED INCOME CAPITAL MARKETS  
D.A. Davidson & Co. member SIPC and FINRA

**Diamond**  
Communications

**envise**

**Facility  
Advocates**

**HAMILTON**  
Business Technologies

**Hausmann**

**Helm**

**NEBRASKA  
LIQUID  
ASSET FUND**

**northland**  
A First National  
of Nebraska Company

**PIPER | SANDLER**

**prm**  
PUBLIC RISK  
MANAGEMENT  
INCORPORATED

**REVOLUTION**  
WRAPS

**Sampson**  
Construction

**SPARQ DATA**  
SOLUTIONS

**THIRD RAIL  
CONTENT**

**WILKINS**  
ARCHITECTURE | DESIGN | PLANNING

Leadership

Innovation

Vision

Engagement

#liveNASB

Nebraska Association of School Boards - [www.NASBonline.org](http://www.NASBonline.org) - [www.instagram.com/NASBonline](https://www.instagram.com/NASBonline) - [www.x.com/NASBonline](https://www.x.com/NASBonline) - [www.facebook.com/NASBonline](https://www.facebook.com/NASBonline)



# Nebraska Rural Community Schools Association

*Member Update*

*August 6, 2026*



Photo Credit: Banner County 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 District Meetings (September & October 2026)

#### South Central District Meeting

1:00 PM, September 2, 2026  
At ESU 11 in Holdrege

#### Southwest District Meeting

12:00 PM, September 16, 2026  
At Hershey Public Schools

#### Northeast District Meeting

11:00 AM, September 21, 2026  
At Wayne State College

#### Southeast District Meeting

10:00 AM, September 28, 2026  
At the NCSA office in Lincoln

#### North Central District Meeting

10:30 AM, October 14, 2026  
At Jubilee Catering in Ord

#### West District Meeting

1:30 PM (MT), October 28, 2026  
At ESU 13 in Scottsbluff

### **NRCSA Legislative Forum**

February 24, 2027  
Cornhusker Hotel in Lincoln

[More about this event](#)

### **NRCSA Spring Conference**

April 1 & 2, 2027  
Crowne Plaza & Younes North Convention Center in  
Kearney

[More about this event](#)

### **NRCSA Golf Tournament**

July 27, 2027  
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

## Committee Meetings

### **NRCSA Committee Meetings**

November 18, 2026  
CHI Center in Omaha

9:00 AM - NRCSA Executive Committee

10:00 AM - NRCSA Scholarship & Recognition Cmte

11:00 AM - NRCSA Closing the Achievement Gap Cmte

12:00 PM - NRCSA Leaders Lunch

1:00 PM - NRCSA Legislative Committee

3:00 PM - NRCSA Rural Teacher Committee



## *NRCSA Search Service*

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**Please let Paul Sheffield 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.**

Vacancies will appear once the application period for them is open.

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

**Login: member Password: learning**

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### *From the Executive Director*

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## Legacy

Merriam-Webster defines **legacy** as “something transmitted by or received from a predecessor or from the past.” Over the past several weeks, that word has taken on a much deeper meaning for me. Following the passing of my aunt and as several friends have experienced the loss of a parent, I have found myself reflecting on the legacy

each of us leaves behind.

Every life tells a story. As memories have been shared, I have been reminded that each person leaves an indelible mark on those whose lives they touch. Their influence doesn’t end when they are gone—it lives on through the people they loved, mentored, encouraged, and inspired.

Those reflections also brought to mind the book *The Externally Focused Life*. Every gravestone bears two dates: the day a life begins and the day it ends. Between those two dates is a simple dash. Yet that small mark represents everything about a person’s life—how they lived, how they treated others, and the difference they made.

In many ways, we experience more than one “dash.” The dash on our gravestone tells the story of an entire lifetime, but our lives are also marked by smaller dashes—chapters that shape who we become and how we impact others. I find myself beginning one of those new chapters today.

After 33 years in education, I have the privilege of serving as the Executive Director of the Nebraska Rural Community Schools Association. My years as a teacher, coach, administrator, and educational leader filled my life in ways I could never have imagined. I am grateful for every opportunity I had to help students, teachers, administrators, and communities grow.

As I begin this new chapter, I find myself asking an important question: **What legacy did I leave behind?** I hope that the work I did from 1993 through 2026 made schools stronger, helped people grow, and left my small corner of the world a little better than I found it.

Each of us has a unique story shaped by the experiences, challenges, and relationships that define our lives. As we continue writing that story, we also become part of someone else’s. Every conversation, every act of kindness, every word of encouragement—or discouragement—becomes part of another person’s journey.

Perhaps that is our true legacy.

Maybe we need to change one of the most common questions we ask young people. Instead of asking, **“What do you want to be when you grow up?”**

### **NRCSA Leadership**

Stephanie Kaczor, President.  
Riverside Public Schools

Chris Kuncel, Past President.  
Mullen Public Schools

Dale Hafer, Pres-Elect.  
Ainsworth Community Schools

Dr. Jeremy Braden, Secretary.  
Doniphan-Trumbull Public Schs

### **District Representatives:**

Ginger Meyer, West  
Chadron Public Schools

Dr. Heather Nebesniak, North  
Central  
Ord Public 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:**

Paul Sheffield

### **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

perhaps we should ask, “Who do you want to be?” The first question focuses on a career. The second focuses on character. And character is ultimately what shapes our legacy.

As educators, we have a remarkable opportunity—and responsibility—to influence the lives of others every single day. Rural schools, in particular, are built on relationships. Long after students forget the lesson we taught, they will remember how we made them feel, whether we believed in them, and whether we cared.

So, what will our legacy be?

How will our story be written? How will we fill the dash between the dates? Will our lives be remembered as a masterpiece of compassion, service, and integrity? Or will they simply become another forgotten story?

My challenge to all of us is simple: make every intersection with another person count. Leave every school, every community, every relationship, and every organization just a little better because you were there.

As I begin this new journey with NRCSA, that is my hope, my commitment, and my prayer—that my legacy will be measured not by positions held or accomplishments achieved, but by whether I helped make people, schools, and communities stronger.

## Thought for the Month

I am reminded of these lyrics from the musical Wicked:

“Who can say if I’ve been changed for the better?  
But because I knew you,  
I have been changed for good.”



### **From Jack Moles, Executive Director Emeritus**

As my days as the Executive Director of NRCSA count down, I want to take this opportunity to speak to the great opportunities that were afforded to me by all of you. I also want to express my gratitude to all who have supported my work.

### **Letter From Jack Moles**

**NRCSA and outgoing Executive Director Jack Moles were honored to receive the Friend of Education Award at Administrator Days.** NRCSA has been a long-time tenant of the Nebraska Council of School Administrators. We were included in the plans for NCSA’s new building, which opened up last summer. NRCSA truly appreciates the partnership that has developed with Dr. Mike Dulaney and his entire staff. Both organizations benefit from the other in many ways. The award from NCSA was in recognition of “distinguished advocacy, counsel and support to Nebraska public schools and school administrators.”



*L-R: Jeff Bundy (NRCSA Office Manager), Jack Moles, NRCSA President Stephanie Kaczor, new NRCSA Executive Director Paul Sheffield*

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## ***NRCSA Updates***

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**FROM JACK MOLES: One of my goals in the early phase of my upcoming retirement is to work on a project I've had in mind for a few years.** My intention is to look at a way to highlight success stories from our rural schools in Nebraska. What I'd like to ask for your help in is to provide me with names of alumni from your school (or other schools if you have people in mind) who have been successful. Of course, success can be defined in many, many ways and I'd like to include as many of those ways as possible. I've received several nominations/submissions thus far, but would appreciate many more. If you haven't done so, please consider submitting some names to me.

I'd like to focus on any alumni who graduated from 1980 to recent years. I am only going to use NRCSA-member schools. Some of these schools may no longer exist, but are part of consolidated districts that do belong to NRCSA. Examples of successes might include alumni who:

- Became outstanding educators and made contributions to education.
- Received recognition for their military experiences/leadership
- Experienced notable success in athletics
- Have achieved prominence in the arts (music, visual arts, literature, graphic arts, theater, film, television, etc)
- Became noted for their community involvement and leadership.
- Became great parents and family members
- Became leaders in their church or faith
- Have been prominent in government, politics, or advocacy
- Dealt with physical or mental disabilities but attained success.
- Became successful in spite of social disadvantages (socio-economic, language, cultural disadvantages)
- Have been involved in philanthropy or given back to their hometown/school/college
- Experienced great academic success.
- Became very successful in business and/or finance (i.e. corporate, small business, entrepreneurship, etc)
- Became great leaders in their chosen fields.
- Other ways in which you might showcase success.

If you know of such alumni (again, does not have to be just from your own school), would you please pass on their names to me. I would ask for a few things from you:

1. Name, including both current name and maiden name.
2. Contact information if you have it (phone and/or email)
3. A short description of the success you would highlight for each person submitted.

I cannot promise that all names submitted will be used in my project.

Please feel free to share this with others in your district, including teachers/coaches/sponsors/Board members/School Foundation members/Alumni groups (especially those who are more veteran in your district).

Thanks in advance for providing help for me in this project. It will be greatly appreciated.

Ideas for the project may be forwarded to Jack Moles at [jmoles@nrca.net](mailto:jmoles@nrca.net) or [jackdmoles@gmail.com](mailto:jackdmoles@gmail.com).

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*From Suzanne Kemp, University of Nebraska-Lincoln*

### **Building Nebraska's Special Education Workforce Through Apprenticeship**

In 2023, the University of Nebraska–Lincoln (UNL) was invited by the Nebraska Department of Education (NDE) to serve as one of the pilot institutions for Nebraska's newly approved apprenticeship pathway to special education teacher certification. Recognizing the critical need to address the statewide shortage of special education teachers, faculty in UNL's Special Education Program embraced the opportunity to design an innovative preparation model grounded in the core principles of apprenticeship.

UNL's program was intentionally developed to provide aspiring special educators with a comprehensive, practice-based learning experience. Apprentices are employed as paraeducators or teacher apprentices while completing coursework that is directly connected to their daily classroom experiences. Throughout the program, apprentices receive ongoing coaching from expert mentor teachers and university supervisors, assume increasing instructional responsibilities through a gradual release model, and participate in competency-based assessments that measure their professional growth. Strong partnerships among UNL, Educational Service Units (ESUs), and local school districts ensure that apprentices are supported from recruitment through certification and licensure.

At the heart of the program is the belief that educators learn best by doing. During an intensive six-week summer institute, offered both online and in person, apprentices build foundational knowledge in reading, mathematics, and behavior management. Rather than learning these concepts solely through lectures, apprentices immediately apply evidence-based instructional practices by tutoring students who need additional academic support. This combination of instruction, supervised practice, and timely feedback allows apprentices to develop confidence and competence before entering classrooms in the fall.

Learning continues throughout the apprenticeship year. Weekly seminars provide opportunities for apprentices to deepen their understanding of evidence-based practices, reflect on their classroom experiences, receive individualized coaching from university faculty, and collaborate with fellow apprentices. This ongoing cycle of instruction, application, feedback, and reflection is a defining feature of the apprenticeship model and prepares apprentices to become highly effective special educators.

Since its launch, UNL's apprenticeship program has demonstrated remarkable success. The inaugural pilot cohort included eight apprentices employed by Lincoln Public Schools. All eight successfully completed the program, were hired as special education teachers, and have now completed their first year in the classroom.

Building on the success of the pilot, UNL received additional funding to expand the program into rural Nebraska through partnerships with Educational Service Units 5 and 6. The expanded program now includes school districts in Crete, Waverly, Norris, Centennial, Bruning-Davenport, Beatrice, Seward, and York. Today, approximately 60% of the apprentices serve rural communities, strengthening the special education workforce where shortages

are often the greatest. Of the 23 apprentices who entered the expanded program, 21 have accepted positions and will begin their careers as special education teachers during the 2026–2027 school year. The current cohort continues this momentum, welcoming additional district partners from Gothenburg, Fairbury, and Superior.

As UNL prepares to recruit the next cohort of apprentices for the program beginning in January 2027, the goal remains clear: expand access to high-quality teacher preparation while strengthening Nebraska’s special education workforce. Although NDE grant funding has enabled many aspiring teachers to participate, available funding is limited and cannot support every qualified paraeducator. To continue growing this successful initiative, UNL welcomes partnerships with school districts interested in sponsoring one of their paraeducators through the apprenticeship program. Together, we can create additional pathways into the profession and ensure that Nebraska’s students with disabilities are served by well-prepared, highly effective special education teachers.

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**There were a few NRCSA leadership spots available for the 2026-27 school year.** President Elect and the North Central District Representative to the Executive Committee were open. Ballots were sent via email on April 2, 2026.

**PRESIDENT ELECT**—this position is part of a three year Presidency cycle (President-Elect, President, Past-President). This is a state-wide election with each member entity having one vote. Michael Eldridge, Supt. at East Butler and Dale Hafer, Supt. at Ainsworth were the two candidates. Dale Hafer was elected President-Elect.

**NORTH CENTRAL DISTRICT REPRESENTATIVE TO THE EXECUTIVE COMMITTEE**—Current North Central District rep Dale Hafer is term-limited, thus the position would be open. The position has a term of three years, with the ability to run for a second term. This position was voted on by member entities in the North Central District. Heather Nebesniak, Supt. at Ord, was the lone candidate and was elected as the North Central District Representative.

There were a few spots open on NRCSA committees. The Executive Committee approved the recommendation of Executive Director Jack Moles to appoint (or re-appoint) the following to committees:

#### **LEGISLATIVE COMMITTEE**

- Trevor Anderson, Superintendent at Kimball, was re-appointed for a second term.
- Mike Rotherham, Superintendent at O’Neill, was appointed to a first term.

#### **SCHOLARSHIP AND RECOGNITION COMMITTEE**

- Keri Homan, Superintendent at Crawford, was appointed to a three-year term.
  - Carson Klute, Superintendent at Hampton, was appointed to complete two years of a vacated three year term. He will be eligible, then, to serve his own full three year term.
-

**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 2025-26, over 100 districts/ESUs participated in the program. We currently have 111 entities using the program. In talking with some districts, there is a chance there could be upwards of 115 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 2025-26, the rebate was over \$40,000 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 Paul Sheffield ([psheffield@nrca.net](mailto:psheffield@nrca.net)) or Jeff Bundy ([jbundy@nrca.net](mailto:jbundy@nrca.net)).

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**NRCSA has partnered with the Holocaust Learning Experience to provide free curriculum for the teaching of the Holocaust and other genocides.** LB888, which was adopted into law in 2022, requires school districts to teach about the Holocaust and other forms of genocide. This has been a growing move in many states. The Holocaust Learning Experience, based out of Florida, developed FREE on-line curriculum, which features interviews with survivors of the Holocaust, for Florida school districts.. The lessons are tiered for 5th and 6th grades, 7th and 8th grades, and high school grades. The group has now made it possible for schools in other states to access the materials for the same price: FREE!

*From Leigh Routman:* I've attached a digital flyer that you can share with your newsletter as well as the link to our website for more information.

### **[Impactful Lessons from the Holocaust | The Holocaust Learning Experience](#)**

Additionally, here is the link to the video with teachers and students in their own words:

### **[Holocaust Learning Experience | Empowering Classrooms to Combat Hate](#)**

And a link to the Heroes of the Holocaust montage:

### **[Heroes of the Holocaust Demo with Hal\\_07072025.mov](#)**

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**NRCSA's annual membership drive has begun!** Membership notices were sent to all of our members earlier in the week. We also contacted several non-members who we believe would be great fits in NRCSA. Annual Dues remain at \$850. Notices will be sent in time for July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year, we had 222 school districts, ESU's, and State colleges and we expect to continue to grow. 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 passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

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## **2026 NRCSA Joe Toczek Golf Tournament**

The 2026 NRCSA Joe Toczek Golf Tournament was held on Tuesday, July 28, 2026 at Meadowlark Hills Golf Course in Kearney. A beautiful day for golf resulted in some very nice scores. Proceeds from the tournament help to fund NRCSA's scholarship program. Flight winners were:

### **FIRST FLIGHT:**

1st: Coady Pruett, Shari Russell, Bobby Truhe, Steve Williams with a score of 54  
2nd: Bo Cribelli, Chris Kunl, Mike Kvanvig, Brett Mauler, 57  
3rd: Shane Alexander, Wade Finley, Roger Flohrs, Casey Painter, 57

### **SECOND FLIGHT:**

1st: Blake Beebout, Andrew Cronin, Mike Halley, Troy Keilig, 59  
2nd: Andy Havelka, Dade McDonald, PJ Quinn, 61  
3rd: Ron Beacom, Dexter Hanzel, Matt Hodgson, Collin Martin, 61

### **THIRD FLIGHT:**

1st: Jeff Koehler, Robert Mock, Nicole Hardwick, Brian Rottinghaus, 63  
2nd: Jay Bellar, Clint Kimbrough, Cale Kimbrough, Paul Sheffield, 64  
3rd: Greg Barnes, Alan Katzberg, Mark Norvell, Jim Tenopir, 64

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**Partnerships to Build Readiness for Implementing Trauma-Informed Programs and Practices for Schools (TIPPS).** We seek school partners for a two-phase initiative that includes measurement development and in-person or online personalized training and professional development.

In **PHASE 1**, we will partner with selected rural schools in Michigan and Nebraska to develop and test a readiness assessment that will determine a school's preparedness to implement the 10 core pillars of the Trauma-Informed Programs and Practices for Schools (TIPPS) framework. TIPPS helps schools create safe, supportive, and inclusive learning environments by building relationships, increasing trauma awareness, and shifting from punitive to restorative discipline. To develop and test the readiness assessment, we will use a structured interview protocol that solicits input on identified priorities and existing strategies within each school that align with TIPPS objectives; determining professionals' knowledge of trauma and trauma supports; and exploring each school's capacity to onboard new trauma-informed strategies relevant to each core pillar.

In **PHASE 2** of the project, we will provide a 4-part professional training series tailored to the learning needs of each school, drawing on materials from our TIPPS toolkit, which includes a comprehensive assessment tool, program guide, implementation guide, and supplementary case materials designed to deepen understanding of trauma-informed principles and strategies. Content experts from the TIPPS team will provide ongoing consultation and coaching to each school at no cost. Pre-post assessments of the training series will document progress toward established learning goals, as well as school professionals' knowledge and confidence in implementing TIPPS strategies.

Program Information: <https://tipps.ssw.umich.edu/>

Project Period/Milestones: 2026-2027 Academic Year

Spring 2026 – Develop school partnerships

Summer 2026 – Prepare for project launch

Fall 2026 – Phase I

Spring 2027 – Phase II

Contact Information:

Alex Mason

University of Nebraska-Lincoln

[amason19@unl.edu](mailto:amason19@unl.edu)

Todd Herrenkohl

University of Michigan

[tih@umich.edu](mailto:tih@umich.edu)



**The Nebraska Unicameral ended its session on Friday, April 17.** On the final day, Senators needed to vote on overriding the Governor's vetoes of a few bills. On the whole, education came out fairly well in this year's session (in my opinion). There were a few bills passed that were not what NRCSA may have supported, but for the most part the Education community was effective in helping to kill or soften bills that were opposed.

A list of the bills that affect education that were passed this session can be accessed here:

[\*\*NRCSA Bill Summaries 2026\*\*](#)

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

**POLICY ON CANCELLATIONS FOR NRCSA EVENTS**

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

**WEATHER CANCELLATION DECISION MADE BY NRCSA:**

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

**WEATHER POSTPONEMENT DECISION MADE BY NRCSA:**

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the re-scheduled event.

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

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

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

For members, an option will be provided to have the registration fee carried forward to the next year's event OR

a refund minus the costs to NRCSA for meal(s). (NOTE: In 2026, for the Spring Conference this would be \$105, for the Legislative Forum the cost is \$45.)

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

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

No refund will be provided.

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**The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification.** As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester each school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Applications for the Spring, 2027 Semester will be forwarded to Superintendents later in the fall.

Applications for the Summer/Fall semester were received and the three recipients were selected. They were:

- Jemma DeNaeyer, Thedford
- Veronica Schiffbauer, HTRS
- Chelsey Georges, District OR-1, Palmyra-Bennet



*Thedford Principal Adam Kuntz, Brooklyn Denaeyer, Jemma Denaeyer, Kloe Denaeyer, Jack Moles*



*Director of Student Programs Linde Walter, Dylaney Georges, Justin Georges, Brea Georges, Chelsey Georges, Jack Moles, Logan Georges, Supt. Michael Hart, Elementary Principal Jared Haag*



*Jack Moles, Veronica Schiffbauer, HTRS Supt. George Griffith*

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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 has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, Newman Grove, Potter-Dix, Sandy Creek and Superior Boards of Education identify their next Superintendent. We also assisted Red Cloud and Blue Hill in searches for Interim Superintendents.

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 consultants for the coming year will include: Dan Bird, Fred Helmink, Caroline Winchester, Curtis Cogswell, Mo Hanks, Jay Bellar, Holly Herzberg, Jon Cerny, and Jack Moles.

## Nebraska Rural Community Schools Association

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 Paul Sheffield at [psheffield@nrca.net](mailto:psheffield@nrca.net) or by phone at 402-759-1609.

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. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Elect Paul Sheffield.

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

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**NRCSA was well-represented at the National Rural Education Association's Federal Advocacy Conference in Washington DC.** The Conference was held on March 23-25. Representing NRCSA were Executive Director Jack Moles, Legislative Co-Chair Bryce Jorgenson, and Executive Director-Elect Paul Sheffield.



NREA created documents that outlined our Federal legislative agenda. Those documents may be accessed here:

[Download NREA Policy Agenda](#)

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

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

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

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

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

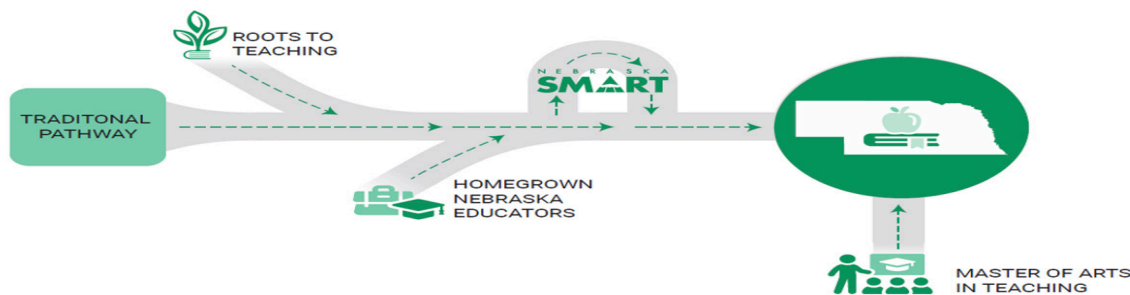
A few more NRCSA-member districts have since started working with A-Plum Creative. This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at [anna@a-plum.com](mailto:anna@a-plum.com) or visit [www.a-plum.com](http://www.a-plum.com).

### Good Life EDU Podcast Featuring Anna Weber & Jane Davis

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### 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 Hastings, shared a sample Superintendent Checklist that he has used.** The checklist has not been updated, but still could be of great help to Superintendents. 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:

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

**August 2026:**

**\* Coaches for the 2027 Shrine Bowl Game were announced recently. Coaches from NRCSA-member schools include:**

- SOUTH TEAM ASSISTANT COACHES: Gabe Meints (Syracuse), Jeff Hatch (Minden), Ryan Voelker (Milford)
- NORTH TEAM ASSISTANT COACHES: Dalton Tremayne (West Point-Beemer), Ron Beacom (Neligh-Oakdale)

**\* Several individuals were honored with awards or scholarships recently by the Nebraska Coaches Association (NCA). Honorees from NRCSA-member districts included:**

- NCA-Hyatt Place Scholarship: Daisy Ryan (Overton) and Karissa Stengel (Maywood)
- ED JOHNSON MEMORIAL SCHOLARSHIP: Jackson Foster (Adams Central)
- JERRY STINE FAMILY LEVEL IV MILESTONE AWARD (HIGHEST LEVEL): K.C. Belitz, Lakeview (Volleyball), Garrett Mann, Burwell (Basketball), Hayley Ryan, Overton (Volleyball), Jeff Throber, Shelton (Basketball)
- 50-YEAR NCA SERVICE AWARDS: Randy Jochum (Osmond), Larry Knaak (Plainview)
- BINNIE AND DUTCH TRACK AND FIELD AWARD: Jack Tarr (Malcolm)
- ED JOHNSON (MIKE HECK) BOYS BASKETBALL AWARD: Duane Mendlik (Wisner-Pilger)
- GUY MYTTY WRESTLING AWARD: Jay Helberg (Southwest)
- JIM FARRAND (JH/ASS'T COACH) AWARD: Paul Martin ('Exeter-Milligan-Friend) and Chris Watt (Silver Lake)



*Jay Helberg (Southwest)*

**\* Students from NRCSA-member schools recently participated in the FBLA National Conference. Placing in the top 4 in events were:**

**JUNIOR HIGH**

- 2ND PLACE: Slide Deck Applications - Addi Morgan; Arlington
- 3RD PLACE: Exploring Management & Entrepreneurship - Dylan Eddie, Eli Hegemann, and Marissa Blake; Arlington

**HIGH SCHOOL**

- 1st PLACE: Digital Video Production - Isaiah Sinachack; Axtell
- 3RD PLACE: Future Business Educator – Brittany Sup; Boone Central

**COLLEGIATE:**

***1ST PLACE:***

- Foundations of Communication – Carlye Kresl; Wayne State College
- Job Interview - Azania Kumalo; Wayne State College
- Retail Management – Amelia Hakl; Peru State College

***2ND PLACE:***

- Impromptu Speaking – Makenna Fisher; Chadron State College

***3RD PLACE:***

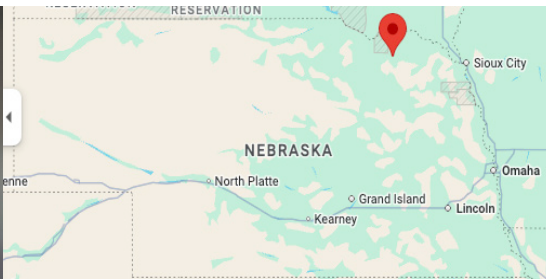
- Business Law - Jack Lancaster; Wayne State College

**\* The Nebraska Women’s Athletic Leadership Alliance, a non-profit with a purpose of empowering women in athletic leadership, recently announced its award recipients. Among the honorees were two from NRCSA-member districts:**

- HEAD COACH OF THE YEAR: Janelle Lorsch, Arlington Softball
- UNDER 30/TRAILBLAZER AWARD: Morgan Gideon, Burwell Volleyball

# MEMBER SPOTLIGHT

## *Bloomfield Community Schools*



**Mascot:** Bees

**Enrollment:** 293 students

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

**Interesting Fact:** Our football team holds the record for consecutive years in the state football playoffs...37 and still growing.

**Superintendent:** Todd Strom



**Principal(s):** Klint Conroy (7-12); Tabitha Gilsdorf (PK-6)



**Board of Education:** *From left to right:* Brady Folck; Dee Bratetic; Todd Strom; Deb Wragge; Hally Ziegler; Justin Jindra; Casey Schmeckpeper



## **Programs:**

Title I Program: Bloomfield Community Schools offers a K–12 Title I program designed to support student achievement and strengthen partnerships with families. Each year, we showcase our Title I program by hosting two Family Math Nights—one each semester. These events provide students and families with engaging, hands-on math activities that encourage learning beyond the classroom while highlighting strategies families can use to support learning at home.

In addition, each May we host a Multicultural Night, where students proudly display projects and activities that celebrate cultures from around the world. This event is open to the entire community and provides an opportunity for families and community members to celebrate student learning while fostering an appreciation for diversity and global awareness.

Internship Program: Bloomfield Community Schools offers a senior-only internship program that allows students to gain hands-on experience at internship sites within our community and the surrounding area. This program is designed to provide students with real-world experiences in career fields that interest them.

After enrolling in the internship course, students identify and secure an internship placement in a career field of their choice. School staff then collaborate with the participating business or organization to establish clear expectations and learning objectives for the student's internship experience.

Throughout the program, students maintain weekly journals documenting the projects they work on, the skills they develop, and how their experiences will benefit them in their future careers.

The internship program has received overwhelmingly positive feedback from both students and local businesses. Several students have excelled during their internships to the extent that their host employers have offered to pay for their college education in exchange for a commitment to return and work for the company after graduation.

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

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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 Jay Martin, NDE Director of School Safety & Security](#)**

Hello All,

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

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

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

Thanks for all you do in school safety.

## **School Safety Newsletter Spring 2025**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **[Why Rural Matters 2025](#)**

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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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**PROACTIVE**  
**COACHING**

*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

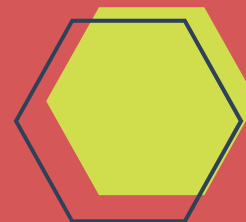


### **During the Game/Event**

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](mailto:darin@ncacoach.org)

**Official Association Endorsements as of September 1**





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

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

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

**Presentation Details:**

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

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

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

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

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

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

*Darin Boysen*

Darin Boysen  
Nebraska Coaches Association

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



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

## **I. Policy Intelligence and Education News**

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

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

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

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

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

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

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

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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](#)

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## **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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**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.



### **Cornhusker International- By Russ Folts, General Manager**

Here we are with school starting back up shortly. It's certainly a privilege to provide an insert into this month's NRCSA Newsletter. As Nebraska's leading school bus distributor, we're pleased to team up with Nebraska Rural Community Schools Association, and proud to be a Purple-Ribbon Sponsor! Member districts are not only great customers of ours, but most importantly, valued friends! We're so grateful for the many long-lasting friendships we've had over the years with Nebraska Rural Schools! You folks are the best!

### ***New 2027 and 2028 buses in stock- ready to go!***

Based on new emission laws, we made the decision to stock up on current model buses. Our current model engines have been very good, reliable, and trouble-free. The next series of engines will have an increased price-point of up to \$20,000 (the actual pricing has not yet been released).

We have a couple of brand new 2027 model year 59 and 65 passenger buses currently in stock, and quite a few more coming by year end. Here's an opportunity to save some money if you're in need of new equipment.

### ***Air Conditioners***

Historically in Nebraska, we've only seen air conditioning on special-needs buses, particularly those equipped with wheel-chair lifts. In more recent times, we're seeing schools recognize the need for air conditioning on activity buses and even on route buses. In fact, of the buses we sold this past year, almost 40% of them were equipped with A/C!

As demand for A/C on school buses has increased, we're finding the need for more robust, better built systems. Rooftop mounted A/C condensers help keep the mud, road slop, and salt from causing problems, where skirt-mounted condensers have been a continuous fail-point for those same reasons. More rugged compressors, and stand-alone systems add to the trouble-free operation we're expecting.

Last year, our new NextGen bus came standard with factory installed dash air conditioning! This system has been extremely popular! Drivers and passengers really appreciate it! Much improved defroster performance is an added bonus!

### ***On-Site mobile repairs and inspections***

This has been a long-time goal of mine, and it's finally ready! While Cornhusker International has five locations across the state, we recognize the added time and cost of travel to bring your bus to our dealerships. We now are able to dispatch a service truck to your location! We will be ramping up our services over the next couple of months, but I'm excited about offering this service, and wanted to give you a heads-up. We'll be providing more information on our mobile maintenance shortly.

### ***NRCSA Member Discount Pricing***

Rural schools face many challenges, everything from tight budgets to opportunities of scale. They also produce some of the finest young men and women in society today. The common sense and work ethic that's instilled in your students today, shows up in our workforce tomorrow. It cannot be minimized or taken for granted. We appreciate what you do, and to show our commitment to Nebraska Rural Schools, we offer an exclusive incentive to NRCSA member districts. We're pleased to continue our \$1,000 discount on any new or used bus purchased from Cornhusker International. This can be taken as a discount off the cost of the bus, or as a parts and service credit, whichever works best for you.

We look forward to working with you! Please reach out by calling us at 1-888-466-8461 ext 206, or email at [russ.folts@cornhuskerinternational.com](mailto:russ.folts@cornhuskerinternational.com)



# Purple Ribbon Partners



## **Apptegy**

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CORNHUSKER  
INTERNATIONAL  
TRUCKS

## **Cornhusker International Trucks**

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## **Cheever Construction**

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## **DA Davidson**

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## **CMBA Architects**

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## **Facility Advocates**

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Phone: (402) 206-8777  
draymond@facilityadvocates.com



# Purple Ribbon Partners



construction | the people you build with

## **MCL Construction**

Travis Justice  
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Omaha, NE 68138  
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tkj@mcconstruction.com



## **Network For Educator Effectiveness (NEE)**

Marc Doss  
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Roofing and Building Maintenance

## **Tremco Roofing**

Jim Wolfsohn  
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Beachwood, OH 44122  
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jim.jwolfsohn@tremcoinc.com



## **Voss Lighting**

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Omaha, NE 68137  
Phone: (402) 850-9789  
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**WILKINS**

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## **Wilkins Architecture, Design, Planning**

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## Contact Information

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### **Legislative Contacts**

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[Pete Ricketts](#)

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

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### **Nebraska Governor**

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#### **NE State Senators**

[Bob Andersen, Dist 49](#)

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# Nebraska Rural Community Schools Association



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## *NRCSA Programs*

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Superintendent Search Service

USBank OneCard Program



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