

Board of Education Regular Meeting to follow
Budget Hearing
Monday, September 14, 2026 6:00 PM
Boardroom at 1700 14th Avenue
1700 14th Ave
Nebraska City, NE 68410

1. Call to Order
 - 1.1. Roll Call
 - 1.2. Pledge of Allegiance
 - 1.3. Requests from Board Members to be Absent from this meeting
 - 1.4. Welcome to Visitors and Public
 - 1.5. Approval of Agenda
 - 1.6. Public Comment Time
 - 1.7. Approval of Minutes
 - 1.8. Claims and Accounts
 - 1.9. Financial Report
2. Reports
 - 2.1. Principal's Reports – “What's Happening With The PIONEERS!
 - 2.2. Committee Reports
 - 2.2.1. Education, Americanism and Civics
 - 2.2.2. Buildings and Grounds
 - 2.2.3. Finance
 - 2.2.4. Policy
 - 2.3. Superintendent's Report
3. Business
 - 3.1. Non-Action Items
 - 3.1.1. Policy Cycle Reviews
 - 3.1.2. Memorandum of Understanding with The Arbor Day Foundation
 - 3.1.3. Joint Public Hearing Preparation
 - 3.2. Action Items
 - 3.2.1. Revision - Final Reading - Policy 4057 Superintendent Evaluation
 - 3.2.2. Superintendent Evaluation Tool
 - 3.2.3. Gas and Diesel Tanks
 - 3.2.4. Northside Library HVAC
 - 3.2.5. NSAA Winter COOP for Boys' and Girls' Wrestling with Johnson Brock and Lourdes Central Catholic
4. Adjournment

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

Public Participation at Board Meetings Form
Nebraska City Public Schools Board of Education

PUBLIC COMMENTS

The purpose of “Public Participation” is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during “Public Comments.”

The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around five (5) minutes. In the event more than six individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.

PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

UNAPPROVED MINUTES
Board of Education Special Meeting including Budget Workshop
Monday, August 24, 2026
Boardroom at Central Office, 1700 14th Avenue, Nebraska City, NE 68410

The Nebraska City News Press and B103 were notified.

Notice was published in the Nebraska City News Press on Friday, August 14, 2026 and on the Nebraska City Public Schools website on Wednesday, July 15, 2026 stating the time and place of the meeting and stating that the known subjects on the agenda were on file and available for public inspection at the District Central Office, 1700 14th Avenue, Nebraska City, Nebraska. Copies of the postings from Friday, August 14, 2026 and Wednesday, July 15, 2026 are attached to these minutes.

This meeting is subject to the Open Meetings Law and Availability of the Agenda pursuant to Nebr. Rev. Stat. Chapter 84, Article 1412(8). A current copy of the Open Meeting Act is posted in the meeting room and the agenda is available.

1. Call to Order

Board President, Lisa Chaney, called the meeting to order at 6:00 PM.

1.1. Roll Call

Kent Blum: Present
Lisa Chaney: Present
Pattie Lant: Present
John Hodges: Present
Stacie Higgins: Present
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Present
Rob Elson: Present
Present: 7, Absent: 2

1.2. Pledge of Allegiance

1.3. Requests from Board Members to be Absent from this meeting

Order #17623-Motion Passed: Motion to approve the request to be absent from this meeting on August 24, 2026 from Jim Nemec and Sally Schreiner passed with a motion by Lisa Chaney and a second by Kent Blum. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Yea
Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

1.4. Welcome to Visitors and Public

President Chaney welcomed visitors and the public to the meeting.

1.5. Approval of Agenda

Order #17624-Motion Passed: Motion to approve the agenda for August 24, 2026 passed with a motion by Stacie Higgins and a second by Pattie Lant. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Yea

Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

1.6. Public Comment Time

No one addressed the board during Public Comment Time.

1.7. Approval of Minutes

Order #17625-Motion Passed: Motion to approve the minutes from the Regular Meeting on August 10, 2026 passed with a motion by Stacie Higgins and a second by Brent Shanholtz. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Yea
Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

2.0 Business

2.1. Non-Action Items

2.1.1. 2026-2027 Budget Workshop

Mr. Fritch gave a presentation to the Board and led them through discussions regarding the 2026-2027 Budget and preparing for the upcoming Budget and Tax Request Hearings. Current and future district needs were considered as well as preparing financially to meet those needs. The impact of recent changes in revenue sources and significant decreases in state aid were discussed.

2.2. Action Items

2.2.1. Draft Budget 2026-2027

2.2.1.1. Draft Budget

Order #17627-Motion Passed: Motion to approve the draft budget option #2 for final revision and presentation for the Monday, September 14, Budget Hearing Passed with a motion by Stacie Higgins and a second by Brent Shanholtz. The Board discussed that this draft can still be updated, as needed, prior to board approval.

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Yea
Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

2.2.1.2. Joint Public Hearing Notification

Order #17628-Motion Passed: Motion to authorize the Superintendent of Schools to issue notification to counties regarding Nebraska City Public Schools participation in the joint public hearing on Thursday, September 17 passed with a motion by Lisa Chaney and a second by Kent Blum. President Chaney appointed herself and Jim Nemec to attend the hearing with Superintendent Fritch.

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent

Brent Shanholtz: Yea
Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

2.2.2. 2025-2026 Year End Financials

2.2.2.1. Year End Financial Report

Order #17629-Motion Passed: Motion to approve the 2025-2026 anticipated year-end financial report passed with a motion by Brent Shanholtz and a second by Rob Elson. Brenda Wieckhorst, Business Manager, presented the Year End Financial Report to the Board. She and Superintendent Fritch made recommendations for possible action.

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Yea
Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

2.2.2.2. Year End Claims and Accounts

Order #17630-Motion Passed: Motion to approve the year end claims and accounts as presented passed with a motion by Lisa Chaney and a second by Brent Shanholtz. Lisa Chaney reviewed the bills and found everything to be in order.

General Fund: \$139,457.03; **Payroll Fund:** \$1,099,656.04; **Payroll Benefits Fund:** \$221,698.05; **Nutrition Fund:** \$4,337.29; **Building Fund:** \$9,866.96; **Depreciation Fund:** \$107,121.38

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Yea
Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

2.2.2.3. Depreciation Fund Transfer

Order #17631-Motion Passed: Motion to approve the transfer of \$1,700,000.00 from the General Fund to the Depreciation Fund to be used for curriculum, technology, building operations, facility equipment/maintenance, vehicles and student activities passed with a motion by Brent Shanholtz and a second by John Hodges. No discussion.

Kent Blum: Yea
Lisa Chaney: Yea
Pattie Lant: Yea
John Hodges: Yea
Stacie Higgins: Yea
Jim Nemec: Absent
Sally Schreiner: Absent
Brent Shanholtz: Yea
Rob Elson: Yea
Yea: 7, Nay: 0, Absent: 2

3.0. Superintendent's Report

Superintendent Fritch reminded the board about the upcoming meetings during the budget season including Sept. 14 at 6 pm Budget Hearing followed by Regular Board Meeting, Sept. 17 at 6:30 pm Joint Public Meeting, Sept. 28 at 6 pm Tax Request Hearing and Special Meeting to approve the Budget. Committee meetings are scheduled for September. Tuesday, August 25 is the NASB Area Membership Meeting at NCHS. He gave brief updates on enrollment, staffing and upcoming fall conferences.

4.0. Adjournment

Order #17632-Motion Passed: Motion to adjourn at 8:57 PM passed with a motion by Kent Blum and a second by Brent Shanholtz . No discussion.

Kent Blum: Yea

Lisa Chaney: Yea

Pattie Lant: Yea

John Hodges: Yea

Stacie Higgins: Yea

Jim Nemec: Absent

Sally Schreiner: Absent

Brent Shanholtz: Yea

Rob Elson: Yea

Yea: 7, Nay: 0, Absent: 2

Mark Fritch, Secretary

AFFIDAVIT OF PUBLICATION

State of New Jersey, County of Camden, ss:

I, Anjana Bhadoriya, of lawful age, being duly sworn upon oath depose and say that I am an agent of Column Software, PBC, duly appointed and authorized agent of the Publisher of Nebraska City News Press, a publication that is a "legal newspaper" as that phrase is defined for the city of Nebraska City, for the County of Otoe, in the state of Nebraska, that this affidavit is Page 1 of 1 with the full text of the sworn-to notice set forth on the pages that follow, and that the attachment hereto contains the correct copy of what was published in said legal newspaper in consecutive issues on the following dates.

Publication Dates:

- Aug 14, 2026

Notice ID: gFLearSCEa2VxusbuZD1

Notice Name: August Special Meeting Notice 2026

Publication Fee: \$13.50

Anjana Bhadoriya

Agent

VERIFICATION

State of New Jersey
County of Camden

Signed or attested before me on this: 08/14/2026

Sharon E. Thomas-Pope

Notary Public

Notarized remotely online using communication technology via Proof.

**NOTICE OF MEETING
OTOE COUNTY SCHOOL DISTRICT 111
IN THE STATE OF NEBRASKA**

NOTICE IS HEREBY GIVEN that a **Special Meeting including a Budget Workshop** of the Board of Education of Otoe County School District 111, in the State of Nebraska, will be held at **6:00 o'clock P.M.**, August 24, 2026 at **Central Office, 1700 14th Avenue**, Nebraska City, Nebraska, in the Boardroom, which meeting will be open to the public. An agenda for such meetings, kept continuously current, is available for public inspection at the office of the Superintendent. The agenda is not final until 24 hours prior to the meeting.

Mark Fritch

Superintendent of Schools

Published in the Nebraska City News Press on August 14, 2026.

4734050 ZNEZ

SHARONN E THOMAS-POPE
NOTARY PUBLIC
STATE OF NEW JERSEY
My Commission Expires January 23, 2027



NOTICE OF SPECIAL MEETING INCLUDING BUDGET WORKSHOP-AUGUST 24, 2026

Carla Zaroban

July 15, 2026

NOTICE IS HEREBY GIVEN that a Special Meeting including a Budget Workshop of the Board of Education of Otoe County School District 111, in the State of Nebraska, will be held at 6:00 o'clock P.M., August 24, 2026 at Central Office, 1700 14th Avenue, Nebraska City, Nebraska, in the Boardroom, which meeting will be open to the public. An agenda for such meetings, kept continuously current, is available for public inspection at the office of the Superintendent.

The agenda is not final until 24 hours prior to the meeting.

Nebraska City Public Schools
August 2026
Summary Financial Report

General Fund

The General Fund finances all facets of services rendered by the school district including payroll, benefits, equipment, supplies, insurance, building occupancy, contracted services, and other daily functions and operations of the district. The tax levy for this fund is restricted to \$1.05 plus qualified exclusions. The approved General Fund levy for 2025-26 .823244

	2026	2025
Balance Forward	6,615,066.59	
Revenue	368,080.76	
Expenses	<u>2,944,511.92</u>	
Balance	4,038,935.43	3,882,377.82

Building Fund

The Building Fund is used to acquire or improve sites and/or to erect, alter or improve buildings. The sale of bonds, the sale of property, or tax receipts will be the primary sources of revenue for the Special Building Fund. Regardless of the source of money to be used for building construction and related costs, all income for the purposes of this fund shall be accountable through this fund. The tax levy for this fund falls under the \$1.05 levy limit and is further restricted to \$0.14 with local board approval or \$0.175 following a vote of the people for a term not to exceed ten years. The approved Building Fund levy for 2025-26 .025148

	2026	2025
Balance Forward	866,870.42	
Revenue	6,090.60	
Expenses	<u>9,866.96</u>	
Balance	863,094.06	566,751.93

QCPUF Fund

A Qualified Capital Purpose Undertaking Fund (QCPUF) may be established for the removal of environmental hazards, the reduction or elimination of accessibility barriers in school district buildings, modifications for life safety code violations, life safety hazards, and mold abatement and prevention projects for existing facilities only. General Fund expenditures for the purpose of this fund are not allowable. Effective April 19, 2016, the tax levy for this fund is restricted to \$0.03. The tax levy for QCPUF projects in place prior to April 19, 2016, remains at \$0.052. The levy may exceed the \$0.03 levy limit if the valuation has decreased from the last year bonds were issued and the bond principal and interest obligation cannot be met. Tax levies cannot exceed ten years for each project. The approved QCPUF levy for 2025-26 .017640

	2026	2025
Balance Forward	327,202.43	
Revenue	3,577.11	
Expenses	<u>0.00</u>	
Balance	330,779.54	319,287.76

Depreciation Fund

The purpose of the Depreciation Fund is to facilitate the eventual purchase of costly items by spreading replacement costs over a period of years in order to avoid a disproportionate tax effort in a single year to make the purchase. To allocate monies from the General Fund, a school district will transfer funds as an expense from the General Fund, and the Depreciation Fund will show the transfer as revenue from the General Fund. The school district must divide this fund into more than one account to allocate a portion of this fund for different valid purposes. The Depreciation Fund is a component of the General Fund.

	2026	2025
Balance Forward	3,195,865.44	
Revenue	1,711,310.06	
Expenses	<u>107,121.38</u>	
Balance	4,800,054.12	4,064,777.91

School Nutrition Fund

The School Nutrition Fund (formerly School Lunch Fund) is required to accommodate the financial activities of all Nutrition Programs operated by the school district. The School Nutrition Fund shall reflect a record of all revenues and expenditures incident to the operation of all Nutrition Programs. If a deficit is incurred in the operation, the deficiency shall be covered by funds transferred from the General Fund.

	2026	2025
Balance Forward	377,845.72	
Revenue	16,337.22	
Expenses	<u>4,337.29</u>	
Balance	389,845.65	484,006.45

Payroll Account

An internal account created for exclusive use by Nebraska City Public Schools. This account receives funds from the General Fund on a monthly basis to cover monthly payroll, benefits, and associated expenses.

	2026	2025
Balance Forward	44,248.84	
Revenue	1,099,656.04	
Expenses	<u>1,102,902.78</u>	
Balance	41,002.46	38,032.87

Section 125 Account

An internal account created for exclusive use by Nebraska City Public Schools. This account receives funds from individual employees' monthly salary/wages to cover monthly employee-elected deductions for childcare and healthcare expenses.

	2026	2025
Balance Forward	47,804.42	
Revenue	4,021.18	
Expenses	<u>2,841.39</u>	
Balance	48,984.21	45,417.50

Bond Fund

The Bond Fund shall be used to record tax receipts, investment interest, and the payment of bond principal, interest, and other related costs (i.e., trustee fees). If the fund balance is not sufficient to meet interest or bond retirement payments from the Bond Fund, the General Fund shall be used for these payments. Revenue from a levy to retire bonds in any school district is retained in a separate fund by the county treasurer, the financial institution serving as a fiscal agent, or the school district. Funds shall be disbursed upon appropriate demand. All records of the transactions in this area shall be maintained in this fund. Proceeds from a bond issue shall be deposited into the Special Building Fund to be expended on the actual building project. The Bond Fund is a taxing fund and is not part of the \$1.05 cap. The tax levy for this fund is restricted for expenditures other than principal and interest on bonds. Proceeds from a bond issue shall be deposited into the Special Building Fund to be expended on the actual building project. The approved Bond Fund levy for 2025-26 0.125739

	2026	2025
Balance Forward	2,729,847.70	
Revenue	34,839.54	
Expenses	<u>0.00</u>	
Balance	2,764,687.24	2,623,259.87

Cashflow Comparison

2025-26	Aug-2026	Jul-26	Jun-26	May-26	Apr-26	Mar-26	Feb-26	Jan-26	Dec-25	Nov-25	Oct-25	Sept 2025	Net Cash Flow	Currently Owe
Revenue	367,074.27	594,089.68	1,398,339.89	5,190,605.75	1,619,453.07	2,814,497.26	1,690,319.40	2,251,368.57	1,284,062.37	374,576.03	855,702.46	2,078,944.15		0.00
Expenses	2,943,432.97	1,529,624.43	1,421,502.07	1,545,393.74	1,611,921.30	1,539,658.61	1,519,189.30	1,691,964.06	1,478,712.86	1,574,673.39	1,575,308.93	1,956,206.00		
Difference	(2,576,358.70)	(935,534.75)	(23,162.18)	3,645,212.01	7,531.77	1,274,838.65	171,130.10	559,404.51	(194,650.49)	(1,200,097.36)	(719,606.47)	122,738.15	131,445.24	
2024-25	Aug-25	Jul-25	Jun-25	May-25	Apr-25	Mar-25	Feb-25	Jan-25	Dec-24	Nov-24	Oct-24	Sept 2024	Net Cash Flow	Currently Owe
Revenue	471,263.37	293,695.05	1,857,632.29	4,730,793.81	1,633,377.35	1,599,576.61	3,249,819.65	2,192,160.74	1,403,751.54	398,589.40	1,324,993.36	2,785,910.01		0.00
Expenses	<u>2,755,211.92</u>	<u>1,504,037.96</u>	<u>1,692,852.69</u>	<u>1,552,052.49</u>	<u>1,511,558.81</u>	<u>1,474,991.80</u>	<u>1,581,922.84</u>	<u>1,524,237.34</u>	<u>1,425,417.13</u>	<u>1,495,229.74</u>	<u>1,547,451.10</u>	<u>1,841,593.36</u>		
Difference	(2,283,948.55)	(1,210,342.91)	164,779.60	3,178,741.32	121,818.54	124,584.81	1,667,896.81	667,923.40	(21,665.59)	(1,096,640.34)	(222,457.74)	944,316.65	2,035,006.00	
2023-24	Aug-24	Jul-24	Jun-24	May-24	Apr-24	Mar-24	Feb-24	Jan-24	Dec-23	Nov-23	Oct-23	Sep-23	Net Cash Flow	Currently Owe
Revenue	632,862.79	280,794.05	1,844,978.11	4,192,464.24	2,309,069.92	1,266,141.08	1,817,336.15	2,495,786.31	1,012,809.16	672,711.72	929,939.90	2,852,385.04		0.00
Expenses	<u>3,417,083.71</u>	<u>1,681,202.47</u>	<u>1,725,319.66</u>	<u>1,453,107.32</u>	<u>1,426,157.50</u>	<u>1,386,418.61</u>	<u>1,388,951.11</u>	<u>1,517,931.75</u>	<u>1,432,669.32</u>	<u>1,260,630.98</u>	<u>1,513,624.74</u>	<u>1,672,441.47</u>		
Difference	(2,784,220.92)	(1,400,408.42)	119,658.45	2,739,356.92	882,912.42	(120,277.53)	428,385.04	977,854.56	(419,860.16)	(587,919.26)	(583,684.84)	1,179,943.57	431,739.83	
2022-23	Aug-23	Jul-23	Jun-23	May-23	Apr-23	Mar-23	Feb-23	Jan-23	Dec-22	Nov-22	Oct-22	Sep-22	Net Cash Flow	Currently Owe
Revenue	737,299.72	409,219.78	1,887,162.64	4,032,506.13	1,869,414.42	1,257,126.92	1,926,666.57	2,235,861.81	840,393.73	1,211,472.35	875,285.61	3,085,613.95		TANS 0.00
Expenses	<u>2,977,892.27</u>	<u>1,332,718.53</u>	<u>1,264,749.49</u>	<u>1,412,613.02</u>	<u>1,417,205.16</u>	<u>1,394,463.64</u>	<u>1,515,299.49</u>	<u>1,929,477.96</u>	<u>1,434,161.87</u>	<u>1,516,573.11</u>	<u>1,461,532.56</u>	<u>2,439,317.54</u>		LOC 0.00
Difference	(2,240,592.55)	(923,498.75)	622,413.15	2,619,893.11	452,209.26	(137,336.72)	411,367.08	306,383.85	(593,768.14)	(305,100.76)	(586,246.95)	646,296.41	272,019.00	272,019.00
2021-22	Aug-22	Jul-22	Jun-22	May-22	Apr-22	Mar-22	Feb-22	Jan-22	Dec-21	Nov-21	Oct-21	Sep-21	Net Cash Flow	Currently Owe
Revenue	699,936.62	565,763.06	1,951,441.69	4,239,632.12	1,467,304.29	1,125,274.68	2,085,363.68	2,214,021.91	963,686.89	738,736.05	905,418.13	3,465,538.96		TANS (1,750,000)
Expenses	<u>3,245,046.82</u>	<u>1,183,782.03</u>	<u>1,349,103.24</u>	<u>1,665,083.20</u>	<u>1,724,586.08</u>	<u>1,418,819.32</u>	<u>1,684,066.84</u>	<u>1,503,638.38</u>	<u>1,387,733.24</u>	<u>1,384,365.01</u>	<u>1,339,679.36</u>	<u>2,340,866.13</u>		LOC 350,000.00
Difference	(2,545,110.20)	(618,018.97)	602,338.45	2,574,548.92	(257,281.79)	(293,544.64)	401,296.84	710,383.53	(424,046.35)	(645,628.96)	(434,261.23)	1,124,672.83	195,348.43	(154,651.57)
2020-21	Aug-21	July	June	May	April	March	February	January	December	November	October	1-Sep	Net Cash Flow	Currently Owe
Revenue	557,541.05	506,947.77	1,645,998.95	3,700,172.71	1,856,671.79	964,792.71	1,548,654.87	1,814,551.67	1,077,171.89	605,780.09	1,098,408.47	2,913,402.67		TANS (2,275,000.00)
Expenses	<u>1,706,258.37</u>	<u>1,437,396.96</u>	<u>1,421,668.24</u>	<u>1,399,571.87</u>	<u>1,398,713.63</u>	<u>1,456,312.45</u>	<u>1,385,885.18</u>	<u>1,454,965.17</u>	<u>1,453,925.88</u>	<u>1,381,546.09</u>	<u>1,438,408.34</u>	<u>1,571,233.88</u>		LOC 950,000.00
Difference	(1,148,717.32)	(930,449.19)	224,330.71	2,300,600.84	457,958.16	(491,519.74)	162,769.69	359,586.50	(376,753.99)	(775,766.00)	(339,999.87)	1,342,168.79	784,208.58	(165,791.42)
2019-2020	Aug-20	July	June	May	April	March	February	January	December	November	October	19-Sep	Net Cash Flow	Currently Owe
Revenue	375,914.25	310,997.33	1,540,460.79	3,809,124.53	1,547,561.49	1,294,547.60	1,394,877.27	1,846,946.16	891,118.13	657,153.47	1,010,939.59	3,089,955.24		TANS+1,625,000.00
Expenses	<u>1,329,226.94</u>	<u>1,365,949.39</u>	<u>1,370,975.92</u>	<u>1,457,615.26</u>	<u>1,415,319.69</u>	<u>1,497,423.77</u>	<u>1,379,391.85</u>	<u>1,567,716.03</u>	<u>1,455,957.70</u>	<u>1,405,196.28</u>	<u>1,484,813.78</u>	<u>1,496,842.40</u>		(1,081,833.16)
Difference	(953,312.69)	(1,054,952.06)	169,484.87	2,351,509.27	132,241.80	(202,876.17)	15,485.42	279,230.13	(564,839.57)	(748,042.81)	(473,874.19)	1,593,112.84	543,166.84	
2018-2019	Aug-19	Jul-19	Jun-19	May-19	Apr-19	Mar-19	Feb-19	Jan-19	Dec-18	Nov-18	Oct-18	Sep-18	Net Cash Flow	Owed at the End of Year
Revenue	631,514.03	394,380.50	1,127,560.20	4,182,244.83	1,193,245.43	1,081,633.22	1,180,067.07	1,931,248.17	796,585.33	486,091.53	958,949.54	2,940,974.56		2,100,000.00 Plus TANS
Expense	<u>1,339,411.34</u>	<u>1,381,473.92</u>	<u>1,418,766.09</u>	<u>1,467,815.50</u>	<u>1,471,594.28</u>	<u>1,432,300.66</u>	<u>1,343,650.56</u>	<u>1,516,974.08</u>	<u>1,407,901.97</u>	<u>1,434,806.31</u>	<u>1,575,159.56</u>	<u>1,870,403.57</u>		(2,855,763.43)
Difference	(707,897.31)	(987,093.42)	(291,205.89)	2,714,429.33	(278,348.85)	(350,667.44)	(163,583.49)	414,274.09	(611,316.64)	(948,714.78)	(616,210.02)	1,070,570.99	(755,763.43)	
2017-2018	Aug	July	June	May	April	March	February	January	December	November	October	September		Owed 1,245,000.00
Revenue	461,360.32	425,429.69	1,290,319.91	4,357,161.16	802,857.11	1,069,584.89	1,248,910.51	2,029,920.25	958,332.67	544,063.50	889,040.15	2,989,772.82		at the End of the Year
Expense	<u>1,396,919.44</u>	<u>1,469,449.13</u>	<u>1,339,474.11</u>	<u>1,375,159.39</u>	<u>1,416,018.99</u>	<u>1,447,484.77</u>	<u>1,338,184.03</u>	<u>1,552,855.07</u>	<u>1,379,784.41</u>	<u>1,390,742.78</u>	<u>1,442,424.64</u>	<u>1,491,860.07</u>		Plus TANS
Difference	(935,559.12)	(1,044,019.44)	(49,154.20)	2,982,001.77	(613,161.88)	(377,899.88)	(89,273.52)	477,065.18	(421,451.74)	(846,679.28)	(553,384.49)	1,497,912.75	26,396.15	(1,271,396.15)
2016-2017	Aug	July	June	May	April	March	February	January	December	November	October	September		Owed 1,750,000.00
Revenue	567,683.19	265,217.32	1,363,753.56	3,721,191.90	1,196,446.63	1,144,862.85	1,258,666.81	1,769,468.98	899,586.80	500,900.01	950,605.68	2,932,553.21		at the End of the Year
Expense	<u>1,257,478.17</u>	<u>1,390,743.87</u>	<u>1,356,791.22</u>	<u>1,393,448.15</u>	<u>1,356,115.46</u>	<u>1,442,892.93</u>	<u>1,336,801.40</u>	<u>1,443,277.65</u>	<u>1,404,520.10</u>	<u>1,401,258.73</u>	<u>1,406,625.51</u>	<u>1,603,999.97</u>		Plus TANS
Difference	(689,794.98)	(1,125,526.55)	6,962.34	2,327,743.75	(159,668.83)	(298,030.08)	(78,134.59)	326,191.33	(504,933.30)	(900,358.72)	(456,019.83)	1,328,553.24	(223,016.22)	(1,973,016.22)
2015-2016	Aug	July	June	May	April	March	February	January	December	November	October	September		Owed 560,000.00
Revenue	355,769.17	192,089.32	1,536,401.69	3,768,087.37	1,183,737.17	1,181,222.37	861,832.20	2,063,281.41	1,180,002.90	171,584.09	1,453,381.59	2,404,802.08		at the End of the Year
Expense	<u>1,499,333.67</u>	<u>1,249,775.45</u>	<u>1,404,982.83</u>	<u>1,291,096.43</u>	<u>1,321,815.31</u>	<u>1,366,388.22</u>	<u>1,311,700.06</u>	<u>1,358,342.45</u>	<u>1,337,794.64</u>	<u>1,276,706.20</u>	<u>1,399,902.45</u>	<u>1,512,898.29</u>		Plus TANS
Difference	(1,143,564.50)	(1,057,686.13)	131,418.86	2,476,990.94	(138,078.14)	(185,165.85)	(449,867.86)	704,938.96	(157,791.74)	(1,105,122.11)	53,479.14	891,903.79	21,455.36	(538,544.64)

NEBRASKA CITY PUBLIC SCHOOLS 66-0111							25-26	24-25
GENERAL FUND MONTHLY FINANCIAL REPORT			REC'D MONTH	REC'D THRU:	REC'D THRU		% OF BUDGET TO	% OF BUDGET TO
	RECEIPTS:	BUDGETED	AUGUST	8/31/2026	08/31/2025	DIFFERENCE	BE RECEIVED	BE RECEIVED
	LOCAL PROPERTY TAXES	7,307,650.00	85,577.91	7,167,958.59	7,226,449.75	(58,491.16)	1.91%	
	CARLINE TAX	10,000.00		6,649.67	9,671.30	(3,021.63)	33.50%	
	IN LIEU OF TAX, 5% GROSS	6,500.00		7,231.26	5,283.73	1,947.53	-11.25%	
	MOTOR VEHICLE TAX	925,000.00	91,069.70	942,586.07	920,681.66	21,904.41	-1.90%	
	PENALTIES AND INTEREST ON TAXES	0.00			26,547.30	(26,547.30)		
	INTEREST	0.00	9,149.07	9,149.07		9,149.07		
	LOCAL LICENSE FEES, CITY	3,000.00		10,685.00	918.75	9,766.25	-256.17%	
	RENTAL OF SCHOOL FACILITIES	2,000.00		385.00	3,858.75	(3,473.75)	80.75%	
	OTHER LOCAL REVENUE	1,500.00	2.20	316.70	753.42	(436.72)	78.89%	
	COUNTY FINES & LICENSE FEES	140,000.00	14,014.38	134,569.83	121,788.47	12,781.36	3.88%	
	ESU RECEIPTS					0.00		
	OTHER COUNTY SOURCES	1,200.00		2,689.98	1,177.60	1,512.38		
	STATE AID	3,771,120.00		3,771,117.00	4,686,159.00	(915,042.00)	0.00%	
	SPECIAL EDUCATION PROGRAM	2,425,000.00		2,192,590.00	2,281,422.00	(88,832.00)	9.58%	
	SPECIAL EDUCATION TRANSP.	25,000.00		40,324.00	37,020.00	3,304.00	-61.30%	
	HOMESTEAD EXEMPTION	335,000.00	57,235.23	353,550.38	339,266.64	14,283.74	-5.54%	
	RELIEF TO PROPERTY TAXPAYERS	3,651,350.00		3,685,559.73	3,457,664.55	227,895.18	-0.94%	
	PERSONAL PROPERTY TAX CREDIT					0.00		
	HIGH ABILITY LEARNERS	9,000.00		7,051.00	7,159.00	(108.00)	21.66%	
	RULE 4 TEXTBOOK LOAN					0.00		
	PRO-RATE MOTOR VEHICLE	25,000.00	5.38	26,374.74	25,047.57	1,327.17	-5.50%	
	STATE APPORTIONMENT	280,000.00		379,210.10	537,157.92	(157,947.82)	-35.43%	
	IN LIEU OF SCHOOL LAND TAX		217.12	1,659.13	3,393.93	(1,734.80)		
15,302.00	STATE EARLY CHILDHOOD	62,950.00		47,646.00	31,558.00	16,088.00	24.31%	
1,042.00	CTE EXTENSION GRANT	9,520.00		7,432.00	8,551.00	(1,119.00)	21.93%	
	SAFETY AND SECURITY GRANT					0.00		
	PEAK GRANT	10,000.00		9,709.75	10,727.75			
15,744.29	PROJECT AWARE	150,000.00	17,501.09	177,246.18	120,265.34	56,980.84	-18.16%	
59,785.00	TITLE I	400,000.00		322,053.00	535,577.00	(213,524.00)	19.49%	
10,455.00	TITLE II PART A	60,515.00		49,307.00	116,628.00	(67,321.00)	18.52%	
31,260.00	IDEA BASE	367,275.00		322,159.00	412,392.00	(90,233.00)	12.28%	
1,331.00	IDEA PRESCHOOL BASE	8,416.00		7,696.00	7,060.00	636.00	8.56%	
2,828.00	IDEA NON PUBLIC	39,309.00		38,818.00	54,325.00	(15,507.00)	1.25%	
	IDEA PRESCHOOL BASE-ARP					0.00		
	IDEA BASE-ARP					0.00		
	IDEA NON PUBLIC -ARP					0.00		
	MEDICAID IN PUBLIC SCHOOLS	35,000.00		144,421.78	103,814.16	40,607.62	-312.63%	
	MAAPS RECEIPTS	40,000.00	21,844.19	31,445.80	23,454.15	7,991.65	21.39%	
	HOMELESS GRANT				1,696.00	(1,696.00)		
127,128.00	CLSD LITERACY GRANT	518,000.00	70,458.00	351,858.00		351,858.00		
	ESSERS III				62,605.00	(62,605.00)		
	N-SPDG GRANT					0.00		
	TITLE IV, PART B, NCLB 21ST CENTURY	165,000.00		150,091.00	181,957.00	(31,866.00)	9.04%	
	SUMMER CLUB EXTENSION (6989)					0.00		
	CLUBS EXTENSION (6988)				26,858.00	(26,858.00)		
	LONG TERM LOAN-LOC	0.00				0.00		
	TAX ANTICIPATION NOTES	0.00				0.00		
	INSURANCE SETTLEMENT			94,352.55		94,352.55		
	TRANSFERS FROM FUNDS					0.00		
	OTHER NON-REVENUE RECEIPTS					0.00		
	TOTAL WITHOUT INTERCOMPANY RECEIPT	20,784,305.00	367,074.27	20,493,893.31	21,388,889.74	(894,996.43)		
	NON PROGRAM RECEIPTS							
264,875.29	GRAND TOTAL	20,784,305.00	367,074.27	20,493,893.31	21,388,889.74		1.40%	-5.22%

			DISB. MONTH	DISB. THRU:	DISB. THRU:		% OF BUDGET TO	% OF BUDGET TO
	DISBURSEMENTS:	BUDGETED	AUGUST	8/31/2026	8/31/2025	DIFFERENCE	BE SPENT	BE SPENT
1100	INSTRUCTION	6,280,510.00	801,242.90	5,655,713.46	6,325,389.30	(669,675.84)	9.95%	
1150	ELL	432,500.00	33,595.76	407,642.79	405,135.29	2,507.50	5.75%	
1160	POVERTY	2,523,520.00	155,197.22	2,225,804.79	2,508,203.08	(282,398.29)	11.80%	
1190	PRESCHOOL LOCAL FUNDS	284,025.00	11,460.51	258,712.84	290,611.16	(31,898.32)	8.91%	
1200	SPECIAL EDUCATION	2,929,125.00	168,947.49	2,827,440.13	2,499,341.41	328,098.72	3.47%	
1300	DRIVER'S ED/SUMMER SCHOOL	13,455.00		12,020.33	17,325.32	(5,304.99)	10.66%	
2120	GUIDANCE	326,950.00	25,936.52	316,799.65	303,185.39	13,614.26	3.10%	
2130	HEALTH/NURSE	90,175.00	7,040.50	85,532.41	84,289.42	1,242.99	5.15%	
2140	PSYCHOLOGY	248,400.00	19,388.42	239,280.73	239,004.20	276.53	3.67%	
2150	SPEECH/AUDIOLOGY	403,500.00	17,743.60	421,203.42	337,613.76	83,589.66	-4.39%	
2160	OCCUPATIONAL THERAPY	400.00		1,427.49	218.80	1,208.69	-256.87%	
2170	PHYSICAL THERAPY	71,150.00	5,965.40	62,234.30	59,322.68	2,911.62	12.53%	
2180	VISION	3,900.00		77.70	3,306.00	(3,228.30)	98.01%	
2190	OTHER SUPPORT SERVICES	119,000.00	4.76	56,806.34	87,109.54	(30,303.20)	52.26%	
2212	CURRICULUM DIRECTOR	113,500.00	12,951.49	117,582.36	141,222.85	(23,640.49)	-3.60%	
2214	STANDARDS DIRECTOR	5,000.00		4,196.70	14,863.48	(10,666.78)	16.07%	
2220	LIBRARY	189,310.00	15,220.56	171,273.96	158,129.65	13,144.31	9.53%	
2290	EARLY RETIREMENT	105,000.00		105,000.00	105,000.00	-	0.00%	
2310	SCHOOL BOARD	130,500.00	463.46	66,578.24	63,301.62	3,276.62	48.98%	
2320	SUPERINTENDENT	345,000.00	28,877.78	341,303.52	331,100.60	10,202.92	1.07%	
2410	PRINCIPALS	991,800.00	74,062.48	954,662.31	1,054,501.04	(99,838.73)	3.74%	
2510	BUSINESS OFFICE	279,950.00	20,187.96	256,795.85	253,277.40	3,518.45	8.27%	
2580	TECHNOLOGY	435,300.00	359,888.08	652,350.13	555,736.84	96,613.29	-49.86%	
2610	PLANT OPERATION	1,198,500.00	43,075.84	1,194,856.13	1,130,707.27	64,148.86	0.30%	
2620	MAINTENANCE	958,800.00	602,194.48	1,240,959.05	1,096,632.11	144,326.94	-29.43%	
2700	PUPIL TRANSPORTATION	403,025.00	460,715.02	814,739.64	335,804.42	478,935.22	-102.16%	
3535	HIGH ABILITY LEARNERS	2,525.00	151.05	1,823.15	1,954.86	(131.71)	27.80%	
3540	STATE EARLY CHILDHOOD	63,700.00	8,050.57	66,397.71	26,923.24	39,474.47	-4.24%	
3551	CTE EXTENSTION GRANT	9,520.00	1,042.54	10,008.39	8,551.00	1,457.39	-5.13%	
3552	SAFETY AND SECURITY GRANT	0.00						
5000	DEBT SERVICES	40,000.00	2,995.50	35,946.00	35,946.00	-	10.14%	
6200	TITLE I	388,250.00	29,903.76	381,450.00	373,102.96	8,347.04	1.75%	
6301	CLSD LITERACY GRANT	518,000.00		478,973.62		478,973.62	7.53%	
6310	TITLE II PART A	57,910.00	5,097.69	53,617.20	66,077.00	(12,459.80)	7.41%	
6406	IDEA PART B PRESCHOOL	8,400.00	704.72	8,503.15	8,379.00	124.15	-1.23%	
6408	IDEA BASE/ENROLLMENT/POVERTY	341,575.00	15,630.95	343,694.68	335,640.38	8,054.30	-0.62%	
6412	NON-PUBLIC SPED	39,309.00	1,414.37	41,351.50	38,978.78	2,372.72	-5.20%	
6418	PEAK GRANT	10,000.00			20,437.50	(20,437.50)		
6421	IDEA BASE-ARP	0.00				-		
6423	IDEA NON PUBLIC -ARP	0.00				-		
6700	PERKINS	600.00			600.00	(600.00)		
6968	TITLE IV, PART B, NCLB 21ST CENTURY	227,230.00	7,922.56	224,535.12	170,000.00	54,535.12	1.19%	
6988	EXTENDED CLUBS					-		
6989	SUMMER CLUBS					-		
6990	PROJECT AWARE	182,340.00	6,359.03	199,488.47	93,966.02	105,522.45	-9.40%	
6994	HOMELESS GRANT							
6996	ESSERS/CARES GRANT	0.00				-		
6997	ESSERS II	0.00				-		
6998	ESSERS III	0.00				-		
	SUBTOTAL	20,771,654.00	2,943,432.97	20,336,783.26	19,580,889.37	755,893.89	2.00%	2.10%
	TRANSFER TO FUND							
	TOTAL DISBURSEMENTS:	20,771,654.00	2,943,432.97	20,336,783.26	19,580,889.37			

	Balance on hand District Treasury 8-31-25	5,217,886.47						
	Receipts through: 8-31-2026	20,493,893.31						
	TOTAL BALANCE & RECEIPTS	25,711,779.78						
	Outstanding warrants 8-31-2025	1,336,361.09						
	Warrants issued through: 8-31-2026	20,336,783.26						
	TOTAL WARRANTS	21,673,144.35						
	BALANCE	4,038,635.43						
	Balance in District Treasury	4,043,190.03 *						
	Outstanding warrants	4,769.32						
	Vendor Credit	214.72						
	BALANCE	4,038,635.43						

Activity Fund Balance Report - Summary - Exclude Encumbrances

08/2026 - 08/2026

Regular; Beginning Month 08/2026; Processing Month 08/2026; Accounts to Include Accounts with Activity; Fund
Balance Account 124 Records Selected; Fund Number 05

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0001	HS FOOTBALL BALANCE	0.00	3,400.00	84.00	0.00	(3,316.00)
05 704 0003	MS FOOTBALL BALANCE	0.00	390.00	0.00	0.00	(390.00)
05 704 0004	HS BOYS BASKETBALL BALANCE	0.00	2,250.00	0.00	0.00	(2,250.00)
05 704 0006	MS GIRLS BASKETBALL BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0007	MS BOYS BASKETBALL BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0008	HS TRACK BALANCE	0.00	125.00	25.00	0.00	(100.00)
05 704 0009	NC INVITATIONAL TRACK BALANCE	4,698.31	0.00	0.00	0.00	4,698.31
05 704 0010	YOUTH GIRLS BB BALANCE	3,220.89	0.00	0.00	0.00	3,220.89
05 704 0011	MS TRACK BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0012	HS WRESTLING BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0013	MS WRESTLING BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0014	HS & MS CROSS COUNTRY BALANCE	0.00	425.00	0.00	0.00	(425.00)
05 704 0015	HS UNIFORMS	0.00	0.00	0.00	0.00	0.00
05 704 0016	HS GIRLS BASKETBALL BALANCE	0.00	2,250.00	0.00	0.00	(2,250.00)
05 704 0018	HS VOLLEYBALL BALANCE	0.00	2,780.00	23.00	0.00	(2,757.00)
05 704 0019	MS UNIFORMS	0.00	0.00	0.00	0.00	0.00
05 704 0020	MS VOLLEYBALL BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0021	HS BOYS TENNIS BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0022	HS GIRLS TENNIS BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0023	UNIFIED ACTIVITIES	1,992.92	0.00	0.00	0.00	1,992.92
05 704 0024	HS BOYS GOLF BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0025	FFA BALANCE	11,062.51	295.00	0.00	0.00	10,767.51
05 704 0026	FCCLA BALANCE	8,300.94	375.57	0.00	0.00	7,925.37
05 704 0027	PIONNER YOUTH BOYS BASKETBALL BALANCE	126.24	0.00	0.00	0.00	126.24
05 704 0028	NS BOOK FUND BALANCE	(3,157.88)	0.00	0.00	0.00	(3,157.88)
05 704 0030	MUSICAL BALANCE	9,282.88	0.00	0.00	0.00	9,282.88
05 704 0032	MS CONCESSIONS BALANCE	2,819.10	0.00	0.00	0.00	2,819.10
05 704 0033	MS STUDENT FEES	10,818.26	0.00	430.00	0.00	11,248.26
05 704 0035	MS POP BALANCE	1,921.35	0.00	0.00	0.00	1,921.35
05 704 0037	MS BAND RESALE BALANCE	4,156.51	0.00	0.00	0.00	4,156.51
05 704 0038	MS WRESTLING CLUB BALANCE	3,206.91	0.00	0.00	0.00	3,206.91
05 704 0039	PIONEER FOOTBALL BALANCE	4,318.92	0.00	14.00	0.00	4,332.92
05 704 0040	WEIGHTLIFTING BALANCE	421.95	0.00	0.00	0.00	421.95
05 704 0041	MS TRACK CLUB BALANCE	483.77	0.00	0.00	0.00	483.77
05 704 0043	HW BOOK FUND BALANCE	1,577.45	0.00	0.00	0.00	1,577.45
05 704 0045	CHEERLEADERS BALANCE	593.97	0.00	4,909.25	0.00	5,503.22

Activity Fund Balance Report - Summary - Exclude Encumbrances

08/2026 - 08/2026

Regular; Beginning Month 08/2026; Processing Month 08/2026; Accounts to Include Accounts with Activity; Fund
Balance Account 124 Records Selected; Fund Number 05

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0046	CLASS OF 2027 BALANCE	1,367.08	0.00	0.00	0.00	1,367.08
05 704 0047	MS BAND TRIP BALANCE	176.00	0.00	0.00	0.00	176.00
05 704 0048	SPEECH CONTEST BALANCE	729.25	0.00	0.00	0.00	729.25
05 704 0049	DRAMA ACTIVITY BALANCE	1,250.34	0.00	0.00	0.00	1,250.34
05 704 0050	MS STUDENT COUNCIL BALANCE	7,864.79	0.00	0.00	0.00	7,864.79
05 704 0051	HS STUDENT COUNCIL BALANCE	2,771.59	0.00	0.00	0.00	2,771.59
05 704 0052	JOURNALISM BALANCE	6,815.40	3,176.81	125.00	0.00	3,763.59
05 704 0054	ART CLUB BALANCE	1,563.81	0.00	0.00	0.00	1,563.81
05 704 0056	NATIONAL HONOR SOCIETY BALANCE	(1,152.15)	0.00	0.00	0.00	(1,152.15)
05 704 0057	DISTRICT ACTIVITY FUND BALANCE	7,691.03	90.00	50.02	0.00	7,651.05
05 704 0058	HS BAND ACTIVITY BALANCE	2,126.64	0.00	690.00	0.00	2,816.64
05 704 0059	6TH GRADE BAND BALANCE	(985.68)	0.00	0.00	0.00	(985.68)
05 704 0060	HS BOOK SALES BALANCE	4,431.27	0.00	0.00	0.00	4,431.27
05 704 0061	HS SCIENCE GRANT BALANCE	2.02	0.00	0.00	0.00	2.02
05 704 0062	HS QUIZ BOWL BALANCE	200.00	0.00	0.00	0.00	200.00
05 704 0063	MS QUIZ BOWL BALANCE	176.06	0.00	0.00	0.00	176.06
05 704 0064	HS SCIENCE CLUB BALANCE	1,350.06	0.00	20.00	0.00	1,370.06
05 704 0068	HS CONCESSIONS BALANCE	28,307.47	327.52	514.00	0.00	28,493.95
05 704 0069	PRECORDERS BALANCE	695.68	0.00	0.00	0.00	695.68
05 704 0070	VARSITY CLUB BALANCE	11,791.62	0.00	0.00	0.00	11,791.62
05 704 0071	WELLNESS BALANCE	8,637.92	0.00	0.00	0.00	8,637.92
05 704 0072	DRIVER EDUCATION BALANCE	12,119.78	0.00	0.00	0.00	12,119.78
05 704 0073	MS SHOP ACTIVITY BALANCE	1,322.03	0.00	0.00	0.00	1,322.03
05 704 0077	HS GOLF FUNDRAISING	519.45	0.00	0.00	0.00	519.45
05 704 0078	HS WRESTLING FUNDRAISER	3,898.32	0.00	0.00	0.00	3,898.32
05 704 0079	HORTICULTURE BALANCE	603.27	0.00	0.00	0.00	603.27
05 704 0082	NC DRUG FEE BALANCE	221.10	0.00	0.00	0.00	221.10
05 704 0083	ATHLETIC TRAINER SUPPLIES BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0085	HW PURPLE JAM BALANCE	500.32	0.00	0.00	0.00	500.32
05 704 0086	SUMMER SB LEAGUE BALANCE	(16.75)	0.00	0.00	0.00	(16.75)
05 704 0087	HAYWARD FUNDRAISER BALANCE	1,853.22	0.00	10.00	0.00	1,863.22
05 704 0088	MS BOOK SALES BALANCE	(1,823.40)	0.00	0.00	0.00	(1,823.40)
05 704 0090	VOLLEYBALL CLUB BALANCE	735.05	552.36	1,625.00	0.00	1,807.69
05 704 0091	GIRLS SOCCER CLUB BALANCE	5,464.84	0.00	0.00	0.00	5,464.84
05 704 0092	CLASS OF 2028 BALANCE	31.89	0.00	0.00	0.00	31.89
05 704 0093	FBLA BALANCE	237.96	0.00	0.00	0.00	237.96

Activity Fund Balance Report - Summary - Exclude Encumbrances

08/2026 - 08/2026

Regular; Beginning Month 08/2026; Processing Month 08/2026; Accounts to Include Accounts with Activity; Fund
Balance Account 124 Records Selected; Fund Number 05

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0095	HS ENGLISH BALANCE	291.86	0.00	0.00	0.00	291.86
05 704 0096	PIONEER PERKS BALANCE	585.13	0.00	0.00	0.00	585.13
05 704 0097	NS FUNDRAISER BALANCE	1,907.71	0.00	0.00	0.00	1,907.71
05 704 0098	BBB SUMMER LEAGUE BALANCE	3,448.71	0.00	0.00	0.00	3,448.71
05 704 0099	DISTRICT WELLNESS BALANCE	2,213.41	0.00	0.00	0.00	2,213.41
05 704 0101	PIONEER CROSS COUNTRY BALANCE	831.98	0.00	0.00	0.00	831.98
05 704 0103	DISTRICT II MUSIC CONTEST BALANCE	633.54	0.00	0.00	0.00	633.54
05 704 0104	HS SCIENCE SCHOLARSHIP BALANCE	151.51	0.00	0.00	0.00	151.51
05 704 0105	HS SOCCER BALANCE	0.00	4,500.00	0.00	0.00	(4,500.00)
05 704 0106	BOYS TENNIS CLUB BALANCE	(219.34)	0.00	0.00	0.00	(219.34)
05 704 0107	HS GIRLS GOLF BALANCE	0.00	100.00	0.00	0.00	(100.00)
05 704 0108	EXPRESSIONS BALANCE	4,950.85	0.00	0.00	0.00	4,950.85
05 704 0110	MS VOCAL BALANCE	190.00	0.00	0.00	0.00	190.00
05 704 0111	HS SPED BALANCE	2,652.98	0.00	0.00	0.00	2,652.98
05 704 0112	SUMMER GBB BALANCE	1,897.25	0.00	0.00	0.00	1,897.25
05 704 0115	GIRLS TENNIS CLUB BALANCE	(1,246.21)	0.00	0.00	0.00	(1,246.21)
05 704 0116	STUDENT FEE DONATION BALANCE	707.00	0.00	0.00	0.00	707.00
05 704 0117	BOYS SOCCER CLUB BALANCE	1,001.32	0.00	0.00	0.00	1,001.32
05 704 0118	Girls Wrestling Club Balance	2,104.28	0.00	0.00	0.00	2,104.28
05 704 0121	CLASS OF 2026 BALANCE	450.90	300.00	0.00	0.00	150.90
05 704 0123	HS SOFTBALL BALANCE	0.00	730.00	0.00	0.00	(730.00)
05 704 0124	CD/INTEREST BALANCE	(2,182.83)	0.00	661.95	0.00	(1,520.88)
05 704 0125	HS BASEBALL BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0126	MUSIC TRIP BALANCE	2,014.50	0.00	0.00	0.00	2,014.50
05 704 0127	HAL BALANCE	370.46	0.00	0.00	0.00	370.46
05 704 0128	BASEBALL CLUB BALANCE	4,812.65	0.00	0.00	0.00	4,812.65
05 704 0130	HS SOUND SYSTEM BALANCE	846.25	0.00	0.00	0.00	846.25
05 704 0131	SUMMER SCHOOL BALANCE	9,193.26	0.00	0.00	0.00	9,193.26
05 704 0132	HS ART FEES BALANCE	6,014.61	0.00	35.00	0.00	6,049.61
05 704 0133	HS SPANISH FEES BALANCE	278.72	0.00	0.00	0.00	278.72
05 704 0135	MS ART FEES BALANCE	1,905.70	0.00	0.00	0.00	1,905.70
05 704 0136	MS IT FEES BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0137	HS FOOD FEES BALANCE	0.00	0.00	80.00	0.00	80.00
05 704 0138	COLLEGE TUITION FEES BALANCE	735.17	0.00	0.00	0.00	735.17
05 704 0139	MATH TECHNOLOGY BALANCE	2,149.35	0.00	0.00	0.00	2,149.35
05 704 0140	Education Quest	9,558.30	0.00	0.00	0.00	9,558.30

Activity Fund Balance Report - Summary - Exclude Encumbrances

08/2026 - 08/2026

Regular; Beginning Month 08/2026; Processing Month 08/2026; Accounts to Include Accounts with Activity; Fund
Balance Account 124 Records Selected; Fund Number 05

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0141	CO BALANCE	22,752.11	303.38	(12.43)	0.00	22,436.30
05 704 0144	PIONEER PETE BALANCE	1,940.97	0.00	0.00	0.00	1,940.97
05 704 0145	HS TRACK CLUB BALANCE	212.73	0.00	0.00	0.00	212.73
05 704 0148	MS PIONEER HONOR SOCIETY BALANCE	1,722.37	0.00	0.00	0.00	1,722.37
05 704 0150	MS VOLLEYBALL CLUB BALANCE	569.53	0.00	0.00	0.00	569.53
05 704 0152	ACTIVITY ADMIN. BALANCE	5,695.31	0.00	0.00	0.00	5,695.31
05 704 0157	TECHNOLOGY BALANCE	8,108.57	0.00	2,200.00	0.00	10,308.57
05 704 0158	MS LIFE SKILLS BALANCE	3,206.44	0.00	0.00	0.00	3,206.44
05 704 0159	CA CONSTRUCTION BALANCE	5,975.09	0.00	0.00	0.00	5,975.09
05 704 0160	CLASS OF 2029 BALANCE	237.00	0.00	0.00	0.00	237.00
05 704 0161	CA WELDING BALANCE	921.34	0.00	0.00	0.00	921.34
05 704 0162	CA-INFORMATION TECHNOLOGY BALANCE	600.59	0.00	0.00	0.00	600.59
05 704 0163	YOUTH TENNIS CLUB BALANCE	747.30	0.00	0.00	0.00	747.30
05 704 0164	JAG BALANCE	431.61	0.00	0.00	0.00	431.61
05 704 0165	ESPORTS BALANCE	1,125.73	0.00	0.00	0.00	1,125.73
05 704 0166	TURF AND DIRT BALANCE	0.00	0.00	0.00	0.00	0.00
Fund Total: 05		289,817.99	22,370.64	11,483.79	0.00	278,931.14

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[1] these numbers here match column G in the 25-26 Data Enrollment sheet starting at row4

		9/1/2026	Board Meeting Mileage Sheet							
DATE PURCHASED	YEAR	TRADE NAME	STYLE	NUMBER	BODY TYPE	CAPACITY	VEHICLE ID#	CYLINDERS	LICENSE #	MILEAGE
11/19/2007	2007	FORD	VAN	WHITE	ECONOLINE	10	1FBNE31L27DA62220	8	53028	205876
1/4/2008	2007	CHEVY	VAN	TAN	ES-UPLANDER	7	1GNDV23107D159355	6	51495	188707
6/26/2018	2013	FORD	PICKUP	RED	F150	5	1FTFW1EF1DKF26059	8	58436	151884
7/22/2009	2008	CHEVY	VAN	RED	UPLANDER LS	7	1GNDV23128D130117	6	51678	199970
8/17/2009	2001	CHEVY	VAN	WHITE	EXPRESS	2	1GCHG35R111152386	6	51494	117330
9/23/2009	2009	FORD	VAN	WHITE	ECONOLINE	10	1FBNE31LX9DA54328	6	53021	103930
11/16/2012	2011	DODGE VAN	VAN	SILVER	GRAND CARAVAN	5	2D4RN3DG9BR628362	6	56540	187258
12/17/2021	2016	CHEVY	SPED BUS	YELLOW	MICRO BIRD	13	1GB3G3BG5F1127886	8	60892	87209
4/25/2022	2014	DODGE VAN	VAN	NAVY	GRAND CARAVAN	6	2C4RDGBG4ER353286	6	60384	104217
6/2022	2019	DODGE VAN (SPED)	VAN	WHITE	GRAND CARAVAN	6	2C4RDGBG6HR735999	6	60884	43466
5/2022	2013	CHEVY VAN	VAN	WHITE	EXPRESS	10	1GAWGPPFA7D1176079	6	60382	44492
12/2022	2019	DODGE VAN (Activity)	VAN	WHITE	GRAND CARAVAN	6	2C4RDGEG1KR739509	6	60890	98120
11/1/2023	2021	NISSAN VAN	VAN	SILVER	VAN	10	5BZAF0AA8MN850607	6	60902	83276
11/2023	2023	CHEVY	TRUCK	WHITE	2500 HD	3	1GC0YLE70PF209343	8	60898	27542
12/2023	2023	FORD	VAN	WHITE	TRANSIT	10	1FBAX2C89PKB95953	8	62998	14154
7/2024	2024	FORD	SUV	BLACK	EXPEDITION	6	1FMJK1J83REA51268	8	68001	18582
7/2024	2019	DODGE VAN	VAN	DARK GRAY	GRAND CARAVAN	6	2C4RDGEG2KR571430	6	56539	80386
2/1/2026	2025	CHEVY	BUS	YELLOW	MICRO BIRD	14	1GB3GSB72S1249965	6	63223	2064
6/2026	2023	PACIFICA	VAN	SILVER	CHRYSLER	7	2C4RC1BG9PR613801	6	63234	63742
6/2026	2023	PACIFICA	VAN	GREY	CHRYSLER	7	2C4RC1BG8PR581472	6	64231	54555
6/2026	2024	WAGONEER	SUV	BLACK	JEEP	8	1C4SJVP6RS113255	6	64230	66103
6/2026	2025	CHEVY	TRUCK	PRIMER	2500 HD	5	1GC4KME79SF174643	8	63233	47115

NCPS Board of Education Report
Northside Elementary
Sep 8, 2026

Reading:

- **Instructional Strategies**
 - Our teachers evaluated our initial FastBridge screening data to pinpoint exactly where our students are starting academically. Using these baseline scores, every grade-level team created a targeted SMART goal focused on growth in key reading skills. These goals serve as our roadmap for classroom instruction and small-group interventions, ensuring we track progress systematically as we work toward our mid-year benchmarks. These goals were set during a grade level IPI team meeting utilizing the same format we leaned on last year throughout our work with DMG.

Kindergarten

By December 22nd, 17 of 19 Kindergarten students scoring in the 19th-32nd percentile on Letter Sounds Fall Screener will grow at least 2.56 points per week on the earlyReading Winter Screener.

1st Grade

By December 22nd, 19 of 27 Grade 1 students scoring in the 23-36 percentile on the Sight Word Fall Screener will grow at least 2 points per week on the earlyReading Winter Screener.

2nd Grade

By December 22nd, 21 of 26 Grade 2 students reading between 22-54 WRC/min on the CBMreading Fall Screener will grow at least 1.5 items correct per week on the CBMreading Winter Screener.

Attendance Initiative:

Goal: Reduce the number of chronic absences.

How? Relationships, relationships, relationships.

- Engagement strategies continue to be a focus for our staff PDs. When our students are highly engaged in their learning, they will want to be at school.
- Comparative data from the first 20 days of school 25-26 to the first 20 days of school 26-27:

Average Daily Attendance 25-26 through Sept. 10: 94.37%

Average Daily Attendance 26-27 through Sept. 10: 94.25%

Community:

- Our first Apple Palooza was on August 28th and we focused on Reading, Community, and Attendance so that students and staff continue to hear those three words.
- Book Besties came on September 8.
- Edge volunteers are doubling as morning greeters twice a month when our staff are engaged in a district wide morning meeting so that students are sure to have a warm, familiar smile waiting for them as they arrive at school, even when our staff are engaged in a meeting. We are so grateful for their time, energy, and attention to our students.

August 14, 2026

Hayward Elementary Board Update

Tammy Schaefer

Attendance:

Our Attendance Team will meet weekly to discuss patterns, concerns we are seeing as a building. A plan has been implemented to ensure parents/guardians are contacted by multiple individuals when concerns arise. This plan will involve the classroom teacher, secretary, school counselor, and administrator.

Daily attendance has been positive to this point, with parent/guardian conversations already occurring.

Reading:

IPIs are meeting weekly during set times with Reading as a focus. During our RTI (Response to Intervention) time, with the suggestion of changing it to WIN (What I need time), as a building we felt this was more positive and allowed us to have students walk to WIN and parents being ok with who their child was being supported by, whether they have Reading gaps that are being focused on or materials that are challenging them, from the HAL perspective.

Hayward teachers have common plan time this school year, which has allowed consistent planning to occur with ongoing conversations amongst classrooms. This has been very positive.

Community:

3.0 has started at Hayward with 4.0 beginning soon.

Hayward Elementary offers quarterly enrichment programs for grades 3–5 focused on character development and financial literacy. The **Super Citizens program, coordinated by Sue Little, helps 3rd and 4th graders develop traits of active, responsible citizens. Third grade includes classroom visits from community volunteers who read stories about national Super Citizens and lead related activities, while fourth grade students participate in community-based field trips followed by book selections from the "Nebraska Book Wagon." The **Money Managers** program for 5th grade introduces financial literacy through interactive lessons led by volunteer "Banking Buddies." Students complete classroom projects tied to the concepts of earn, save, give, and spend, earning a book budget as part of the experience. All programs are supported by community volunteers considered special guests under school policy.

NCPS Board of Education Report

Middle School

September 14th, 2026

Instructional Strategies/Reading:

- Middle School staff have been implementing FastBridge reading and math interim assessments this year. This is a move away from the NWEA MAP assessment suite the Middle School has used for many years. The move was done to more properly align with current K-5 practices. FastBridge also offers more opportunities for our staff to gather data throughout the year, as well as, gather data in more areas. Initial implementation of the FastBridge and review of scores has brought along great discussion and identification of instructional strategies to help students.
- Due to a change in our daily bell schedule from previous years, NCMS will now have time to conduct department meetings every other week alongside with our weekly grade level team meetings. Math, ELA, Science, Social Studies, Special Education, and Exploratory departments will meet on rotating basis to cover the following topics:
 - ELA/SPED
 - Data Review
 - Amplify Instructional Checks
 - Tier 2 Interventions
 - Math/SPED
 - Data Review
 - REVEAL Instructional Checks
 - Tier 2 Interventions
 - Science
 - Creating Common Assessments
 - TWIG Instructional Checks
 - Update Unit Plans and Curriculum Maps
 - Social Studies
 - Creating Common Assessments
 - Social Studies Curriculum Adoption
 - Update Unit Plans and Curriculum Maps
 - Exploratory
 - Transitions
 - Recess Issues
 - Schedule Changes
 - Non Grade Level Team Priority Items
- ELA teachers, along with Mrs. Sherwin, Ms. Wilcox, and Mr. Pellatz have been working through IPG walkthroughs and data collection. This

aligns both with the work of the CLSD literacy grant and the implementation of the new AMPLIFY ELA curricular resource.

Community Engagement:

- We hosted our Middle School Open House on Monday, August 10th and welcomed students and families back for the year. We have Parent-Teacher Conferences on Wednesday, September 16th and 17th. We hope for a great turnout!
 - Families of 6th graders and students new to the district have been invited to an informational meeting during conferences to help with the transition to Middle School. Mrs. Meredith and Mr. Pellatz will be covering PowerSchool, online curriculum, attendance, and helpful communication practices.
- Enrollment (September 9, 2026)
 - 6th Grade: 117 students
 - 7th Grade: 118 Students
 - 8th Grade: 86 Students
 - 6th-8th Grade: 321 Students (+21 from August 2025)

Attendance:

Nebraska City Middle School continues to focus on student attendance as a key part of academic success and school connectedness. We have continued to implement our On-Time, Every Time initiative with a goal toward improving student attendance.

Through September 9th, of our 321 students, 49 students, or 15.3%, are currently below the 90% attendance threshold used to identify chronic absenteeism. This includes 12 sixth graders, 18 seventh graders, and 19 eighth graders. Although these 49 students represent only 15.3% of our enrollment, they account for 193.5 of the building's 331.6 absent student-days, or 58.4% of all absences. Their combined average daily attendance is 79.9%. Our attendance team is using these data to prioritize early communication and support for students and families before attendance patterns become more difficult to reverse.

On the positive side, 231 students, or 72.0%, currently have attendance of at least 95%. This includes 108 students who have not missed any school through September 9th.

Daily Attendance Metrics 07/01/2026 - 09/09/2026					
School	Grade	Total			

		Student Count	Members hip	Absent	ADA		
MS	Grade 06	117	2,428.00	115.4	95.2		
MS	Grade 07	118	2,347.90	104.3	95.6		
MS	Grade 08	86	1,678.40	111.8	93.3		
	Total	321	6,454.30	331.6	94.9		

Chronic Absenteeism 07/01/2026 - 09/09/2026

		Total Student Count	Below 90%				
			CA Student Count	Student Percent	Members hip	Absent	ADA
MS	Grade 06	117	12	10.3	252	54.1	78.5
MS	Grade 07	118	18	15.3	347.9	65.9	81
MS	Grade 08	86	19	22.1	364.4	73.4	79.9
	Total	321	49	15.3	964.3	193.5	79.9

NCPS Board of Education Report

High School

September 14th, 2026

School Theme: Standard over Mood

Guiding Principle: Every Student, Every Period, Every Day.

Instructional Strategies/Reading:

In order to maximize instructional effectiveness, focus is important. While effective teaching requires a complex system of skills utilized at the right time, it is overwhelming to attempt to focus on every professional practice simultaneously.

In order to ensure classrooms are successful in holding their academic standards, teachers have a focus area each month. This structured approach allows teachers to build mastery and consistency in one core competency before systematically integrating the next.

Teacher Standards -

Bold items are August focus

Highlighted items are September focus in addition to the "August" focus items.

Foundational Knowledge

- Demonstrates strong content knowledge and understanding of standards.
- **Understands district curriculum maps and graduation expectations.**
- **Knows students academically, behaviorally, and socially.**
- Maintains understanding of best instructional practices.
- Know Specific Elements of Emergency Operations Plan

Planning and Preparation

- Plans engaging and purposeful lessons aligned to standards on Planbook.
- Uses district-approved curriculum and resources with fidelity.
- **Differentiates for varying student needs and abilities.**
- Plan questions/ "check for understanding"
- Prepares materials and technology prior to instruction.

- Prepare for substitute - Must have a folder with required elements by August 12th.

Learning Environment

- Maintains a safe, structured, and respectful classroom through clear procedures and consistent expectations.
- Maximizes instructional time.
- **Holds students accountable for behavior and learning.**
- **“Your students = your roster” — every student assigned is actively supervised, engaged, and supported.**
- **Creates an environment where students feel valued and challenged.**
- **Take advantage of “30 second moments”**

Instructional Strategies

- **Begins lessons with a clear anticipatory set.**
- Uses direct instruction, modeling, guided practice, and independent practice appropriately.
- **Frequently uses CFUs (Checks for Understanding) throughout instruction which engages all students through questioning, discussion, and active participation.**
- **Uses higher-level questioning and critical-thinking opportunities. (DOK 3)**
- Adjusts instruction based on student responses and understanding.
- Closes lessons with review, reflection, or demonstration of learning.

Assessments

- **Uses both formative and summative assessments consistently.**
- Aligns assessments to standards and instructional objectives.
- Incorporates Depth of Knowledge (DOK) Levels 1–3 regularly.
- **Provides timely and meaningful feedback to students.**
- Uses assessment data to reteach and intervene.
- **Maintains accurate and updated grade records updated by Thursday at 4:00pm.**
- Clearly communicates student progress to students and families.

Professionalism = every day

- **Arrives prepared, punctual, and dependable.**
- **Maintains positive communication with students, families, and colleagues.**
- Follows district policies, procedures, and deadlines.
- Accepts feedback and demonstrates a growth mindset.
- Models integrity, accountability, and professionalism for students. Colleagues example.
- Maintains confidentiality and professionalism in all settings.

- **Contributes positively to school culture.**

Vision and Collaboration

- Supports the mission and vision of the school.
- **Collaborates effectively with colleagues, teams, and administration.**
- **Participates actively in school initiatives.**
- **Uses student data collaboratively to improve outcomes.**
- Contributes solutions rather than complaints.
- Supports consistent schoolwide expectations and systems.
- Demonstrates leadership through initiative and teamwork.
- Focuses on collective responsibility for student success.

Attendance:

2026/2027 Attendance Goal: Chronic Absenteeism is 40% or under for NCHS students for the 2026-2027 school year.

- Average Daily Attendance: 92.00% *compared to 90.2% at this time last year.*
- *74% of NCHS students have an attendance rate of 90% or higher.*
- *84.25% of NCHS students have an attendance rate of 85% or higher.*
- As of 9/10/2026:
 - Current 3.0 GPA or higher = 95.1% attendance
 - Current 2.9 GPA or lower = 86.67% attendance

*The following email was sent to **106** Pioneer students on September 4th:*

Pioneers:

I am writing this select group of students to celebrate a huge accomplishment—you have 100% attendance!

Showing up every single day takes commitment, focus, and dedication. Your presence makes our classroom community stronger, and your hard work is definitely paying off.

Keep up the incredible momentum. We are so proud of you!

GO PIONEERS!

Mr. Hoover

The NCHS Attendance team: Mr. Kenter, Mr. Aaberg, and Mr. Mohr - will be advising administration, during 25 minute meetings after school, on attendance patterns and needs. Meetings will consist of:

01 AGGREGATE DATA TRENDS

High-level picture of all students by tier and by attendance categories (satisfactory, at risk, moderately chronically absent, severely chronically absent)

02 UNPACKING PATTERNS

Identify any patterns and trends across groups of students. What insights does the team have about common barriers or what might be contributing to positive outliers.

03 TIERED SYSTEMS OF SUPPORT

Strategies for strengthening your tiered system of support. Take a year-long approach. Discuss possible solutions to barriers students are experiencing and identify systemic interventions.(walking, school bus, etc.)

04 STUDENTS NEEDING TIER 2 OR 3 SUPPORTS

Review individual students as a team. Determine who follows-up with individuals or groups of students and/or families. Outreach to students and families to determine barriers/causes for absence; assign interventions and offer appropriate resources.

05 MEETING DECISIONS & NEXT STEPS

Summarize decisions and assign responsibility for next steps.

Community Engagement:

Community is a core value at our high school. Whether supporting an activity or volunteering to help others, embodying our district pillars through community action is central to who we are and who we strive to be.

While we have recognition systems in place for these traits, they don't occur as frequently as we would like. To address this, the Leadership Team will discuss the following topic at the upcoming in-service meeting:



Pioneer of the Month: A proposal



Purpose: To recognize students for positive character in a frequent, intentional, and consistent way.

TIMELINE:

1st week of each month: A Google Form is sent out to teachers to submit nominations for Pioneer of the Month. The nominations will be based upon the Pioneer Pillars (integrity, perseverance, teamwork, and support). Teachers can nominate as many students as they see fit each month. Responses will be collected by Mrs. Howell.

2nd week of month: Mrs. Howell will send the nominations to the leadership team via email. Or, if the leadership team happens to meet in that time frame, the team will discuss nominations at said meeting. One student from each grade level will be chosen. Submissions from previous months will be considered should there not be sufficient nominations for a grade level.

3rd week of month: Mrs. Howell will contact parents of winners. Winners will be announced during morning announcements. Certificates will be presented to each winner by Leadership Cadre. Photos of the award presentation will be shared to social media.

Activities Director/Assistant Principal - Marcus Colgrove

1. Co-Curricular Participation & Student Engagement

Activity / Program	Total Participants	% Student Body	Key Milestone / Status
Fall Athletics (Football, Volleyball, Cross Country, Softball, Girls Golf, Boys Tennis, Esports)	153 athletes including Co-op 134 athletes from NCHS	34%	10 total home varsity events run smoothly with large and vocal crowds 96.3% fall athletes are academically eligible
Fine Arts (Marching Band, Choir, One Act, Color Guard)	150 students	38%	Marching band practicing, first competitions soon, One Act auditions complete
Clubs & Student Leadership (Student Council, Cheer, FCCLA, FFA, FBLA, Science Club, Speech, JR/Sr Advisors, Leadership Cadre, NHS)	238 students	60%	Student Council planning homecoming activities,
Program	Important Data	% of athletes	Key Milestone / Status
Gold Card Program (turn in physical and NSAA documents in order to practice)	153 athletes	93%	142 out of 153 athletes had all NSAA paperwork including physicals, completed within the first week of fall practice start.
Eligibility	153 student athletes	96.7%	148 out of 153 athletes academically eligible at 1st check

Upcoming Key Events

- **Homecoming Week:** September 21 - 25
- **Parent Teacher Conferences:** September 16 - 17
- **Academic Eligibility Check #1:** September 4

2. Student Climate, Behavior & Attendance Support

Metric Domain	The “What”	Data	Primary Focus & Action Taken
Standard over Mood	Theme for the school year. Setting expectations with students in the classroom and in activities	Daily moments with students and staff. 30 second interactions correcting behaviors and resetting expectations	Establishing norms, having conversations and getting to know our students.
Tardy Enforcement	1095 total tardies/395 students	98.6% of students on time to class this school year	Creating daily dialogue with students to minimize tardies
Positive Contacts	100% of staff reached out to families with positive contact about a student	59% of students in the building received a positive contact over a 10 day period	Staff looking for opportunities to reach out to families for positive things they see in class and the hallways
“Test” Pep Rally	Held a 10 minute practice pep rally to teach group cheers and improve student climate	Loudest pep rally I have ever attended	All of our home events have been very well supported by students and very loud!
Daily Activity Announcements	Made sure that our daily announcements celebrate accomplishments from the day before from every activity	Students get used to celebrations and talking about the great accomplishments of our students everyday	Creating positive school interactions daily

NCPS Board of Education Report

Middle School Activities

September 11th, 2026

Attendance:

- Our NCMS Cross Country team has 8 student athletes competing this season. So far our runners have competed in 3 events: 8/28 at Auburn Country Club, 9/23 at Douglas County West, and 9/8 at Clarinda, Iowa. The team's times continue to improve as the season progresses. We look forward to hosting the Nebraska City Cross Country invite on September 24, hosted at Wildwood Golf course in Nebraska City, Nebraska beginning at 4:30pm.
 - Our runners in action at Auburn on August 28.





- The NCMS Football team has been battling extreme heat weather conditions to start the season and have been forced to practice in the Nebraska City high school gym for the majority of the beginning of the year. Their first game had to be postponed due to heat conditions but were able to host their first contest against Ralston on Thursday, September 10th at Pioneer Field. The Pioneer A team won 8-0 and the B team lost 0-14. There were some

positive things to build upon as the team continues to move through their game weeks ahead.

- B-Team action from the game on 9/10/2026!



- The NCMS Volleyball team was in action on Thursday, September 10th as they traveled to our Trailblazer Conference opponent Malcolm in the first game of the school year. Our team battled hard against the clippers but lost in their season debut. The team is optimistic about a big season ahead for the Pioneer volleyball team!
- Our A team in action at Malcolm!



- Our student council held elections last week and has added 6 new student council members to round out the 2026-2027 NCMS Student Council led by sponsors, Mrs. Tori Ward and Ms. Emma Shubert.
 - Our 8th grade student council representatives took part in a Trailblazer leadership day camp hosted at Gifford Farms by the ESU#3. Our students joined students from the conference in challenges and leadership skill development while having a ton of fun and building relationships along the way.



○

Community Engagement:

Our students have had the opportunity to continue the work they started in the summer into the school year with the After School clubs program. The Before School Weights program has continued this school year and we are so excited to be able to offer this option for our students at NCMS. We have had many students involved so far with an average of 22 students each day. The club is offered before school each day from 6:45-7:30am. The sponsors of this program are: Rhenn Rolenc, Kent Blum, Ginger Steward, Travis Case and Dave Purdham.



Student Participation Engagement:

NCMS Football: 41 student-athletes, 3 student managers (Coaches: Brad Kingery, Dillon Horstmann, Reid Fuerhoff, Lou Varley and Volunteer: Randy Reimeier)

NCMS Volleyball: 51 student-athletes, 3 student managers (Coaches: Liz Purdham, Jenna Howell, and Samantha Collins)

NCMS Cross Country: 8 student-athletes (Coaches: Jake Hoy and Sierran Nutter)

NCMS Student Council: 18 students (Sponsors: Tori Ward and Emma Shubert)

Labor Relations

Tuesday, September 29, 2026 - 8:30am to Wednesday, September 30, 2026 - 12:00pm



NASA and NASB
Labor Relations Conference
September 29-30, 2026
Embassy Suites - Lincoln, NE
CLICK HERE to register online.



This annual joint event brings together School Administrators and School Board Members to provide information on negotiations, legal updates, and best practices for labor relations.



2026 State Education Conference
November 18-20 - CHI Health Center - Downtown Omaha



Building Strong Futures



Co-Sponsored by the Nebraska Association of School Boards
and the Nebraska Association of School Administrators



Registration & Reservations

REGISTRATION FOR THE
2026 STATE EDUCATION CONFERENCE
WILL OPEN
WEDNESDAY, SEPTEMBER 16, 2026

To register, go to
www.NASBOnline.org

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

Registration fees for the conference are as follows:

REGISTRATION SEPTEMBER 16 to NOVEMBER 6
PRE-CONFERENCE REGISTRATION
CANCELLATION FEE (PRIOR TO 11/6)
No refunds after the registration deadline

\$360	LATE-REGISTRATION NOVEMBER 7 to ON-SITE	\$410
\$110	NON-MEMBER	\$900
\$175	<i>Substitutions are done at no charge</i>	



Hotel Reservations

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

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

Once your conference registration is complete, you will receive
an email with your NASB Registration code and a Conference
Hotel reservation link. The code will not be activated until
10:00 AM CT, Wednesday, September 30, 2026

SUBMIT YOUR CONFERENCE HOTEL ROOM REQUEST
WEDNESDAY, SEPTEMBER 30, 2026.

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

Hilton Omaha - 1001 Cass Street
\$162 per night

**ROOM REQUESTS WILL BE ACCEPTED
UNTIL OCTOBER 28, OR UNTIL FULL**

Omaha Marriott Downtown - 222 North 10th Street
\$169 per night

**ROOM REQUESTS WILL BE ACCEPTED
UNTIL OCTOBER 27, OR UNTIL FULL**

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



2026 Schedule At A Glance 3

WEDNESDAY, NOVEMBER 18

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

THURSDAY, NOVEMBER 19

Board Member Boot Camp
7:00 to 8:15 AM

Opening General Session
8:30 to 9:45 AM

A - Breakout Sessions
10:00 to 10:45 AM

B - Breakout Sessions
11:15 AM to 12:00 PM

Thursday Luncheon Session
12:15 to 1:45 PM

C - Breakout Sessions
2:00 to 2:45 PM

D - Breakout Sessions
3:00 to 3:45 PM

Super Session 1
4:00 to 5:00 PM

Exhibitor Reception
5:00 to 6:30 PM

FRIDAY, NOVEMBER 20

Classroom Showcase
8:00 to 11:30 AM

NASB Delegate Assembly
8:00 to 9:30 AM

NASA Membership Meeting
8:00 to 9:30 AM

E - Breakout Sessions
9:15 to 10:00 AM

F - Breakout Sessions
10:15 to 11:00 AM

Super Sessions 2
11:15 AM to 12:00 PM

Friday Luncheon Keynote Speaker
12:15 to 1:30 PM

Wed

DAY 1

WEDNESDAY, NOVEMBER 18

NASB LEGISLATION COMMITTEE MEETING
NASA EXECUTIVE BOARD MEETING
PRE-CONFERENCE SESSION
NASB BOARD MEETING

Thurs

DAY 2

THURSDAY, NOVEMBER 19

BOARD MEMBER BOOT CAMP
OPENING & LUNCHEON KEYNOTE SPEAKERS
SCHOOL BOARD MEMBER OF THE YEAR PRESENTED
BREAKOUT SESSIONS A, B, C & D
SUPER SESSION (NEW!)
EXHIBITOR RECEPTION (NEW DAY!)



FriYAY

DAY 3

FRIDAY, NOVEMBER 20

NASB DELEGATE ASSEMBLY
NASA MEMBERSHIP MEETING
CLASSROOM SHOWCASE
EXHIBITORS **(NEW DAYS!)**
BREAKOUT SESSIONS E & F
SUPER SESSIONS (NEW!)
SUPERINTENDENT OF THE YEAR RECOGNIZED
CLOSING KEYNOTE SPEAKER
ADJOURN



Did you hear
we have a whole
NEW schedule
this year?

Yeah, more
sessions, new
Exhibitor hours ...
and have you seen
Friday!?!?



Register Now at www.NASBonline.org



WHAT'S YOUR MVP? LEADERSHIP LESSONS FROM THE COACH WHO INSPIRED TED LASSO

Donnie Campbell

THURSDAY MORNING OPENING SPEAKER - 8:30 TO 9:45 AM

When you create better people, you create winning teams. Meet Coach Donnie Campbell, the real-life inspiration behind the beloved character Ted Lasso, and discover the leadership lessons that helped shape a young Jason Sudeikis and ultimately inspired one of television's most memorable coaches. In this engaging and uplifting keynote, Campbell introduces his MVP - Mission, Values and Principles - and challenges leaders to discover their own. Through humor, stories, and hard-earned wisdom from decades in education and coaching, he'll share how leading with purpose, authenticity, and a genuine belief in people can bring out their best, strengthen teams, and create a lasting impact on the people you serve.



BE RELENTLESS

Hamish Brewer

THURSDAY LUNCHEON SPEAKER - 12:15 TO 1:45 PM

Get ready to be inspired, challenged, and energized by Hamish Brewer! The award-winning, tattooed, skateboarding principal known for his relentless leadership style is bringing his powerful message to our conference. A Nationally Distinguished Principal, Virginia Principal of the Year and bestselling author of *Relentless - Disrupting the Educational Norm*, Hamish has earned global recognition for turning around challenging schools and championing students and communities. With his high-energy style and "Be Relentless" message, he will challenge you to rethink leadership, disrupt the status quo and discover what's possible when you refuse to give up on people. Mr. Brewer is also featured in the skateboarding humanitarian movie documentary "Humanity Stoked."



I AM THE DIFFERENCE

Danny Steele

FRIDAY LUNCHEON SPEAKER - 12:15 TO 1:30 PM

Danny Steele spent 31 years in education serving as a teacher, coach, and administrator. Throughout his career he developed a passion for supporting and inspiring educators, helping them build positive school cultures where both students and teachers thrive. Steele's leadership was recognized statewide when he was named Alabama's Assistant Principal of the Year in 2005 and Alabama's Secondary Principal of the Year in 2016. As a longtime principal, author, and the voice behind the popular blog, "SteeleThoughts", Danny has built a national following by reminding educators of what really matters: relationships, belonging, and the small, human moments that shape school culture. His message is simple but lasting - when students feel like they belong, they learn. When teachers feel supported, they lead. And when schools focus on relationships, everything changes.



Pre

PRE-CONFERENCE SESSION

WEDNESDAY, NOVEMBER 18 - 1:00 TO 4:00 PM

LEGAL SHOWCASE: THE LEGAL ISSUES EVERY SCHOOL BOARD NEEDS TO KNOW!

School law is constantly changing, and knowing what matters can make all the difference. Join legal experts for a fast-paced, practical look at the latest issues facing Nebraska school districts - from special education and student discipline to due process and emerging legal developments. We'll also tackle the critical legal aspects of the superintendent-board relationship, including contracts, evaluations, renewals, grievances, personnel complaints, investigations, and leadership transitions. You'll gain practical strategies to help your board make sound decisions, avoid common legal missteps, and confidently navigate challenging situations before they become bigger problems. Whether you're a new board member or a seasoned school leader, you'll walk away with useful guidance, timely information - and maybe a few laughs along the way. Bring your questions and your sense of humor for a legal session that's anything but ordinary!

PRESENTERS: Perry Law Firm & KSB School Law

Super

SUPER SESSIONS (NEW!)

THURSDAY & FRIDAY



HOT TOPICS WITH KAREN & JIM

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



A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF ED

PRESENTERS: President Elizabeth Tegtmeier, Commissioner Brian Maher, & Asst Commissioner Grant Norgaard - NDE



SCHOOL FINANCE REVIEW COMMISSION UPDATE

PRESENTERS: Members of Finance Review Commission



JOIN US THURSDAY!!! - EXHIBITOR RECEPTION

THURSDAY, NOVEMBER 19 - 5:00 TO 6:30 PM



Register Now at www.NASBonline.org



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

Previous Winners Include:

2025 - JIM VLACH, LYONS DECATUR NORTHEAST
2024 - BRAD WILKINS, AINSWORTH
2023 - ALLISON WELCH, CONESTOGA
2022 - MARCIA MAHON, SOUTH SIOUX CITY
2021 - STEVE KOCH, HERSHEY
2020 - MARIAN HOLSTEIN, WINNEBAGO
2019 - VALERIE FISHER, PAPILLON-LA VISTA
2018 - KATHY DANEK, LINCOLN

2017 - BONNIE HINKLE, GRAND ISLAND
2016 - TERRI HAYNES, CHADRON
2015 - LINDA RICHARDS, RALSTON
2014 - BRAD KRIVOHLAVEK, NORFOLK
2013 - PATTY BENTZINGER, NORRIS
2012 - KATHY BARTEK, FALLS CITY
2011 - JULIE AGARD, KEARNEY
2010 - KIM FASSE, ELKHORN

2009 - RON PEARSON, ESU #3
2008 - SANDRA JENSEN, OMAHA
2007 - JOHN HANSEN, BELLEVUE
2006 - FRED TAFOYA, PAPILLON-LA VISTA
2005 - WAYNE ERICKSON, WISNER-PILGER
2004 - ANN MACTIER, OMAHA



SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE FRIDAY LUNCHEON

Previous Winners Include:

2025 - JOHN SCHWARTZ, MILLARD
2024 - MELISSA POLONCIC, DC WEST
2023 - ANDY RIKLI, PAPILLION LA VISTA
2022 - MARK LENIHAN, WAYNE
2021 - TERRY HAACK, BENNINGTON
2020 - JIM SUTFIN, MILLARD
2019 - MARK ADLER, RALSTON
2018 - MIKE TEAHON, GOTHENBURG
2017 - JOHN SKRETTA, NORRIS
2016 - CAROLINE WINCHESTER, CHADRON
2015 - JAY BELLAR, BATTLE CREEK
2014 - BRIAN MAHER, KEARNEY
2013 - STEVE BAKER, ELKHORN

2013 - KEVIN RILEY, GREINA
2012 - BILL MOWINKEL, GRAND ISLAND NW
2011 - MIKE CUNNING, HERSHEY
2010 - KEITH LUTZ, MILLARD
2009 - STEVE RECTOR, SOUTH SIOUX CITY
2008 - LARRY RAMAEKERS, AURORA
2007 - ROGER BREED, ELKHORN
2006 - RICHARD EISENHAUER, LEXINGTON
2005 - ROY BAKER, NORRIS
2004 - DAN ERNST, WAVERLY
2003 - RANDY NELSON, NORFOLK
2002 - PHILIP SCHOO, LINCOLN
2001 - KEITH ROHWER, NEBRASKA CITY

2000 - STEVE JOEL, BEATRICE
1999 - KENNETH ANDERSON, HASTINGS
1998 - KEN BIRD, WESTSIDE
1997 - RICK BLACK, CONESTOGA
1996 - GARY HAMMACK, KEARNEY
1995 - MARTIN PETERSEN, ALLIANCE
1994 - VANDLE PHILLIPS, SOUTH SIOUX CITY
1993 - FRED BELLUM, COLUMBUS
1992 - GLENN LARSEN, ADAMS CENTRAL
1991 - NORBERT SCHUERMAN, OMAHA
1990 - DOUG CHRISTENSEN, NORTH PLATTE
1989 - DONALD STROH, MILLARD

BREAKOUT SESSION TRACKS



BOARDSMANSHIP



CAREER & COLLEGE READINESS



COMMUNITY ENGAGEMENT



CURRICULUM



ESU



FACILITIES



LEGAL & POLICY



LEGISLATIVE & ADVOCACY



MANAGEMENT/ADMINISTRATION



NEW BOARD MEMBER/NEW SUPERINTENDENT



SAFETY



STUDENTS/EARLY CHILDHOOD



TECHNOLOGY



WELLNESS & RETENTION

Breakout Sessions - Quick Glance 7

THURSDAY 11/19

- A1 LEGISLATIVE UPDATE
- A2 ADULT EDUCATION: A CATALYST FOR FAMILY ENGAGEMENT
- A3 PUBLIC COMMENT DONE RIGHT
- A4 LET'S GET FISCAL
- A5 WHY YOU'RE IN THE DARK & WHY WE KEEP YOU THERE
- A6 NAVIGATING A SUCCESSFUL SCHOOL BOND ELECTION
- A7 EQUIPPING NEBRASKA'S WORKFORCE PIPELINE
- A8 SO YOU ARE A NEW BOARD MEMBER
- A9 RETENTION IS THE NEW RECRUITMENT
- A10 BEYOND BUZZWORDS: LAYERED SECURITY ARCHITECTURE
- A11 FROM LOW ACHIEVING TO BLUE RIBBON SCHOOL

- B1 WHAT BOARDS SHOULD KNOW ABOUT THE NSAA
- B2 SUPERINTENDENT PANEL
- B3 MANAGING YOUR SCHOOL CONSTRUCTION PROJECT
- B4 THE ADVOCACY PLAYBOOK
- B5 STRATEGIC VALUE OF STUDENT BOARD REPS
- B6 CAREER EXPLORATION & WORKFORCE DEVELOPMENT
- B7 CAN THEY SUE ME FOR THAT?
- B8 AT THE BOARD TABLE
- B9 CULTIVATING THE NEXT GENERATION OF TEACHERS
- B10 HOW-TOS FOR HAL PROGRAMS
- B11 THE BRADY LEARNING CENTER

- C1 STUDENT VOICES
- C2 17 THINGS TO KNOW AS AN ESU BOARD MEMBER
- C3 ATHLETICS, BOOSTER CLUBS, AND TITLE IX
- C4 HOW NEBRASKA IS TELLING ITS STORY
- C5 PRACTICAL STRATEGIES TO ENHANCE EFFECTIVENESS
- C6 WHEN CRISIS STRIKES
- C7 NEGOTIATIONS FOR BOARD MEMBERS
- C8 GOAL SETTING AND COMMUNITY ENGAGEMENT
- C9 DIGITAL ENGAGEMENT ENSURES YOUTH WELL-BEING
- C10 EFFECTIVE ADVOCACY FROM A SBM PERSPECTIVE
- C11 EDUCATOR WORKFORCE DEVELOPMENT

- D1 REDUCING ABSENTEEISM & INCREASING ATTENDANCE
- D2 A SNAPSHOT OF CONSOLIDATION
- D3 LEGAL GUIDANCE IN AWKWARD MOMENTS
- D4 CO-TEACHING: CHATGPT & ME
- D5 CONTRACT CONFUSION: THE BOARD'S ROLE
- D6 EHA PLAN UPDATES
- D7 THE DISTRICT BOND EXPERIENCE ROUNDTABLE
- D8 NAVIGATING CONFLICT, CULTURE, & COMMUNICATION
- D9 BEYOND THE TAX LEVY
- D10 TEACHER APPRENTICESHIPS

- SS1 HOT TOPICS WITH KAREN & JIM

FRIDAY 11/20

- E1 RULE 10: HOW SBMS CAN SUPPORT THEIR SUPT
- E2 BEYOND THE BELL: STRATEGIES FOR SUCCESS
- E3 A PROACTIVE APPROACH TO BULLYING & HARASSMENT
- E4 PARTNERING WITH YOUR PUBLIC SCHOOL FOUNDATION
- E5 'AI'M STRAIGHT: ADDRESSING AI IN SCHOOLS
- E6 STRENGTHENING LITERACY ACROSS NEBRASKA
- E7 CLOSED SESSION WITHOUT LEGAL MISSTEPS
- E8 POLICY WITH PURPOSE
- E9 WHAT TO KNOW ABOUT HIGHER ED PATHWAYS
- E10 POLICY VISIBILITY, AND STAFF NEGOTIATIONS

- F1 STUDENT ENGAGEMENT & INSTRUCTIONAL LEADERSHIP
- F2 APPRENTICESHIPS PAY OFF
- F3 SPECIAL EDUCATION AND SECTION 504 ISSUES
- F4 BEYOND THE AI BASICS
- F5 PAIN IN THE APP, V. 12.0
- F6 FREEMAN'S STUDENT-LED WELLNESS CREW
- F7 FROM PASTURE TO PLATE
- F8 ACCOUNTABILITY IN ACTION
- F9 NEBRASKA LEADS LITERACY

- SS2A A LISTENING SESSION WITH THE STATE BOARD OF ED
- SS2B SCHOOL FINANCE REVIEW COMMISSION UPDATE

BOARD MEMBER BOOT CAMP

THURSDAY, NOVEMBER 19 - 7:00 TO 8:15 AM
**ROLES, RESPONSIBILITIES, AND
CHARACTERISTICS OF EFFECTIVE GOVERNANCE**

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



Register Now at www.NASBonline.org

8 Thursday Breakouts (A-B-C-D-SS1)

A

A - BREAKOUTS - 10:00 TO 10:45 AM THURSDAY, NOVEMBER 19



A1 LEGISLATIVE UPDATE: A 2026 RECAP AND A LOOK TO 2027

Join Colby and Mike for a look into the 2027 legislative session and how we got here. With a looming budget deficit, new faces at the Capitol, and new leadership, K-12 education faces both significant challenges and promising opportunities. Gain insight into the key issues expected to shape the upcoming session and what they could mean for Nebraska schools.

PRESENTERS: Colby Coash - NASB, Mike Dulaney - NCSA



A2 BEYOND THE CLASSROOM: ADULT EDUCATION AS A CATALYST FOR FAMILY ENGAGEMENT

At Crete Public Schools, our approach to family engagement transcends traditional models through a strategic “pre-birth through adult” framework that strengthens the entire community by serving both students and their parents. By integrating adult education with early childhood and K-12 programming, we empower caregivers to achieve their personal goals while becoming confident, active partners in their children’s educational journeys. Attendees will explore how this multigenerational investment builds deep community trust, removes barriers to access, and fosters a district-wide culture of lifelong learning that directly supports student success.

PRESENTER: Josh McDowell - Crete Public Schools



A3 NAVIGATING PUBLIC COMMENT AND THE OPEN MEETINGS ACT AT BOARD MEETINGS

Public comment can be one of the most unpredictable parts of a meeting. This session explains what the Open Meetings Act requires, what it allows boards to regulate, and where the legal guardrails really are. Using real-world scenarios, we’ll walk through both routine and high-tension situations and how boards can respond calmly, consistently, and lawfully.

PRESENTER: Justin Knight - Perry Law Firm



A4 LET’S GET FISCAL

The learning curve for school finance is never-ending. Take a closer look at long-standing practices and recent changes that can impact your district’s financial position. This session will help board members better understand the numbers, recognize the questions worth asking, and build stronger financial conversations with their superintendent and administrative team. Don’t assume - dig deeper, ask questions, and make informed decisions with confidence.

PRESENTERS: Carl Dietz - Finance Expert & Justin Patterson - Wilcox-Hildreth Public School



A5 WHY YOU’RE IN THE DARK, AND WHY WE KEEP YOU THERE

Without fail, the largest issues in schools involving student discipline and personnel matters become sources of gossip and Facebook posts in every community. Yet, as board members, you get the least amount of information. Huh?! This presentation will explain why, walk through what’s happening behind the scenes, and discuss things like discipline disparity because of special education laws. While we can’t bring you into the light, we can at least explain when the lights may be turned on!

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



A6 FROM VISION TO VICTORY: NAVIGATING A SUCCESSFUL SCHOOL BOND ELECTION

School bond elections are multifaceted - equal parts vision, strategy, and community trust. In this practical session, we candidly share our journey, including the successes and missteps learned along the way. We will explore how intentional relationship-building and transparency lay the foundation for success, from conducting facility studies to selecting architects and bond counsel. Participants will gain insight into maintaining community trust and navigating the practical realities of timelines while providing factual information to the public. Grounded in real-world experience, this session offers actionable strategies and cautionary tales to help you turn your district’s vision into voter support.

PRESENTERS: Josh Fields, Matt Dominy & members of the Seward Public Schools BOE,
Mitch Bartholomew & members of the York Public Schools BOE

Building Strong Futures

Thursday Breakouts (A-B-C-D-SS1) 9



A7 EQUIPPING NEBRASKA'S WORKFORCE PIPELINE: GOVERNANCE AND LEADERSHIP IN CAREER AND TECHNICAL EDUCATION (CTE)

Nebraska's economic vitality depends on strong, aligned Career and Technical Education (CTE) systems. Designed for school board members and district leaders, this session examines federal and state policy, funding structures, accountability measures, and statewide systems that support CTE programming in each district. Participants will gain insight into the opportunities within CTE, along with the policy considerations and strategic decisions needed to expand access, ensure responsible fiscal stewardship, and maintain high-quality programs across districts.

PRESENTERS: Sydney Kobza & Katie Graham - NDE



A8 SO YOU ARE A NEW BOARD MEMBER

How do I prepare to serve as a new board member? What are the demands of the role and responsibilities of the board? Welcome to board service! This session will cover frequently asked questions, highlight the NASB Board Governance Standards, will engage you in interactive discussion, and present scenarios to challenge your understanding of proper board oversight.

PRESENTERS: Marcia Herring, Stephanie Summers & Stacie Higgins - NASB Board Leadership Team



A9 RETENTION IS THE NEW RECRUITMENT: STRENGTHENING BOARD / SUPERINTENDENT PARTNERSHIPS FOR LEADERSHIP SUSTAINABILITY

Superintendent turnover remains a significant challenge in Nebraska, where average tenure is approximately 3.7 years. Burnout, crisis demands, and strained board/superintendent relations contribute to frequent transitions. In an era of educator shortages, retention has become the central leadership issue. This session highlights findings from the University of Nebraska Kearney's research titled: An Interdisciplinary Study on School Administrator Stress and Mental Health. Emphasis will be placed on establishing a team approach in strengthening board/superintendent relationships as a central strategy for improving leadership retention, promoting administrator well-being, and ensuring long-term district stability.

PRESENTERS: Doug Tilman & Michael Teahon - UNK, Troy Loeffelholz - NCSA



A10 BEYOND THE BUZZWORDS: ELKHORN'S LAYERED SECURITY ARCHITECTURE

As the field of school safety burgeons, districts are using security jargon and novel buzzwords to describe school safety. Beyond the buzzword, what is layered security? How is a comprehensive security architecture designed and implemented? This presentation will offer a fresh perspective on these challenging questions and showcase how Elkhorn's school safety program is crafted to enhance the protection of our school community. The approach is grounded in proven security principles supported by data from real-world events. Elkhorn's school safety program focuses on implementation guided by deliberate strategy to avoid common pitfalls of many security programs.

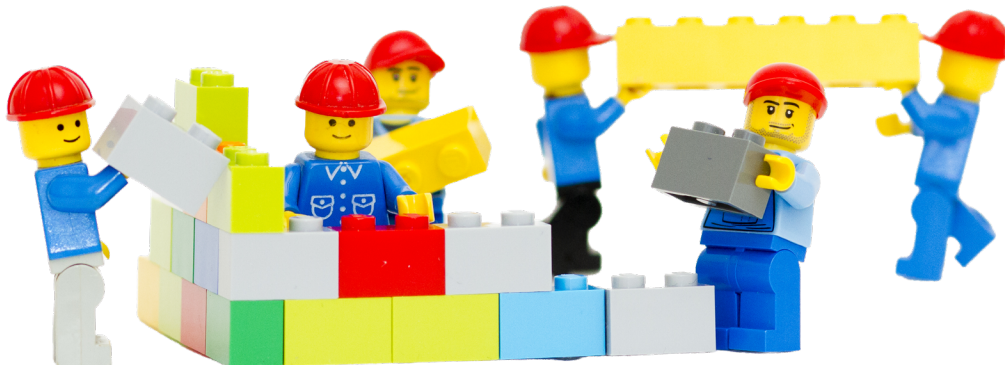
PRESENTERS: Bary Habrock & Brian Kempf - Elkhorn Public Schools



A11 FROM LOW ACHIEVING TO BLUE RIBBON SCHOOL

How the West Point Public School changed its culture, attitudes, and teaching effectiveness from the PLAS list (Persistently Lowest-Achieving Schools) to a Blue Ribbon School.

PRESENTERS: Douglas Gross & DJ Weddle - West Point Public Schools



Register Now at www.NASBonline.org

10 Thursday Breakouts (A-B-C-D-SS1)

B

B - BREAKOUTS - 11:15 AM TO NOON THURSDAY, NOVEMBER 19



B1 BEHIND THE RULES: WHAT SCHOOL BOARD MEMBERS SHOULD KNOW ABOUT THE NSAA

This session will provide an overview of the NSAA, its purpose, and its governance structure.

PRESENTERS: Jennifer Schwartz, Darren Tobey & Bob Drews - NSAA



B2 SUPERINTENDENT PANEL - DEVELOPING RELATIONSHIPS WITH THE BOARD, WE ARE IN THIS TOGETHER

For Board Members and Superintendents. Come hear from veteran Superintendents as they discuss and answer questions regarding their efforts in developing positive and personal work relationships with their board of education.

PRESENTERS: Dawn Lewis - Arlington Public Schools, Chip Kay - Columbus Public Schools, Heather Nebesniak - Ord Public Schools, Mike Sieh - Wayne State University, Troy Loeffelholz & Kevin Wingard - NCSA



B3 STEEL, STONE, & STEWARDSHIP: MANAGING YOUR SCHOOL CONSTRUCTION PROJECT

In this session, Perry Law Firm attorneys will discuss the ins and outs of school capital construction projects.

PRESENTER: Derek Aldridge - Perry Law Firm



B4 THE ADVOCACY PLAYBOOK: HOW LEGISLATIVE GUIDELINES EMPOWER BOARD MEMBER & DISTRICT ADVOCACY

The Lincoln Public Schools Board of Education annually adopts legislative guidelines through a Board Committee process in order to elevate key priorities for educational policymaking and inform the district's advocacy efforts. This session will share how the LPS Board navigates governmental relations at the state and federal level. Learn how the LPS BOE legislative guidelines provide direction to the Board, Superintendent and LPS team, affirming the fundamentals of local control and the school district's commitment to quality educational opportunities for all students.

PRESENTERS: Brad Jacobsen, Piyush Srivastav & John Skretta - Lincoln Public Schools



B5 BRIDGING THE GAP: THE STRATEGIC VALUE OF STUDENT BOARD REPRESENTATIVES

This session explores how a Student Board Representative can transform district governance by providing insights into the student experience. We will move beyond the theory of "student voice" to provide a practical framework for implementation. Attendees will learn how to develop a transparent selection process, effective onboarding, and mentorship strategies. You will leave with the tools to turn students from passive observers into strategic partners in leadership.

PRESENTERS: Matt Fisher & Lisa Albers - Grand Island Public Schools



B6 WRITING THEIR STORY: EXPANDING LEARNING THROUGH CAREER EXPLORATION & WORKFORCE DEVELOPMENT

In 2021, we asked a question that every Nebraska district, large or small, must wrestle with: How do we expand learning in ways that truly prepare students for the future? That question sparked the creation of an 8th grade careers course and a hands-on exploratory program built through a partnership with SCC-Milford. What started as a simple idea has now become part of our system. We'll share what worked and what didn't, and how this work has connected students to a Nebraska workforce that needs them.

PRESENTERS: Brandon Mowinkel, Shelly Mowinkel & Mitch Kubicek - Milford Public Schools



B7 CAN THEY SUE ME FOR THAT?

Yes, they can sue you for that. Anyone can sue anyone else for just about any reason. In this session, we will address some of the more common reasons school districts are sued and provide practical guidance to address and mitigate these potential risks. This will include real world examples of recent lawsuits filed against Nebraska political subdivisions.

PRESENTER: Josh Schauer - Perry Law Firm

Building Strong Futures

Thursday Breakouts (A-B-C-D-SS1) 11



B8 AT THE BOARD TABLE

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

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



B9 CULTIVATING NEBRASKA'S NEXT GENERATION OF TEACHERS

Districts across Nebraska are seeking sustainable solutions to strengthen the educator workforce. The “Grow Your Own Education Pathway” provides a proactive strategy by introducing high school students to careers in education. This session will highlight a four-course Education & Training program of study that includes free, ready-to-use curriculum, dual-credit opportunities allowing students to earn up to 12 college credits, and alignment to Nebraska CTE standards. Participants will learn how districts can implement this pathway, support aspiring educators, and build a long-term pipeline of future teachers.

PRESENTER: Katie Soto - ESU 9



B10 HOW-TOS FOR HAL PROGRAMS: PRACTICAL, COST-EFFECTIVE & DOABLE

Providing High Ability Learner (HAL) services doesn't have to be overwhelming - even in a small district with a limited staff and a tight budget. Learn how Perkins County Schools in Grant, Nebraska, has successfully served 3rd-12th grade HAL students for nearly a decade. Leave with concrete, ready-to-use ideas for identification criteria, staffing, funding and programming at all levels - and a clearer path to meeting HAL requirements.

PRESENTER: Deanne Bishop - Perkins County Schools



B11 THE BRADY LEARNING CENTER: A PLACE IN OUR COMMUNITY FOR OUR COMMUNITY

Rural communities often struggle to sustain libraries, technology access, and shared learning spaces. Brady Public Schools partnered with the Village of Brady and the Brady School Foundation to create the Brady Learning Center - an innovative space that combines the school and community libraries. This session will highlight how local leadership and collaboration brought this vision to life by providing books, technology, multimedia tools, and internet access for both students and residents. Participants will learn how the project was planned, funded, and implemented, and will leave with practical strategies and actionable steps to develop similar community-centered learning spaces in their own districts.

PRESENTERS: Ann Foster & Ryan Stearns - Brady Public Schools



Register Now at www.NASBonline.org

12 Thursday Breakouts (A-B-C-D-SS1)



C - BREAKOUTS - 2:00 TO 2:45 PM THURSDAY, NOVEMBER 19



C1 STUDENT VOICES

Students from Nebraska high schools share their perspectives on issues that are important to the leaders of tomorrow.



C2 17 THINGS YOU NEED TO KNOW AS AN ESU BOARD MEMBER

This session will equip ESU board members with essential updates, insights, and strategies that will impact statewide and regional educational services. Topics Include: the work of ESUCC and ESUs; new and expanding services; updates from NDE and NASB; legislative priorities; system and network alignment; funding and accountability.

PRESENTERS: Colby Coash - NASB, Larianne Polk - ESUCC, Brad Dirksen - NDE



C3 SCOREBOARD UPDATE: ATHLETICS, BOOSTER CLUBS, AND TITLE IX

In this session, the attorneys from Perry Law Firm will discuss various aspects of athletics, the pitfalls that booster clubs can create, and how to navigate the equity concerns under Title IX.

PRESENTERS: Josh Schauer & Derek Aldridge - Perry Law Firm



C4 HOW NEBRASKA IS TELLING ITS STORY: A DECADE OF THE NCSA AMBASSADOR PROGRAM AND NEBRASKA PUBLIC SCHOOL ADVANTAGE

Since 2016, NCSA has made it a priority to advocate for Nebraska's public schools, one story at a time. Nebraska Public School Advantage is an online magazine where more than 500 feature stories are housed. In this session we take you across the state, from the panhandle to the metro, sharing stories of student success and educator innovation that serve as testaments to the power of public education. You'll dive into the importance of school advocacy and explore the power of a story.

PRESENTERS: Kevin Wingard & Tyler Dahlgren - NCSA



C5 PRACTICAL STRATEGIES TO ENHANCE BOARD/SUPERINTENDENT COMMUNICATION, COLLABORATION, AND EFFECTIVENESS

Great governance doesn't happen by accident. Effective board/superintendent relationships require intentional communication, clear expectations, and shared accountability. This session offers practical, real-world strategies boards and superintendents can use to strengthen collaboration, improve productivity, and function as a unified leadership team driving district success.

PRESENTERS: Karen Haase - KSB School Law, Mike Lucas - Westside Community Schools



C6 WHEN CRISIS STRIKES

Kearney Public Schools was struck by a cybersecurity attack in October 2025. Five months earlier, Cozad Community Schools dealt with a triple-murder/suicide on high school graduation day. In each case, the immediate, short-term, and long-term district responses to these incidents were critical to the students, staff, and entire communities. During this session, leaders from each district will share their story and provide advice and first-hand experience for fellow administrators that may deal with future emergencies of their own.

PRESENTERS: Jason Mundorf & Troy DeHaven - Kearney Public Schools,
Corey Fisher, Kiley Goff & Dan Endorf - Cozad Community Schools



C7 NEGOTIATIONS FOR BOARD MEMBERS: LAW, STRATEGY, AND CURRENT TRENDS

Personnel costs are the largest line item in most district budgets, which makes negotiations one of a board's most important responsibilities. This session covers the legal framework governing negotiations, the board's role at the table, and emerging trends affecting bargaining. We'll also highlight timely "hot topics" and practical strategies for the upcoming negotiations cycle.

PRESENTER: Justin Knight - Perry Law Firm

Building Strong Futures

Thursday Breakouts (A-B-C-D-SS1) 13



C8 ALIGNING VISION TO ACTION: GOAL SETTING AND COMMUNITY ENGAGEMENT

Effective governance depends on meaningful engagement and strategic alignment. This session covers the facilitation of productive community meetings, gathering authentic stakeholder input, and reaching busy or disengaged audiences. Participants will explore how setting realistic, measurable goals that align board priorities, district initiatives, and community expectations transform community voice into focused, purposeful action.

PRESENTERS: Marcia Herring, Avary Pansing-Brooks & Ben Anderjaska - NASB



C9 ACQUIRE DIGITAL WISDOM & RESILIENCY... BY FINDING DIGITAL ENGAGEMENT THAT ENSURES YOUTH WELL-BEING

Chatbots, A.I., and social media continue to create tension between maximizing digital engagement and ensuring youth safety. Digital platforms use surveillance and personal privacy tools with focused optimizing algorithms to capture personal data, time, and attention with insignificant regard to young users' health & well-being. The digital platforms activate emotionally charged responses from youth exposing them to toxic and often harmful content with inadequate safeguards to protect them. Building digital wisdom and resilience is needed for youth tech engagement but they must learn to SMILE first to improve their digital health and well-being. Security, Management, Identity, Literacy, and Empathy.

PRESENTER: Jay Martin - NDE



C10 THE MANY PATHS TO EFFECTIVE ADVOCACY FROM A SCHOOL BOARD MEMBER PERSPECTIVE

Hear from a panel of current school board members - from urban to rural and east to west - who have advocated at multiple levels, both in Lincoln and from home. They will share practical ways to engage locally, including building relationships, navigating difficult conversations, understanding the legislative process, and finding an advocacy approach that fits your comfort level. From testifying and hosting a community lunch or school visit to becoming your Senator's trusted resource on education and local control, you'll gain actionable ideas to strengthen your advocacy efforts.

PRESENTERS: Matt Belka - NASB, Members of the NASB Board, Legislation Committee, and Legislative Bench



C11 EDUCATOR WORKFORCE DEVELOPMENT: PRACTICAL TOOLS AND DATA FOR DISTRICT LEADERS

Introducing the Coalition of Education Workforce Development. Convened by NRCSEA, the coalition supports districts with actionable solutions and timely data to address ongoing workforce challenges. Learn about its formation, key partnerships, and progress, with a focus on how the work directly benefits local schools. We will highlight practical tools, including educator workforce data reports, regional and statewide analysis, and a growing collection of recruitment, preparation, and retention strategies adaptable to local needs. Administrators will leave with a clear understanding of how to access and use these resources to inform decisions, strengthen their educator pipeline, and support long-term staffing stability.

PRESENTERS: Stephanie Kaczor - Riverside Public Schools, Sara Skretta - UNL



Register Now at www.NASBonline.org

14 Thursday Breakouts (A-B-C-D-SS1)

D

D - BREAKOUTS - 3:00 TO 3:45 PM THURSDAY, NOVEMBER 19



D1 REDUCING CHRONIC ABSENTEEISM AND INCREASING AVERAGE DAILY ATTENDANCE

Ralston Public Schools is working to improve average daily attendance and reduce our number of chronically absent students. This presentation will include a panel from our school district highlighting our data, steps we are taking to identify root causes of chronic absenteeism, and how we were able to create an actionable plan to improve attendance across our district.

PRESENTER: Jason Buckingham - Ralston Public Schools



D2 A SNAPSHOT OF CONSOLIDATION

The dreaded "C" word can lead to anxiety and possible fear. But, all of this work was done to provide more curricular and extracurricular opportunities for students. Learn how the newly formed EMF Public School District went through this process. They will tell their story and be open to questions for those who may be looking to go through this process as well. Consolidation doesn't have to be a dirty word, it can be an agent for positive change.

PRESENTERS: Members of the Board & Administration - Exeter-Milligan-Friend Public Schools



D3 CAN WE DO THAT? LEGAL GUIDANCE FOR SCHOOL BOARD PRESIDENTS IN AWKWARD MOMENTS

Board Presidents are usually the first to receive the toughest calls, including surprise public outbursts, emergency meetings, social media controversies, and internal disagreements. This session will cover a legal roadmap for navigating confusing and unique situations that may arise throughout the year, as well as a quick overview on board authority, the Open Meetings Act, public comment rules, superintendent relations and contracts, and more.

PRESENTER: Justin Knight - Perry Law Firm



D4 CO-TEACHING: CHATGPT & ME (CONSIDERATIONS, TOOLS, & USE-CASES FOR EDUCATORS AND DISTRICTS)

In this forward-leaning exploration, we will consider questions about Artificial Intelligence, focusing primarily on educational applications (NotebookLM, SchoolAI, and many others) and use cases (differentiation, productivity, vibe coding, etc.), as well as more fundamental issues such as ethical considerations and implications for classrooms and students. This session will be both upbeat and honest, and you will leave with valuable insights, tools, and protocols for navigating the future that has skipped our doorstep and is already in our classroom.

PRESENTER: Christopher Knoell - UNK



D5 CONTRACT CONFUSION: THE BOARD'S ROLE

Whether it's the contract renewal process, Superintendent Pay Transparency posting, evaluation, or other requirements tied to the superintendent's employment, everyone has to understand these obligations. Relatedly, while the board doesn't evaluate other administrators or teachers, they are required by law to contract with all certificated employees. This presentation will cover the fundamentals all board members need to know with a focus on administrator contracts and a short bonus section on teacher contract renewals in the staffing arms race.

PRESENTERS: Karen Haase & Steve Williams - KSB School Law



D6 EHA PLAN UPDATES

Come learn more about upcoming changes and enhancements to the EHA Health and Dental plan! In addition, hear about enhanced technology functions and programs the plan has to offer.

PRESENTERS: Cortney Ray - Blue Cross Blue Shield of Nebraska, Greg Long - EHA

Building Strong Futures

Thursday Breakouts (A-B-C-D-SS1) 15



D7 THE DISTRICT BOND EXPERIENCE ROUNDTABLE

School bond initiatives can shape the future of a district, but gaining community support is rarely straightforward. This roundtable brings together Nebraska districts to share candid insights from their bond journeys - from multiple attempts to successful first passes. Through an interactive discussion, they will highlight challenges, strategies, and lessons learned in community engagement, communication, and trust-building. Attendees will gain practical advice on preparing for a bond campaign, responding to setbacks, and building the support needed to move major facility initiatives forward.

PRESENTERS: Mark Reckmeyer - Boyd Jones, Nichole Baugh - Springfield Platteview Community Schools, Kolin Haecker - Louisville Public Schools



D8 CRISIS TO CLARITY: NAVIGATING CONFLICT, CULTURE, AND COMMUNICATION

Strong board culture is the foundation of effective leadership. This session will provide practical tools for building positive board culture, improving communication, resolving conflict, managing difficult conversations, and responding constructively to public feedback. Participants will gain strategies for navigating high-pressure situations, fostering trust, and leading with clarity, confidence, and purpose.

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



D9 BEYOND THE LEVY: BUILDING A FOUNDATION FOR GREATER STUDENT OPPORTUNITY

School Boards are under pressure to balance budgets, manage tax levies, and meet growing student needs. Learn how a strong school foundation can expand opportunities through private philanthropy and community partnerships without raising taxes. Explore practical strategies for aligning district and foundation priorities, strengthening governance, engaging community leaders, and building momentum. Discover how the Nebraska Association of Public School Foundations can help your district learn, connect, and grow.

PRESENTER: Terri Burchell - North Platte Public Schools



D10 SEEING TEACHER APPRENTICESHIP THROUGH MULTIPLE LENSES

What does a Teacher Registered Apprenticeship Program look like from the perspectives of those living it every day? This engaging session brings together a panel of voices from across the partnership to share authentic experiences, successes, and lessons learned. Hear from an apprentice, mentor teacher, school principal and NDE as they discuss how this innovative pathway to teaching is strengthening educator pipelines. Participants will gain practical insights, partnership strategies, and examples of how the apprenticeship model is working in Nebraska to support future educators.

PRESENTERS: Brad Dirksen, Kelly Baehr, Jessica Javorsky - NDE; Lisa Epp - UNO

Super

SUPER SESSION - 4:00 TO 5:00 PM THURSDAY, NOVEMBER 19



SS1 HOT TOPICS WITH KAREN & JIM

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

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



EXHIBITOR RECEPTION - 5:00 TO 6:30 PM THURSDAY, NOVEMBER 19



Register Now at www.NASBonline.org

E

E - BREAKOUTS - 9:15 TO 10:00 AM
FRIDAY, NOVEMBER 20**E1 RULE 10: REQUIREMENTS, REGULATIONS, REPORTS, AND COMPLIANCE. HOW BOARD MEMBERS CAN SUPPORT THEIR SUPERINTENDENT**

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

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

**E2 BEYOND THE BELL: BOARD STRATEGIES FOR SUSTAINABLE AFTERSCHOOL & SUMMER SUCCESS**

Afterschool and summer programs are essential drivers of student achievement and family economic stability in Nebraska, yet local demand continues to outpace supply. Drawing on new research from the Michelle Arehart Fellows alongside superintendent, parent, and community perspectives, this session unpacks Nebraska's post-pandemic funding landscape and current funding challenges. Board members will walk away with a unified advocacy message and concrete strategies related to policy alignment and sustainable partnerships in order to effectively scale and fund high-quality programs across any district size.

PRESENTERS: Carrie Lienemann - North Platte Public Schools, Tamma Zulkoski - Kearney Public Schools, Chelsea Sidel - Crete Public Schools, Nicole Everingham - Collective For Youth, Nola Bennett - Lincoln Public Schools, Karmen Morse - Cozad Community Schools, Maggie Pilar - Norfolk Public Schools

**E3 ZERO TOLERANCE, REAL SOLUTIONS: A PROACTIVE APPROACH TO BULLYING AND HARASSMENT**

This session goes beyond discipline policies to explore effective prevention strategies, legal obligations, and best practices for handling bullying and harassment cases. We will give participants insight into federal and state laws, recent case rulings, and proactive measures that promote a positive school climate while reducing legal risks. Designed for school leaders, this presentation provides actionable solutions that move beyond zero-tolerance policies to create lasting change.

PRESENTER: Haleigh Carlson - Perry Law Firm

**E4 FOUNDATION FANATICS: HOW PARTNERING WITH YOUR PUBLIC SCHOOL FOUNDATION FOSTERS BETTER STUDENT OUTCOMES**

We can't do it alone! This session offers high-utility, actionable takeaways for school districts to elevate partnerships with their public school foundations to enhance student outcomes. Learn how initiatives like Fund-A-Need and Student Emergency Funds empower donors by allowing them to choose how their contributions make a difference. Attendees will discover strategies for defining needs, aligning messaging, and celebrating success to attract donors and ensure sustained giving. In a time of scarce resources, leveraging philanthropic support is more critical and impactful than ever for public education.

PRESENTERS: John Skretta, Natalia Wiita & Marilyn Johnson-Farr - Lincoln Public Schools

**E5 'AI'M STRAIGHT: ADDRESSING AI IN SCHOOLS**

As board members and administrators, it's got to feel overwhelming. So many AI sessions guilt you into feeling bad for how "little" you're doing to leverage AI. In reality, most board members and administrators we talk to know AI is a powerful tool; they just want to know the right way to frame its uses for their school or ESU. What should our AI policies say for students? For staff? What legal issues might bore us, but need to be addressed in our buildings regarding AI? This presentation is designed to give attendees the practical guidance they need to address AI in their buildings, regardless of whether they feel love, hate, or terror about AI.

PRESENTERS: KSB School Law



E6 STRENGTHENING LITERACY ACROSS NEBRASKA: THE IMPACT OF REGIONAL LITERACY COACHES

Nebraska's statewide literacy initiative represents a significant investment in improving reading outcomes for all students. Central to this effort is the work of regional literacy coaches who partner with educators to implement evidence-based literacy practices, support instructional improvement, and strengthen systems that ensure every student becomes a proficient reader. This presentation will provide participants with an overview of the Nebraska Literacy Project, including its goals, structure, and implementation across the state. Presenters will highlight how literacy coaches work within districts to support principals and teachers, build instructional capacity, and translate research-based practices into classroom instruction.

PRESENTERS: Caryn Zietlow - ESU 2, Claudine Kennicutt - ESU 10, Angie Dickey - ESU 15, Erin Trusty - ESU 4, Jayme Schroeder - ESU 11, Kelli Gibson - ESU 17



E7 CLOSED SESSION WITHOUT LEGAL MISSTEPS

Closed session is one of the most legally sensitive parts of board governance. This session breaks down when a board may enter closed session, what can (and cannot) be discussed, and how to properly return to open session. We'll also explore real-world case studies involving improper discussions, accidental disclosures, and corrective steps when things go wrong.

PRESENTER: Justin Knight - Perry Law Firm



E8 POLICY WITH PURPOSE: CREATING CLARITY, CONSISTENCY, AND ACCOUNTABILITY

Effective policy governance provides clarity, consistency, and direction for school districts. This session explores best practices for purposeful policy governance including district handbook alignment, structured administrative guidelines, and a policy review cycle. Participants will learn how to improve operational effectiveness, strengthen governance systems, and ensure policy supports district goals.

PRESENTERS: Marcia Herring & Josh Wall - NASB



E9 EARLY COLLEGE, EARLY DEGREE: WHAT K-12 LEADERS NEED TO KNOW ABOUT HIGHER ED PATHWAYS

As more students graduate high school with college credentials, the definition of "college and career ready" is evolving. Yet, this acceleration raises important questions about transferability, credential meaning, and student readiness. This session unpacks the realities of earning college credits while still in high school, from understanding how credits transfer to recognizing the developmental differences between adolescent and adult learners. Participants will explore data-informed insights, hear practical examples from dual-credit programs, and discuss how K-12 and higher education leaders can collaborate to ensure accelerated students achieve long-term success, not just early milestones.

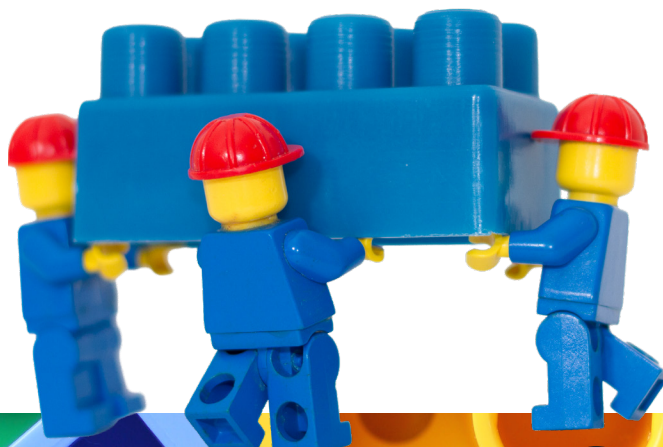
PRESENTERS: Abigail Ott, Amy Mancini & Marni Danhauer - Central Community College



E10 BOARD GOVERNANCE, POLICY VISIBILITY, AND STAFF NEGOTIATIONS: HOW TECHNOLOGICAL CAN YOUR BOARD BE?

Join us for an informative session on Board and Policy Management, as well as Staff Negotiations. We will cover the importance of utilizing technology to enhance your board processes and provide greater visibility to your district.

PRESENTERS: Darion Miller & Nicole Kobus - Sparq Data Solutions



Register Now at www.NASBonline.org

F

F - BREAKOUTS - 10:15 TO 11:00 AM

FRIDAY, NOVEMBER 20

**F1 STUDENT ENGAGEMENT AND INSTRUCTIONAL LEADERSHIP**

This session highlights how one Nebraska high school is shifting instruction to better prepare students for success in today's world. As society places greater value on critical thinking, communication, problem solving, and adaptability, the school is moving beyond compliance and recall toward student thinking, discussion, and visible learning. Using the Instructional Practice Guide as a shared framework, the school has clarified expectations for learning and raised the expectation of instructional leadership. Board members will leave with a clearer understanding that strong instructional systems make student expectations visible and require alignment from the board table to the classroom.

PRESENTERS: Brittney Kuhr - Fremont Public Schools, Ryan Ricenbaw - NDE

**F2 APPRENTICESHIPS PAY OFF: A HIGH-RETURN MODEL FOR SPECIAL EDUCATION & INCLUSIVE EARLY CHILDHOOD STAFFING**

UNL's teacher apprentice model strategically aligns district investment with workforce stability focused on student outcomes. This session focuses on how paid, on-the-job training with expert faculty, competency-based instruction and guided classroom practice reduces recruitment costs, minimizes reliance on temporary or alternative permits, and accelerates teacher effectiveness. Data consistently shows high teacher retention rates with candidates and student academic benefits. Learn how UNL's model yields a robust pipeline of fully certified, district-ready teachers through a scalable, adaptable and cost-effective solution that strengthens and stabilizes staffing for measurable student results.

PRESENTERS: Sara Skretta, Kelley Goecke & Sue Kemp - UNL, Barbara Miller - Lincoln Public Schools

**F3 WAKE UP CALL: SPECIAL EDUCATION & SECTION 504 ISSUES FOR BOARDS & ADMINISTRATORS**

The fastest developing areas for school litigation surround students with disabilities. The rights of parents with students that have disabilities are actively enforced by government agencies such as the Department of Education, the Office of Civil Rights, and the Department of Justice. In this session we will go through best practices and common pitfalls under the IDEA and Section 504 to help your district develop specialized plans, respond to parent complaints, create plans for difficult behaviors, and more!

PRESENTER: Haleigh Carlson - Perry Law Firm

**F4 BEYOND THE AI BASICS: WHAT SCHOOL LEADERS NEED TO KNOW NOW**

Many have attended an AI session - but have you paused to examine what has changed and which leadership decisions now matter most? We will highlight an evolving approach to AI literacy, including statewide resources, pilot efforts, and guidance housed within Nebraska's SupportED site. Explore how AI intersects with digital citizenship, media literacy, academic integrity, and student wellbeing. Leaders will leave with a roadmap that clearly illustrates next steps along with the trusted repository of resources needed to support responsible implementation.

PRESENTERS: Andrew Easton & Dorann Avey - ESUCC

**F5 PAIN IN THE APP, V. 12.0**

Like a fine wine, this presentation gets better (and crazier) with each passing year, yet somehow the presenters haven't aged at all. Unsurprisingly, we have a whole host of new and evolving legal issues related to social media, AI, technology, and other key topics for administrators and board members. Come join us for year 12!

PRESENTERS: Bobby Truhe, Sara Rogers & Amanda Dabney - KSB School Law

**F6 FREEMAN'S STUDENT-LED WELLNESS CREW**

This is Freeman's 5th year of promoting mental health awareness throughout our K-12 building, focusing on mental wellness. This is a student-led group and includes weekly and monthly messages as well as school-wide activities. Examples of these messages and school-wide activities will be provided through a slideshow and artifacts.

PRESENTERS: Trish Alexander & Freeman Wellness Crew student members - Freeman Public Schools; Jamie Mapp & Tate Mazour - ESU 5



F7 FROM PASTURE TO PLATE: BUILDING A LOCAL BEEF PROGRAM THAT CONNECTS STUDENTS, SCHOOLS, AND COMMUNITY

Norris School District 160 transformed a simple idea, serving locally sourced beef in school meals, into a powerful educational and community partnership initiative. This session will walk participants through how our district developed and implemented a sustainable local beef program that supports local producers, enhances student nutrition, and creates authentic learning opportunities. Attendees will learn how Norris partnered with a local cattle producer, aligned the program with federal school nutrition guidelines, developed improved recipes, and more. Practical steps will be shared related to budgeting, processing logistics, delivery options, and collaboration with food service staff.

PRESENTERS: Derrick Joel, Gary Kubicek & Sean Molloy - Norris School District 160



F8 ACCOUNTABILITY IN ACTION: EVALUATIONS, SELF-ASSESSMENT, AND HIGH-IMPACT GOVERNANCE



This session explores how intentional superintendent evaluation and board self-assessment processes create clarity, trust, and accountability across the district. Participants will learn how to establish measurable and meaningful goals, provide constructive feedback, set clear standards of conduct, and foster a culture of continuous improvement. Attendees will walk away with practical strategies to strengthen governance effectiveness, improve leadership performance, and positively influence district culture.

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



F9 NEBRASKA LEADS LITERACY: THE BOARD'S ROLE IN SYSTEMWIDE SUCCESS

Nebraska Leads Literacy: The Board's Role in Systemwide Success highlights the current progress of raising state literacy proficiency across Nebraska and the critical role school boards play in improving outcomes. Participants will review statewide literacy efforts, including the Nebraska Literacy Project, the Comprehensive Literacy State Development (CLSD) Grant, and Nebraska Leads Literacy. The session will introduce the Nebraska Leads Literacy leadership cohort and outline actionable ways boards can support district literacy efforts and strengthen leadership accountability. Attendees will leave with clear system-level levers that strengthen district efforts and advance literacy achievement for all students.

PRESENTERS: Jamie Cook & Jane Stavem - NDE

Super **SUPER SESSIONS - 11:15 AM TO NOON**

FRIDAY, NOVEMBER 20



SS2A A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF EDUCATION

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

PRESENTERS: President Elizabeth Tegtmeier, Commissioner Brian Maher, & Asst Commissioner Grant Norgaard - NDE



SS2B SCHOOL FINANCE REVIEW COMMISSION UPDATE

Representatives of the School Finance Review Commission will provide an update on the progress of the Commission, including an overview of any recommendations made in its most recent report to the Nebraska legislature. Panelists will then answer questions from the audience regarding the work of the Commission.

PRESENTERS: Members of Finance Review Commission



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4005

Communication Between the Board and District Employees

Employees have the same right to communicate with the board about matters of public concern as other patrons of the district. Regarding employment-related issues, employees must follow the applicable board policies and/or contractual procedures regarding the administrative chain of command, complaints, grievances and other applicable processes.

When appropriate, the superintendent shall inform employees of official board policies, directives, actions and concerns.

Adopted on: December 12, 2016

Revised on:

Reviewed on: May 10, 2021; September 11, 2023

4008
Outside Employment

1. An employee's responsibilities to the district take precedence over personal responsibilities during school hours. Employees may not engage in other employment business activity during assigned duty hours.
2. Tutoring
 - a. Teachers are expected to assist students who are having learning problems as part of the teachers' employment. Such assistance is expected both in the classroom and at other times during the school day.
 - b. A teacher shall not solicit a student or parent to retain the teacher as a tutor and shall not act as a tutor for pay or other remuneration for any student who is then enrolled in any class taught by that teacher.
 - c. In all other cases during the school year, a teacher may act as a tutor for pay or other remuneration upon prior approval of the building principal and superintendent or designee.
3. Employees shall attend to personal matters outside their assigned duty hours with the district whenever possible.
4. Employees may conduct business on behalf of the district during assigned duty hours, but at times that do not disrupt or interfere with teaching responsibilities or student activities.
5. Employees shall not misrepresent, either expressly or by implication, that any activity, solicitation, or other endeavor is sponsored, sanctioned, or endorsed by the district.
6. In any written or verbal presentation by an employee that might be perceived as being sanctioned, sponsored, or endorsed by the district, other than district-related instruction or presentation to district students or personnel, the employee shall communicate to the audience or recipients that the views expressed are those of the employee and not necessarily those of the district or board.
7. Sale of goods or services by employees.

- a. Employees shall not sell, solicit or promote the sale of goods or services to students.
 - b. Employees shall not sell, solicit or promote the sale of goods or services to parents of students when the employee's relationship with the district is used to influence any sale or may be reasonably perceived by parents as attempting to influence any sale.
 - c. Employees with supervisory or managerial responsibilities shall not sell, solicit or promote the sale of goods or services to employees over whom they have such responsibilities in any manner that could reasonably be perceived as coercive by the subordinate employee(s).
 - d. Employees shall not use employee, student, or parent directories in connection with the solicitation, sale, or promotion of goods or services and shall not provide any such directory to any person or entity for any purpose without the prior knowledge or approval of the building principal.
8. No school board member, administrator, teacher, or other employee shall use the personnel, facilities, resources, equipment, property, or funds of the district for personal financial gain or business activities.
9. All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district; and the district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.
10. Staff may not exploit their professional relationships for personal gain.

Adopted on: December 12, 2016

Revised on:

Reviewed on: May 10, 2021; September 11, 2023

4015
Prohibition Against Employment of Board Members

Nebraska statutes prohibit board members from serving as a teacher on a regular teaching contract.

The board will allow a member of the board of education to be employed by the school district in a non-teaching capacity, including substitute teaching. Board members who are also employed by the district are strictly prohibited from discussing any issue with students, staff or parents in their capacity as an employee that may come before the board.

This policy does not prohibit the board from contracting with members of the board for services or products when the relationship is not one of employer/employee and such contracts are in compliance with the requirements of statute and board policy regarding conflicts of interest.

Adopted on: December 12, 2016

Revised on:

Reviewed on: June 14, 2021; September 11, 2023

4019

Workplace Injury Prevention and Safety Committee

The school district is committed to providing and maintaining a safe work environment, and to taking reasonable precautions for the safety of the students, employees, visitors, and all others having business with this school district. Every employee district should show concern for the safety of fellow employees, students, and members of the public. The district shall have a safety committee as required by Nebraska law. Members of the safety committee may be established through the collective bargaining process.

The committee will adopt and maintain a written injury prevention program. The committee will participate in the development of safety education, training, and the establishment of safety rules, policies and procedures pursuant to this policy, the district's written injury prevention program, or as otherwise provided by law. Training for employees will be conducted annually.

The workplace injury prevention and safety committee will maintain minutes of all meetings and file them in the district office. The committee will implement accident investigation, record keeping procedures, safety rules, safety and health training, and policies. The district will maintain records for at least three years, or longer if directed by the Department of Labor.

The committee will meet at least once every three months or more frequently in the event of an employee complaint or of a job-related injury or death. The workplace injury prevention and safety committee will keep written minutes of all meetings, and provide a copy to the superintendent or designee who will maintain the minutes in the district's administrative offices for a period of at least three years, unless otherwise instructed by the Department of Labor.

The workplace injury prevention and safety committee will develop an injury prevention plan and present it to the board. The plan should be developed and presented in the spirit of employees working together in a cooperative, non-adversarial effort to promote safety at the work sites within the district.

The superintendent or designee will assure that the safety training for employees is reviewed annually or more frequently, if needed. He or she will provide the following, as set forth in the initial written Employer's Injury Prevention Plan:

1. Initial safety orientation on rules, policies, and job specific procedures for new employees or employees who are assuming new and different duties within the school district, if appropriate.
2. Job specific training for employees before they perform potential hazardous work.
3. Periodic refresher training and dissemination of information on an annual basis, or more frequently if so designated by the administrator, for employees regarding the injury prevention plan of the unit and safety rules, policies, and procedures pertaining to safety within the school district.

In the event of a death in the workplace, the workplace injury prevention and safety committee will forward to the Department of Labor within 15 working days a copy of any review of the matter made by the workplace injury prevention and safety committee.

The superintendent or designee will establish or cause to be established record-keeping procedures to control and maintain all accident and injury records pertaining to accidents and injuries within the district or activities under the control of the district. Such records will be kept for at least three years, or longer if so advised by the Department of Labor.

The workplace injury prevention and safety committee will confer with the district's crisis team and will review the district's All-Hazard School Safety Plan upon its adoption by the crisis team.

Adopted on: December 12, 2016

Revised on: July 10, 2017; June 8, 2026

Reviewed on: May 10, 2021; September 11, 2023

4044

Political Activity by Staff Members

The Board recognizes its individual employees' rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may seek an elective office, provided that the staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

The following activities are prohibited during an employee's work time (including duty-free lunch and planning periods):

1. Soliciting votes or contributions for or against a particular candidate or ballot proposition.
2. Discussing with students opinions regarding a political candidate or ballot proposition unless the topic is part of the approved curriculum.
3. Preparing, displaying, wearing or distributing campaign literature, materials, or signs for or against a candidate or ballot proposition (this prohibition does not apply to bumper stickers on personal vehicles).
4. Soliciting volunteers to assist with a campaign for or against a political candidate or ballot proposition.
5. Preparing for, organizing, or participating in any political meeting, petition, rally, or event.
6. Other prohibited political activity as defined by state law.

The following activities are prohibited at all times:

1. Using any school district resources including, but not limited to, facsimile machines, copy machines, computers or e-mail accounts, for political campaign activities.
2. Using school district property or facilities for any political campaign activities, unless such use is approved pursuant to school board rules or policy.

3. Spending district funds to urge voters to vote for or against a candidate or ballot proposition
4. Requiring employees to engage in political campaign activities as part of their job duties.
5. Providing employees with additional compensation or benefits for engaging in political activities.
6. Representing an employee's personal political position as the position of the school district or the board of education.
7. Engaging in any other activity prohibited by state law.

Adopted on: December 12, 2016

Revised on:

Reviewed on: June 14, 2021; September 11, 2023

4046

Internet Searches Regarding Potential Employees

Members of the administrative team or of a hiring committee (hereinafter "the committee") may conduct internet research about job applicants by using the following protocol, except that no criminal history record information check shall be made until the school district has determined that the applicant meets the minimum employment qualifications:

1. The committee may conduct internet searches using candidates' full names and any aliases. The committee may also search candidates' full names and any aliases on Facebook, Instagram, LinkedIn, Twitter, YouTube, and other social networking websites.
2. All applicants or all finalists must have the same research conducted about them. For example, if the committee conducts a search on Google using the name of one applicant in order to determine whether to include that applicant in the list of finalists, the committee must also conduct an identical search of all applicants' names.
3. The committee may not use deception to gain access to applicants' social networking pages, blogs, or other on-line media and will not require applicants for employment to provide the district with their username or password to personal social media accounts.
4. The committee must take reasonable steps to verify the reliability of the information obtained in the search, including consulting with the applicant for confirmation of accuracy, if appropriate.
5. The committee will consider the following information to be relevant in making hiring decisions about an applicant based on information obtained through internet research:
 - a. Disparaging remarks made about current or former co-workers, supervisors, or employers;
 - b. Discriminatory, harassing, or demeaning behavior or comments;
 - c. Unprofessional, lewd, or obscene behavior or remarks;

- d. Criminal activity;
 - e. Information which indicates the applicant will or will not be able to perform the essential functions of the position sought; and
 - f. Information which indicates that the applicant is particularly suited or unsuited to the position sought.
6. The committee will retain documents to demonstrate its compliance with this policy with other documentation relevant to the job search.

Adopted on: December 12, 2016

Revised on:

Reviewed on: June 14, 2021; September 11, 2023

4054

Reporting Child Abuse or Neglect

Because of their daily contact with school-age children, educators and other school employees are in a unique position to identify abused and/or neglected children. Nebraska law defines child abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; or (6) sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Reporting Procedure. School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.
4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Contents of the Report. The report to authorities shall contain the following information to the extent it is available: (1) name and position of reporting person; (2) name, address, and age of abused or neglected person; (3) address of the person or persons having custody of the abused or neglected person; (4) the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect; and (5) any other information that may be useful in establishing the identity of the persons involved and cause of the abuse or neglect.

Legal Immunity. Nebraska statutes give legal immunity from any civil or criminal liability to any person who makes a good faith report of child abuse or neglect or participates in a judicial proceeding resulting from such a report.

Adopted on: December 12, 2016

Revised on:

Reviewed on: June 14, 2021; September 11, 2023

**Memorandum of Understanding
Nebraska City Public Schools and Arbor Day Farms
Project Transition Academy**

This Memorandum of Understanding (MOU) is entered into by and between Nebraska City Public Schools and Arbor Day Farms.

Transition planning is the process of preparing students for the move from high school into the adult community. Planning for this transition involves the student, the student's family, the school staff and community partners working together to build a plan that will address each student's individual needs.

The NCPS/Arbor Day Foundation partnership proposal is to offer a variety of experiential learning opportunities for secondary students with disabilities, ages 18 - 21, who have completed their high school program with a certificate of completion or have not yet received their high school diploma. The type of services provided are an IEP team recommendation based upon the student's unmet transition needs.

WHEREAS, the parties enter into this agreement to provide education opportunities for high school students participating in the Project Transition Academy.

The Pilot Program may include:

- Students participating in experiential learning opportunities at Arbor Day Farm in Nebraska City, Nebraska, up to 5 days per week, 1-3 hours per shift.
- 6-8 week rotations in a designated hotel/farm department, pending the student's transition goals.
- Supervised hands-on tasks appropriate to the student's ability and transition goals.
- Reflection assignments or check-ins, and a final celebration with feedback or a more formal evaluation.

Arbor Day Farms will:

- Provide experiential learning opportunities throughout the campus. (Labor Laws limit a student to 240 hours/year to a job practice)
- Provide a point person (site supervisor or mentor) who will communicate with the Transition Teacher on a regular basis
- Provide a safe, inclusive, and educational environment.
- Orient students to workplace expectations and safety protocols.
- Offer hands-on tasks that support learning, confidence, and transition goals.
- Communicate regularly with the Transition Teacher or School staff regarding attendance, concerns, or progress toward transition goals.
- Provide access to campus wide communication system (weather, power

- outages, etc)
- Provide ID and access to job sites for staff; Provide ID for students
- Provide access to internet for students and staff on campus system

NCPS will:

- Provide general supervision of the Program
- Select student participants in collaboration with Arbor Foundation Staff
- Provide any necessary accommodations or supports.
- Maintain communication with students and families.
- Coordinate transportation.
- Ensure alignment with academic standards and student transition goals.
- Provide a Transition Teacher/Job Coach who would serve as liaison between Department leads at Arbor Day Farms, students, and NCPS, and who will
 - Provide IEP Case Management for all students in the program
 - Contact the Arbor Day Foundation to identify experiential learning opportunities
 - Teach the necessary skills to students
 - Provide evaluation and support as needed
 - Maintain ongoing communication with designated personnel
 - Facilitate daily or weekly communication with job site personnel
 - Facilitate monthly meetings or as requested between the Arbor Day Foundation and NCPS administration

Mutual Agreements

Both Parties agree to:

- Maintain open, timely communication.
- Collaborate on feedback and program improvement.
- Protect student privacy in accordance with FERPA and other applicable laws.
- Refrain from using student photos or names publicly without consent.

Applicable Policies, Procedures, Laws and Regulations:

- Implementation and interpretation of this Agreement will be consistent with applicable and mandatory policies and procedures established by the appropriate college accreditation bodies, the U.S. Department of Education and other agencies that have jurisdiction over the operation of either institution. To the extent that any provision of this MOU is inconsistent with Nebraska law and/or applicable rules and regulations, including rules or regulations from the U.S. Department of Education or the Higher Learning Commission (HLC), the MOU will be considered null and void.
- This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska

- Student participation in this articulation protocol will be implemented in compliance with applicable federal, state, and local nondiscrimination laws and regulations.
- Both parties recognize that they are bound to comply with the Family Education Rights and Privacy Act of 1974 and any current amendments in the handling of educational records of students enrolled in their institutions.
- By entering into this MOU, Arbor Day Foundation and NCPS consent and agree to comply at all times with all policies, regulations, directives, and practices of the facility where the SNAP program instruction or activities are occurring.

Indemnification of Third Party Claims:

- The Arbor Foundation agrees, to the fullest extent permitted by law, to indemnify and hold the Nebraska City Public Schools harmless from any damage, liability or cost, (including liability to third parties, reasonable attorney's fees and cost of defense), to the extent caused by the Arbor Day Foundation negligent acts, errors or omissions in the performance of professional services under this Agreement and those of his or her consultants.
- The Nebraska City Public Schools agrees, to the fullest extent permitted by law, to indemnify and hold the Arbor Day Foundation harmless from any damage, liability or cost (including liability to third parties, reasonable attorney's fees and cost of defense) to the extent caused by the Nebraska City Public Schools negligent acts, error or omissions and those of his or her consultants.

Relationship of Parties

- **No Partnership or Joint Venture**
Nothing in this Agreement shall be construed to create a partnership, joint venture, agency, or employment relationship between Nebraska City Public Schools and the Arbor Day Foundation. Neither party shall have the authority to bind or obligate the other in any manner, and no such authority is implied or granted under this Agreement.
- **Non-Employment Relationship**
The parties acknowledge and agree that students participating in experiential learning opportunities under this MOU will not be considered employees, agents, or contractors of the Arbor Day Foundation. Participation in such opportunities is strictly educational and voluntary in nature.
- **No Compensation or Benefits**
Participants shall not receive wages, salary, or any form of compensation from the Arbor Day Foundation for their participation. The Arbor Day Foundation shall not be responsible for providing any employment benefits, including but not limited to health insurance, unemployment insurance, or paid leave.

- Workers' Compensation and Liability
The Arbor Day Foundation shall not be responsible for providing workers' compensation coverage for participating students or Nebraska City Public Schools employees. Nebraska City Public Schools agrees to inform students and their guardians (if applicable) that they are not covered by the Arbor Day Foundation's workers' compensation insurance and that they participate at their own risk. Nebraska City Public Schools shall obtain all necessary consents and waivers from students and/or their guardians acknowledging this status.

Agreement, Terms, Amendments, and Renewals:

- All parties agree to address challenges or disputes expeditiously.
- In the event this Agreement is revised or terminated, students currently enrolled on the effective date of termination shall be allowed to continue their programs in accordance with the terms and conditions in effect prior to the termination or revision of the Agreement.
- The Agreement is effective upon execution or upon the date indicated in this MOU.
- This MOU supersedes any previous Agreements.

Principal Contacts:

The partner organizations designated the following individuals as principal contacts regarding this Agreement. These contacts may be changed at any time through written notice to each partner contact and partner agency.

Arbor Day Foundation
Brandon Schuster
2700 Sylvan Rd
Nebraska City, NE 68410
402-873-8733
E-mail: bschuster@arbordayfarm.org

Nebraska City Public Schools
Mark Fritch
1700 14th Ave.
Nebraska City, NE 68410
402-873-6033
E-mail: mfritch@nebcityps.org

This Agreement will be in effect for the FY 2025-2026 school year and can be renewed on an annual basis upon mutual agreement of both parties. This MOU may be terminated by either party with written notice of at least 30 days. Both parties agree to work collaboratively in good faith if early termination becomes necessary.

National Arbor Day Foundation

NCPS Superintendent

Date

Date

4057 Superintendent Evaluation

The board shall observe and evaluate the superintendent based upon actual classroom observations for an entire instructional period at least twice during his first year of employment and at least once each year thereafter. Additional evaluations may be conducted at the discretion of the board. For the purposes of this policy, "actual classroom observation" shall mean observing the superintendent performing activities that are typical of his or her position. An "entire instructional period" for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of some aspect of the superintendent's work during the semester for no less than 40 minutes.

Purpose. The purposes of the formal job evaluation are:

1. To provide a means of rational, structured communication between the board and superintendent to create a more constructive and effective working relationship.
2. To provide a basis for commending, rewarding and reinforcing good work, as well as identifying areas where the superintendent needs to improve.
3. To clarify the superintendent's role and inform the superintendent of the board's expectations.

Dates. Unless otherwise provided for in the superintendent's employment contract, the first year evaluations should take place (1) at or prior to the ~~October~~ **December** board meeting, and (2) at or prior to the ~~January~~ **March** board meeting. Annual evaluations shall generally take place at a board meeting held during the month before the date in the superintendent's employment contract by which the board must notify the superintendent of its intention to consider the nonrenewal or amendment of the contract. In the absence of such a contract provision, the annual evaluation should take place at or prior to the March board meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and shall make his evaluation an agenda item for the board meeting.

Evaluation Document. The superintendent shall submit a recommended evaluation document to the board. The board shall meet and discuss the proposed document with the superintendent. The board may amend and adopt the proposed evaluation document. The board may amend the document or adopt a new document without amending this policy. The

superintendent shall submit the evaluation document to the Nebraska Department of Education.

Evaluation Procedures. Each board member shall have the opportunity to complete a draft evaluation document. The board president shall compile the individual draft evaluations into a single and final evaluation, provide a copy to the superintendent, and discuss it with him or her. **If** The superintendent's evaluation **is** **will be** conducted at a board meeting. The superintendent's evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent's reputation and if he or she has not requested it be done in open session.

Deficiencies. If deficiencies are noted in the superintendent's work performance, the board shall provide the superintendent at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The board shall also provide the superintendent with follow-up evaluations and assistance when deficiencies remain, a timeline for improvement, and sufficient time to improve. In the alternative, the board may rely upon the superintendent's education, training, and expertise and require him or her to submit a "list of suggestions for improvement" or plan of improvement for the board's consideration.

Personnel File. The evaluation shall be signed by the board president (or other member of the board) and the superintendent. The superintendent shall place a copy of the evaluation in his or her personnel file. The superintendent may provide a written response to the evaluation to the board. A copy of the response shall also be placed in the superintendent's personnel file. The board may meet with the superintendent to discuss the written response.

Policy Limitation. The evaluation procedures are included in this policy as a result of the board's statutory obligation to evaluate the superintendent and do not give the superintendent any rights not provided by statute. The board's failure to comply with any procedures provided in this policy but not required by law shall not prohibit the board from taking any action regarding the superintendent's employment, up to and including the nonrenewal, amendment, or cancellation of the employment contract.

Adopted on: December 12, 2016

Revised on:

Reviewed on: January 11, 2021; April 10, 2023; April 13, 2026

NASB STANDARD SUPERINTENDENT EVALUATION



STANDARD 1: MISSION, VISION, & GOALS

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure a high-quality education and academic success and well-being of each student.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community), using relevant data in the discussion of long-term plans and goals.						
I.c.	Effectively utilizes data to implement, guide, and monitor progress of district goals/strategic plan.						
I.d.	Adjusts mission and vision to changing expectations and opportunities for the district and changing needs and situations of students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						



STANDARD II: POLICY

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocols and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Understands, complies with, and educates the school community on local, state, and federal laws, policies, and regulations.						
II.g.	Ensures student discipline is implemented with integrity and consistency.						
II.h.	Ensures student and personnel policies are clear and implemented consistently.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - District adopted policy review process/calendar - Progress/updates of the board's work with policy - Policy committee minutes - Curriculum review policy - Meeting agendas/minutes						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*



STANDARD III: BUDGET PLANNING & MANAGEMENT

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility and management of school operations by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
III.h.	Institutes and manages operations and administrative systems that promote the mission and vision of the school.						
III.i.	Strategically manages staff resources, assigning and scheduling teachers and staff to roles that optimize their professional capacity.						
III.j.	Develops, implements, and sustains a responsive district crisis and safety plan.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - Budget strategic/district goals - Professional development plan - Monthly budget reports - Quarterly expenditure updates - District audit - Crisis and safety plan - Executive summary of the safety audit						

NASB STANDARD SUPERINTENDENT EVALUATION

	- Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) - Five/Ten-year facility plan - Budget development calendar/board - Financial policies - Forecast financial data	
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?	

STANDARD IV: EDUCATIONAL LEADERSHIP

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success and well-being.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Excellent

The supt. does an outstanding job at this task.

Good

The supt. performs this task as required.

Average

The supt. does an adequate job performing this task.

Fair

The supt. does a passable job performing this task.

Poor

The supt. does not perform this task well or at all.

Unsure

I do not have certainty or confidence that the supt. completes this task.

IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture and accepts responsibility for each student's academic success and well-being.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and the needs of each student.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that recognizes student strengths, is differentiated, and challenges each student.						

NASB STANDARD SUPERINTENDENT EVALUATION

IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Assumes the key leadership in the successful learning of each child through an adopted instructional framework and curriculum review cycle.						
IV.l.	Promotes the effective use of technology in the service of teaching and learning.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

STANDARD V: ORGANIZATIONAL & CULTURAL LEADERSHIP

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Excellent
The supt. does an outstanding job at this task.

Good
The supt. performs this task as required.

Average
The supt. does an adequate job performing this task.

Fair
The supt. does a passable job performing this task.

Poor
The supt. does not perform this task well or at all.

Unsure
I do not have certainty or confidence that the supt. completes this task.

V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Commits to developing a high-performing leadership team.						

NASB STANDARD SUPERINTENDENT EVALUATION

V.c.	Ensures a purposeful and equitable recruiting and hiring process that meets the changing needs of the district.						
V.d.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.e.	Promotes a culture of shared expectations and mutual accountability for the success of each student.						
V.f.	Fosters a collaborative environment that includes shared reflection, feedback and growth.						
V.g.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
V.h.	Maintains a safe, caring, and healthy school environment.						
V.i.	Provides systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.						
V.j.	Supports and develops effective and caring teachers and other professional staff, ensuring an educationally effective staff.						
V.k.	Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> • Conflict resolution process • Leadership development plan • Professional development plan • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						



STANDARD VI: COMMUNITY RELATIONS

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
VI.a.	Regularly attends and participates in school activities, events, and programs and is visible within the community.						
VI.b.	Interacts and expresses genuine interest in building a connection with students.						
VI.c.	Develops collaborative partnerships to foster support for the school district.						
VI.d.	Effectively communicates key public information in a timely manner.						
VI.e.	Promotes a positive image of the district.						
VI.f.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.g.	Is approachable, accessible, and welcoming to families and members of the community.						
VI.h.	Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.						
VI.i.	Advocates publicly for the needs and priorities of students, families, and the community.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - Community engagement summary/report - District partnerships and initiatives established to provide resources and support - Partnership support received through the district foundation, scholarships, grant monies, etc. - Inter-local agreements - District annual report - Communications designed by and distributed to generate support of the district - Membership and participation with civic, community and state organizations - Meeting invitations/agendas						

NASB STANDARD SUPERINTENDENT EVALUATION

	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?	
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STANDARD VII: PROFESSIONAL LEADERSHIP

Standard Descriptor: The superintendent models and develops the professional capacity of school personnel to promote improved instruction and student academic success and well-being.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Excellent
The supt. does
an outstanding
job at this task.

Good
The supt.
performs this
task as
required.

Average
The supt. does
an adequate
job performing
this task.

Fair
The supt. does
a passable job
performing
this task.

Poor
The supt. does
not perform
this task well
or at all.

Unsure
I do not have
certainty or
confidence
that the supt.
completes this
task.

VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Develops teachers' and staff members' professional knowledge and practice through differentiated opportunities for learning and growth.						
VII.d.	Provides an effective evaluation process with actionable feedback anchored in research and evidence based instructional practices.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes and maintains a comprehensive onboarding and mentoring program to effectively support new certified hires.						
VII.h.	Sustains a professional culture of engagement and commitment to shared mission, goals, and objectives pertaining to student success.						
VII.i.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: • Memberships						

NASB STANDARD SUPERINTENDENT EVALUATION

	- Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) - Educational growth plan (professional goals and development) - Leadership team development plan - District staff professional development plan	
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?	

*Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.

STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

Standard Descriptor: The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent The supt. does an outstanding job at this task.	Good The supt. performs this task as required.	Average The supt. does an adequate job performing this task.	Fair The supt. does a passable job performing this task.	Poor The supt. does not perform this task well or at all.	Unsure I do not have certainty or confidence that the supt. completes this task.
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
VIII.g.	Encourages and helps to develop board members' knowledge of educational issues and trends and their impact on the school community.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - Superintendent performance plan/goals - Board committee minutes - Communication plan						

	• Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes	
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?	

STANDARD IX: STRATEGIC PLANNING

The superintendent collaborates with the board to act as agents of continuous improvement to promote each student's academic success and well-being.

Please provide evidence to support the superintendent's leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	



SUPERINTENDENT GOALS

This component of the evaluation tool may contain a changing list of annual goals from year to year for the board to provide feedback on.



Superintendent’s Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)





Mark Fritch <mfritch@nebcityps.org>

Fuel tank (Diesel and gas)

Whitmire, Ryan <RWhitmire@sappbros.net>

Wed, Aug 12, 2026 at 12:56 PM

To: Mark Fritch <mfritch@nebcityps.org>, "Eshelman, Jeffrey" <JEshelman@sappbros.net>

Cc: "jgawart@nebcityps.org" <jgawart@nebcityps.org>

Good morning,

Mark attached are the manufactured data plates for the 2 1,000-gallon double wall fuel tanks that we are offering to you for Purchase at \$5,100 each

Or you can rent at \$60 a year each billed in June each year.

Purchase pumps

25gpm Pumps with meters setup \$1,350 (Recommend metered pumps so you can see gallons being pumped for record keeping

Tank dimensions are 150 inches long by 48 inches wide and 56 inches tall.

It is our recommendation that you would have concrete jersey barriers installed around the tank for crash protection as are not permanent and can be moved if you were to ever decide to go a different route with fueling needs.

If you need any other information for your proposal, please don't hesitate to reach out thank you!

Thank you,



Ryan Whitmire

SE Operations Manager

Sapp Bros. Petroleum

Iowa Division

rwhitmire@sappbros.net

531-354-0438

[Quoted text hidden]

2 attachments



IMG_0722.jpg
3298K



tank 2.jpg
3459K



Proposal for



Nebraska City Public Schools

It's a great day to be a Pioneer!

Nebraska City Public Schools
Northside Elementary
Library Heat Pump Replacement

August 25, 2026

Confidential & Proprietary Proposal

Mechanical Scope of Work: Replace Heat Pump in the Library. Unit has a failed compressor. This is a 2009 unit. Unit will be relocated to allow for better access to service unit.

- Open ceiling grid for removal of unit. Replace when done.
- Isolate electrical power and waterside piping.
- Disconnect ducting, electrical wiring, control wiring, control wiring, drain line and piping.
- Provide a material lift and remove unit.
- New unit will be relocated inside the Library for better service access.
- Install new Daikin 5-ton WSHP with new supports.
- Fabricate and install new duct transitions from new unit to existing ducting. Seal ducting per code.
- Cap old duct penetrations that were through the wall.
- Extend existing loop piping to relocated unit.
- Install new hose kits with ball valves, strainer, flow regulator and motorized isolation valve to exiting loop.
- Install new condensate drain piping from new unit wait new trap and cleanout.
- Reconnect electrical wiring from disconnect switch to unit.
- Startup and check operation of system.
- Provide disposal of old heat pump.
- All labor, material and freight are included.

Controls Note: A new room sensor will be installed and connected to new Heat Pump. A BACnet card will be installed in the new unit and will need to be connected to the building automation system by others.

Exclusions:

- Connecting this unit up to the exiting controls
- Temporary HVAC equipment or rental equipment
- Controls integration, communication wiring, water balancing or any other work other than proposed.

Clarifications:

- New unit is in stock locally. Unit accessories have a 1 week lead time.
- Includes a factory startup with a 1 year labor allowance and a 5 year extended compressor and refrigeration circuit warranty and 1 year parts.
- Work to be performed during normal working hours of 8:00 am thru 5:00 pm, Monday-Friday.
- Proposal does not include State and City sales tax.
- Proposal is valid for 30 days..

Pricing..... \$22,283.00

ACCEPTANCE:

**AGREEMENT IS SUBJECT TO CUSTOMER'S ACCEPTANCE OF THE ATTACHED TERMS AND CONDITIONS
AND IS VALID 30 DAYS FROM PROPOSAL DATE:**

<i>Dave Raymond</i>	
Customer Acceptance	Dave Raymond
Printed Name	Printed Name
Title	Principal
Purchase Order	Title
Acceptance Date	Signature Date
	8/25/2026

TERMS AND CONDITIONS

By accepting this proposal, purchaser agrees to be bound by the following terms and conditions.

1. **Performance.** Company shall perform the Services in accordance with industry standards generally applicable in the state or province where the Services are performed under similar circumstances when Company performs the Services. Company may refuse to perform where working conditions could endanger property or put people at risk.
2. **INVOICING & PAYMENTS:** Facility Advocates will invoice per the payment term listed in the pricing schedule. Waivers of lien, if applicable, will be furnished upon request, as the work progresses; to the extent payments are received. If our invoice is not paid within 30 days of its issuance, it is delinquent. Invoices not paid within 60 days will bear interest at the rate of 1 ½% per month (18% annum).
3. **WARRANTY:** Facility Advocates warrants that the installation shall be free from defects in workmanship for one (1) year from the date of installation. Facility Advocates will repair installation defects at no charge to the customer. Any and all warranties upon any equipment shall be those of the manufacturer, subject to any limitations thereon. Facility Advocates will assist purchaser in any warranty claims mad to manufacturer. This warranty does not cover damage caused by misuse or negligence and does not apply to the equipment installed nor work done by others. This warranty shall be voided if the work performed by Facility Advocates is repaired by others or in any way abused, altered or misused or which has not been properly and seasonably maintained. THIS WARRANTY SHALL BE IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THOSE OF MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE.
4. **LIABILITY:** Facility Advocates shall not be liable for any special, indirect or consequential damages arising in any manner from the equipment or material furnished or the work performed pursuant to this agreement.
5. **TAXES:** The price of this proposal does not include duties, sales, use, excise, or other similar taxes unless required by federal, state or local law. Purchaser shall pay in addition to the stated price, all taxes not legally required to be paid by Facility Advocates or, alternatively, shall provide Facility Advocates with acceptable tax exemption certificates. Facility Advocates shall provide purchaser with any tax payment certificate upon request and after completion and acceptance of the work.
6. **PERMITS & FEES:** The price of the proposal does not include any amount for local or state fees, permits, or drawings, unless otherwise indicated on the contract.
7. **DELAYS:** Facility Advocates shall not be liable for any delay in the performance of the work resulting from or attributed to acts or circumstances beyond Facility Advocates' control, including, but not limited to, acts of God, fire, riots, labor disputes, acts or omissions of the purchaser, owner or other contractors or delays caused by suppliers or subcontractors of FACILITY ADVOCATES, etc.
8. **COMPLIANCE WITH LAWS:** Facility Advocates shall comply with all applicable federal, state and local laws and regulations and shall obtain all temporary licenses and permits required for the prosecution of the work. This proposal does not include the amount for local or state permit fees or drawings, unless otherwise specified.
9. **ATTORNEY'S FEES:** Purchaser agrees that they will pay and reimburse Facility Advocates for any and all reasonable attorney's fees which are incurred by Facility Advocates in the collection of amounts due and payable hereunder.
10. **INSURANCE:** Insurance coverage in excess of Facility Advocates' standard limits will be furnished when requested and required. No credit will be given or premium paid by Facility Advocates for insurance afforded by others.
11. **INDEMNITY:** The parties hereto agree to indemnify each other from any and all liabilities, claim, expenses losses or damages, including attorney's fees, which may arise in connection with the execution of the work herein specified and which are caused, in whole or in part, by the negligent act or omission of the indemnifying party.
12. **OCCUPATIONAL SAFETY AND HEALTH:** The parties hereto agree to notify each other immediately upon becoming aware of an inspection under, or any alleged violation of, the Occupational Safety and Health Act relating in any way to the project or project site.
13. **ENTIRE AGREEMENT:** This proposal, upon acceptance, shall constitute the entire agreement between the parties and supersedes any prior representations or understandings.
14. **CHANGES:** No change or modification of any of the terms and conditions stated herein shall be binding upon Facility Advocates unless accepted by Facility Advocates in writing.
15. **LIEN NOTICE:** Upon acceptance of this proposal you will be sent the appropriate lien notice, if applicable. This lien notice will be for Facility Advocates' payment protect.