

**Learning Community Coordinating Council
Meeting Agenda**

June 18, 2026 - 6:00 PM

Learning Community Center of North Omaha, 1612 N 24th Street, Omaha, NE 68110

Learning Community Vision: *That all children within the Learning Community achieve academic success without regard to social or economic circumstance.*

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: (Items do not have to be taken in the same order as listed.)

1. **Opening the Meeting:**
 - 1.a. **Call to order:** The regular meeting of the Learning Community Coordinating Council is called to order on 6-18-26, at 6:01 p.m.
 - 1.b. **Council Mission Statement:** Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.
 - 1.c. **Public Notice and Compliance Nebraska Open Meetings Law:** Public Notice was published in The Daily Record on June 12, 2026 and on the Learning Community Website.
 - 1.d. **Council Roll Call:**
 - 1.e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.
2. **Public Comment: Are there any public comments?**
3. **Good News Report!: LCCNO**

A few participants that were scheduled to present now have jobs .
4. **Reports:**
 - 4.a. Chair Report: N/a
 - 4.b. CEO Report: Via Video
 - 4.c. Treasurer Report:
 - 4.d. Legal Counsel:
 - 4.e. Foundation: N/A
5. **Consent Agenda:**

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

 - 5.a. Minutes of the May 2026, meeting of the Council.
 - 5.b. Treasurer's Report –June 2026.
6. **Subcommittee Reports:**
 - 6.a. Elementary, Learning, and Diversity (ELD) subcommittee:
 - 6.b. Budget, Finance & Audit Subcommittee:
 - 6.c. Legislative and Policy subcommittee:
 - 6.d. Administration and Personnel subcommittee:
7. **Programming Update:**
 - 7.a. Center Updates: LCCNO & LCCSO
 - 7.b. District Updates:
 1. Westside
 2. Grenta
 3. Papillion
 - 7.c. Director of Strategic Initiatives:
 - a. Updates on websites

b. CAB

c. Senator Tour

8. **New Business:**

9. **Adjournment: Meeting adjourned at:** _____

10. **Next Meeting - August 20, 2026**

***Executive/Closed Sessions:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the council will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the Council. Please arrive at the beginning of the meeting.



402-505-4301
1612 North 24th St
Omaha, NE 68110

Chief Executive Officer
Gerald M. Kuhn, II

**COORDINATING
COUNCIL OFFICERS**

Chair
Sharnelle Shelton
Vice Chair
Raquel Dixon Rodriguez
Secretary
Tim Hall
Treasurer
Jason Taylor

COUNCIL MEMBERS

Achievement Subcouncil 1
David Preston, Jr
Cindy Johnson

Achievement Subcouncil 2
Carol Hahn
Sharnelle Shelton

Achievement Subcouncil 3
Mark Hoeger
Warren Whitted, Jr

Achievement Subcouncil 4
Raquel Dixon Rodriguez
Stephen Bloom

Achievement Subcouncil 5
Douglas Brady
Tonya Ward

Achievement Subcouncil 6
Jason Taylor
Tim Hall

MISSION

Together with school districts and community organizations as partners, we demonstrate, share and implement more effective practices to measurably improve educational outcomes for children and families in poverty.

VISION

That all children within the Learning Community achieve academic success without regard to social or economic circumstance.

LearningCommunityDS.org

6/17/2026

CEO Report Done Via – Video.

Learning Community Coordinating Council Meeting Agenda

May 21, 2026 – 6:00 p.m.

1612 North 24th Street, Omaha, Nebraska 68110

Learning Community Vision: *That all children within the Learning Community achieve academic success without regard to social or economic circumstances.*

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: **

1. **Opening the Meeting:**

a. **Call to order:** The regular meeting of the Learning Community Coordinating Council is called to order on May 21, 2026, at 6:03 p.m.

b. **Council Mission Statement:** Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.

c. **Public Notice and Compliance with the Nebraska Open Meetings Law:** Public Notice was published in The Daily Record on May 15, 2026 and on the Learning Community Website.

d. **Council Roll Call:** Present: 11 Excused: _____ Absent: 1 Quorum:
Yes

e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.

2. **Public Comment:** Are there any public comments? -NO

3. **Reports:**

1. **Good News Report:** LCCSO

Participant Teresita presented her accomplishments. She has a list of completed programs. GED, Mental Health 101, workforce development, ect.

2. **Chair Report:**

The Kids Can Luncheon was an amazing experience. Shelton spoke about the WCA luncheon and looking forward to going. Buffet has a collaborative summit that council can register for. Thanked everyone for their work.

3. **CEO Report:**

CEO is proud of the accomplishments. Omaha Choice Awards Learning Community received 2nd place for the best place for adult learning. Spoke about the ED search and how it is coming along. The search will continue for another few weeks. There will be another recruitment plan to work with. The audit process is in progress and will be finalized in July. The goal is to come back in August with fewer findings. Last week we attended the cinch de mayo parade. It was a great turnout for the staff. Little Lions had their first graduation. This program will continue for the next few years. The south center graduation was a huge event.

Raquel spoke about her admiration for the work that the learning community is doing and seeing the participants accomplish their goal. Seeing their level of commitment was amazing. Senators are very interested in attending the graduations next year. June 5th will be the date for a tour with Senator Jaurez. The details will be sent asap.

started a conversation with Charles drew - to partner. with the learning community to recruit 3 days a week in their lobby. to keep and grow our numbers

4. **Treasurer Report:**

Everything is on track.

5. **Legal Counsel:**

No Update

6. **Foundation:**

Associated Bank had a listening session to hear about community partners and what they will need to be successful in the community. We are looking to receive money to fund workforce development.

4. **Consent Agenda:**

Unless removed motion from the consent agenda, items identified within the consent agenda will be acted in the same motion.

- a. Minutes of April 2026 meeting of the Council.
- b. Treasurer's Report – May 2026
- c. **Action Item:** Upon the recommendation of the Achievement Sub council 1, a motion is recommended to the Coordinating Council, authorizing the CEO to enter ELC programming agreement with Elkhorn Public Schools, District Initiatives 1.0 – Extended Learning for FY26-27 at \$40,202.45 per school year.
- d. **Action Item:** Upon the recommendation of the Achievement Sub council 6, a motion is recommended to the Coordinating Council, authorizing the CEO to enter ELC programming agreement with Papillion La Vista Community Schools, District Initiatives 1.0 – Jumpstart to KDG for FY26-27 at \$116,640.62 per school year.
- e. **Action Item:** Upon the recommendation of the ELD committee a motion is recommended to the coordinating council, authorizing the CEO to enter ELC programming agreement with MMI, Program Evaluation Budget Justification for FY26-27 at \$697,566.00
- f. **Action Item:** Upon the recommendation of the ELD Committee, a motion is recommended

to the Coordinating Council authorizing the CEO to enter ELC programming agreement with Completely Kids/CK Field Club for FY 2026–2027 in the amount of \$40,800.00

- g. **Action Item:** Upon the recommendation of the Achievement Sub council 1, a motion is recommended to the Coordinating Council, authorizing the CEO to enter ELC programming agreement with DC West Community Schools, District Initiatives 1.0 – Extended Learning for FY26-27 at \$7,558.26.

Motion: To approve the consent agenda as presented.

First: Whitted Jr Second: Rodriguez

Discussion:

Moved to vote: No Abstain

Motion: passed failed

- **Tonya Ward: Absent**
- **Warren Whitted Jr: Yea**
- **Stephen Bloom: Yea**
- **Douglas Brady: Yea**
- **Carol Hahn: Yea**
- **Tim Hall: Yea**
- **Mark Hoeger: Yea**
- **Cynthia Johnson: Yea**
- **David Preston Jr: Yea**
- **Raquel Rodriguez: Yea**
- **Sharnelle Shelton: Yea**
- **Jason Taylor: Yea**

5. **Subcommittee Reports:**

1. **Elementary, Learning, and Diversity (ELD) subcommittee:** *N/A*
2. **Budget, Finance, and Audit subcommittee:**
Sent out a calendar invite for the Budget hearing an hour before the council meeting in Sept. the New Bill passed states we have to announce public hearing in June for sept.
3. **Legislative and Policy subcommittee:**
We will check with Kent to see if we will meet throughout the summer. There are two interim studies in legislation that may impact the learning community
4. **Administration and Personnel subcommittee:**
spoke about the ED process. spoke about the wording changes in the handbook with the attorney. The initiative for next year will be to update in detail the job descriptions for each employees.

6. **Programming Update:**

1. **Center Updates:** LCCNO & LCCSO

2. **District Updates:**
 - Bennington
 - D2 Center
 - Elkhorn
3. **Director of Strategic Initiatives:** N/A
4. **New Business:** N/A

Adjournment: Meeting adjourned at: 7:51 Pm

Next Meeting – June 18, 2026, at 6:00 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

***Executive/Closed Session:** If, during the meeting, a discussion of any item on the agenda should be held in a closed meeting, the council will conduct a closed meeting per the Nebraska Open Meetings Law.

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UPCOMING LEARNING COMMUNITY EVENTS:

LC Coordinating Council	June 18, 2026, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE 68110
Subcouncil #1	TBA
Subcouncil #2	TBA
Subcouncil #3	TBA
Subcouncil #4	TBA
Subcouncil #5	TBA
Subcouncil #6	TBA

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS

- CEO report
- April mins
- Treasure report

- Center updates North & South

	2025-2026 Budget	5/31/2026	Year to Date Expense	Percentage Year to Date
Rent	\$ 874,000	\$ 64,607	\$ 543,134	62.14%
North Center	\$ 632,000	\$ 45,082	\$ 383,728	60.72%
South Center	\$ 242,000	\$ 19,525	\$ 159,406	65.87%

Research and Evaluation	\$ 762,542	\$ 59,379	\$ 515,896	67.65%
MOEC	\$ 50,000	\$ -	\$ 25,000	50.00%
MMI	\$ 712,542	\$ 59,379	\$ 550,275	77.23%

Programming				
Parent University	\$ 2,056,785	\$ 139,862	\$ 1,294,126	62.92%
Wages	\$ 1,322,342	\$ 84,481	\$ 867,163	65.58%
Benefits	\$ 359,143	\$ 27,217	\$ 126,356	35.18%
Other	\$ 375,300	\$ 28,163	\$ 300,607	80.10%

ELC Programming	\$ 16,314,056	\$ 291,072	\$ 11,227,418	68.82%
ELC Programs (Districts 1.0)	\$ 1,323,376	\$ 364	\$ 1,331,252	100.60%
Districts 2.0	\$ 2,719,903	\$ 8,247	\$ 2,488,926	91.51%
District 2.0 carryover	\$ 200,000	\$ -	\$ -	0.00%
Avenue Scholars	\$ 1,374,111	\$ -	\$ 320,775	23.34%
Whispering Roots	\$ 114,290	\$ 23,190	\$ 23,190	20.29%
D2 Center	\$ 280,000	\$ -	\$ 168,743	60.27%
One World	\$ 3,183,581	\$ 259,272	\$ 2,621,586	82.35%
Superintendents Plan	\$ 3,870,530	\$ -	\$ 1,931,339	49.90%
OPS Early Childhood Partnership (Sub 5)	\$ 1,150,705	\$ -	\$ 890,983	77.43%
OPS Early Childhood Partnership (Sub 2)	\$ 1,797,560	\$ -	\$ 1,439,259	80.07%
Henry Doorly Zoo	\$ 50,000	\$ -	\$ 11,365	22.73%
Workforce Hub (New 2025-2026)	\$ 250,000	\$ -	\$ -	0.00%

Central Admin	\$ 1,759,607	\$ 122,892	\$ 1,254,077	71.27%
Salaries	\$ 756,847	\$ 41,610	\$ 552,238	72.97%
Benefits	\$ 284,761	\$ 25,204	\$ 107,430	37.73%
Other	\$ 718,000	\$ 56,078	\$ 594,409	82.79%
Marketing/Advertising	\$ 110,000	\$ 18,550	\$ 88,412	80.37%
Legal	\$ 75,000	\$ 4,303	\$ 62,894	83.86%
Insurance	\$ 90,000	\$ -	\$ 81,701	90.78%
Lobbying	\$ 33,000	\$ 2,583	\$ 25,835	78.29%
Other	\$ 300,000	\$ 15,615	\$ 262,623	87.54%
Technology (computers, website, IT)	\$ 80,000	\$ 15,027	\$ 55,944	69.93%
Travel/Conference	\$ 30,000	\$ -	\$ 17,000	56.67%

Coordinating Council	\$ 60,000	\$ 1,446	\$ 3,757	6.26%
Travel/Conferences	\$ 15,000	\$ -	\$ 1,993	13.29%
Daily Record / Advertising	\$ 2,000	\$ 21	\$ 250	12.52%
Contracted Services	\$ 38,000	\$ -	\$ -	0.00%
Misc	\$ 5,000	\$ 1,425	\$ 1,514	30.28%

Total Expense	\$ 21,826,990	\$ 679,258	\$ 13,544,283	62.05%
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Revenue				
Interest	\$ 500,000	\$ 52,812	\$ 433,223	86.64%
Elementary Learning Center	\$ 12,891,773	\$ 2,421,533	\$ 9,250,081	71.75%
Capital Projects	\$ 1,281,324	\$ 240,360	\$ 918,485	71.68%
General Funds	\$ 1,247,000	\$ 77,796	\$ 1,014,574	81.36%
NCFL Grant - PU	\$ 30,000	\$ -	\$ 29,900	99.67%
Total Revenue	\$ 15,950,097	\$ 2,792,501	\$ 11,646,263	73.02%

YTD Percentage

75.00%

Center Report-LCCNO

May 2026

General Info

- Partnership Referral Meetings with/The Bridge Family Resource Connector
- Partnership Referral Meeting with Lutheran Family Services
- Partnership Referral Meeting with ICRIUS-International Council for Refugees and Immigrants
- MMI conducted 3 rounds of Focus Groups with our Spanish Speaking and Karen Participants to attain data to help move our program forward and inform the annual evaluation plan
- Nebraska Diaper Bank Meeting-Partnership Discussion
- Appreciation Lunch and End of the Year Awards for ESL Participants on 5/22/26
- Started putting together STAFF files for Child Care Licensing

Center Programming

- Programming Monday-Thursday from 9 am-12 pm, 12:30 pm - 3:00 pm, & 5:30 pm-8 pm. Breakfast served on Monday, Tuesday, and Wednesday from 8:30-9:00 am and Dinner served Monday, Wednesday, and Thursday from 5:00-5:30 pm.
- Interactive Parent/Child Programming-Appreciation and End of Year Certificate Celebration for ESL Participants and their Children.
- Home visits were scheduled approximately every three to four weeks
- Parent/child violin classes through String Sprouts (3 classrooms per week) and officially ended the last week of May. Will return in the fall.

Adult Education Programming

- ESL for Parents: 3 cohorts
- GED for Parents: 1 cohort at Highlander

Parenting Courses

- Parents Know Best
- Child Abuse and Neglect 101 Spanish
- Community Cafe

Adult Workforce Development Programming

- North Star Digital Literacy Class -Added a new Class on Tuesday Mornings
- Citizenship Class
- Whispering Roots
- Hope Financial Collaborative with Omaha 100

Early Childhood Education Programming

- Teaching of the following 8 objectives for development and learning-social-emotional, physical, language, cognitive, literacy, math, science/technology, social studies, and the arts, plus English-language acquisition
- Literacy Focus on Letters, Colors, Rhyming Words, Beginning Sounds

- Math Focus on 1:1 correspondence, counting to 10 in English and Spanish, Number Recognition, Shapes
- String Sprouts

Staff Training

- Family Engagement Training
- Active Supervision Training
- Safe with You Training
- Prepare to Care Training
- Team Building Emotional Intelligence
- Mission, Vision, and Creating Shared Values
- Team Meetings Weekly
- 1:1's
- These are the shared values that the LCCNO Staff came up with:
 - We value Empathy
 - We value Relationships
 - We value Stability
 - We value Making a Difference
 - We value Compassion
 - We value Inclusivity
 - We value Reliability
 - We value Advocacy
 - We value Community

Success Stories

Paw Htoo has attained employment and is working with a Home Health Care Agency.

Than Myint has been taking ESL classes and our citizenship class. She worked with Paw Eh Hser Moo to create a resume as she has had no previous job experience. It was difficult to create a resume together without prior job experience. Together they did it and now Than Myint has attained a job at Fiserve Production. She is excited and dedicated and thankful for all the support she has attained from LCCNO. Her new job started in the evenings so she is not longer able to come speak at the Council Meeting his week due to her new job.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

5/8/26-6/5/26

General Info

- The Spring Semester ended with a Family Day field trip to Dreamland Park at Lake Manawa to relax and have breakfast together.
- Metro STEM enrolled 62 kids aged 6-12 in their robotics program onsite at the LCCSO, which is offered 4 days a week, twice a day.
- Held a large celebratory event to end an 8-month Parent Leadership program. LCCNO was kind enough to allow us to use the Community Room for this event. Parent groups presented on their final leadership projects. For example, one group chose to improve the pick-up/drop-off flow to improve safety at Highland Elementary School, and after discussions with building leadership, some of their suggested changes are already being implemented.
- June programming included a reading and writing club, Math for Parents, computer literacy and English for Parents.
- Team walked in the Cinco de Mayo parade.
- Bancroft Family Learning program hosted their annual family celebration, and all of the staff at the school were invited to stop by and help the families celebrate.
- The evening program hosted its first family celebration onsite at the LCCSO. Most evening participants are unable to attend the daytime celebration due to their work schedules.
- Bancroft Family Learning program moved temporarily to Castelar Elementary due to building renovations. The move has provided opportunities to build closer partnerships with Castelar staff.
- Met with Castelar Early Childhood staff and decided to join efforts to plan a large Kindergarten Readiness program in July.
- Three tours during this past month, including for child learning and educational navigator staff from LCCNO, private funders for our Workforce Navigator position, and Senator Margo Juarez along with three LCCC candidates.
- Visited Metro Express to look at potential satellite space.
- LCCSO team retreat at the Zoo
- Collaborative meeting with the OPS Welcome Center (along with Tanya from LCCNO) to consider beneficial partnership opportunities.
- MMI Focus groups conducted at Bancroft Elementary with LCCSO families in the program.
- 2760 diapers distributed to families last month

Center Programming

The LCCSO offers programming Monday – Thursday from 9 am-12 pm, 12:45 pm - 3:45 pm, and from 5 pm-8 pm. Friday programming is from 9 am-12 pm and 12:45 pm-3:45 pm. Saturday programming is offered at least once a month and lasts between two and six hours. (During the month of June, Wednesdays are spent on training and team activities.)

- Interactive Parent/Child Programming
 - Home visits are scheduled approximately every three to four weeks
 - Parent/child violin classes through Omaha Conservatory of Music (4 groups)
 - Lil' Rosies musical storytime for families (Rose Theater)
- Parent Programming
 - ESL for Parents: 15 cohorts
 - GED for Parents: 3 cohorts
 - Parent Workshops included:

- Mind in the Making (consultant through ESU 3)
- Intro to Finances (Lending Link)
- Community Café (LCCSO participants hired by The BRIDGE) -
- Bienvenidos mental health program (UNMC staff)
- Love & Logic (LCCSO staff)
- Circle of Security (LCCSO staff and Child Saving Institute) -
- Nurturing Parenting (LCCSO staff)
- NCFL's Activate Parent Leadership program (LCCSO staff)
- Workforce Development (LCCSO staff)
- Digital Literacy classes (LCCSO staff) –
- Child Safety Series (Project Harmony)
- Civics and Literacy (LCCSO staff)
- OneWorld Patient Leadership Group (OW senior leader)
- Child Learning programming during parent classes
 - Regular programming for children aged 0-5
 - Lil' Rosies Storytime through the Rose Theater twice a month in both toddlers and preschool classrooms
 - Opera Omaha Storytime and child-focused programming
- Community Childcare training/coaching for South Omaha childcare providers
 - 16 childcare providers receiving weekday coaching and Saturday trainings/collaboration meetings

Staff Training

- OneWorld Leadership Growth Series (LCCSO management)
- Conscious Discipline trainings (newer staff)
- Child Development Associate in process (LCCSO Program Manager)
- Facilitating Attuned Interactions training (4 Navigators)
- Community Health Worker Apprenticeship Program through Creighton University (one Peer Navigator)
- Safe With You training (10 Child Learning Providers)
- Circle of Security Classroom (daytime Child Learning Providers)
- Infant Best Practices training (11 Child Learning Providers)



Evening Celebration: Preschool grads



Bancroft Program Annual Celebration



Parent Leadership Program final presentations

LCCSO teambuilding

Success Stories

Story #1

Victoria is a mother of two children, ages 6 and 7. They are currently in the evening program. Both children attend OPS, and after school, they come to the center with their mom. Some time ago, Victoria had a conversation with the LCCSO child learning teacher and shared that conversation with her navigator. Victoria shared that the child didn't want to participate in classroom activities, was often quiet, and had difficulty sleeping at home. Victoria noticed the child crying when he couldn't do something. Victoria, her Educational Navigator, created a plan and discussed it with the childcare teacher so she could also support them. The plan was to take children out more often since children didn't go out of their home often, and Victoria would take advantage of the library passes to attend different museums. Victoria and her navigator went to the library to get the card, and her navigator showed Victoria how to use it. In the classroom, the plan was for the teacher to try to encourage the child more. During the latest visit, Victoria was happy and shared how she had noticed a big change in the child's behavior and well-being. Victoria shared that she noticed that taking the child out more frequently and spending time as a family has helped, as he is now sleeping better. The LCCSO teacher shared that she noticed the child getting more involved in activities and enjoying his time there more. Victoria was grateful for the support and said she plans to continue spending time with family and to take advantage of the free passes to museums and parks.

Submitted by: Patricia Tenorio, Educational Navigator

Story #2

Today, I was talking to a student as we were outside enjoying some ice cream with the children. Cely (site supervisor) had provided some books so parents could read to their children. Abby (parent participant) selected a book and read it out loud. She did a good job of it, pronouncing most of the words perfectly. Then she turned to me and told me that before she started attending classes, she could not read in English. I call that a BIG win. She can now read stories IN ENGLISH to the children in her care!

#whywedowhatwedo

Submitted by Kim Swanger, ESL Instructor at Bancroft

Story #3

Maria is a mother of four who did not have the opportunity to attend school in her home country. She enrolled in the program to help prepare her youngest child for kindergarten. At first, she struggled to sign her name or write, doubting her ability to learn because of her age. With the program's support and her determination, Maria has made significant progress. She can now write her own name and her child's name, and she practices the alphabet and color recognition with her preschooler. Originally skeptical about her ability to learn, she now feels hopeful and motivated to improve her reading and writing skills for her own benefit and for the benefit of her family.

Submitted by Cely Sebastian, School Program Supervisor

Story #4

During this last month, the preschool children learned a lot about their community and different community helpers. We not only focused on the traditional helpers (firemen, construction workers, healthcare etc.), but we also talked about how we all have jobs to help in our community (mom/dads, therapists, etc). We had two community helpers join our class so that kiddos could learn more and ask questions.

Therapist Amy joined us and gave us tips on how to help our bodies feel calm – like using a breathing ball. She also read a fun story called “Little Egg: An Eggcellent Book of Emotions”.

Nurse Vanessa also visited and showed us what she uses to check children whether they are sick or healthy. She even brought the kiddos x-rays to use on the light table, an organ apron to learn about our bodies, and a stethoscope to hear our heartbeats!

Submitted by Carolina Ibarra Nielsen, Program Manager



COMMUNITY • INNOVATION • EXCELLENCE

Special Education Instructional Facilitators Initiative 2.0

Year 1 Impact Report | Learning Community Coordinating Council

Westside Community Schools • June 2026



WESTSIDE
COMMUNITY SCHOOLS

Westside Community Schools At a Glance

6,200

Total Students

49

Languages Spoken

38%

Free & Reduced-Price Lunch

17%

Special Education

16%

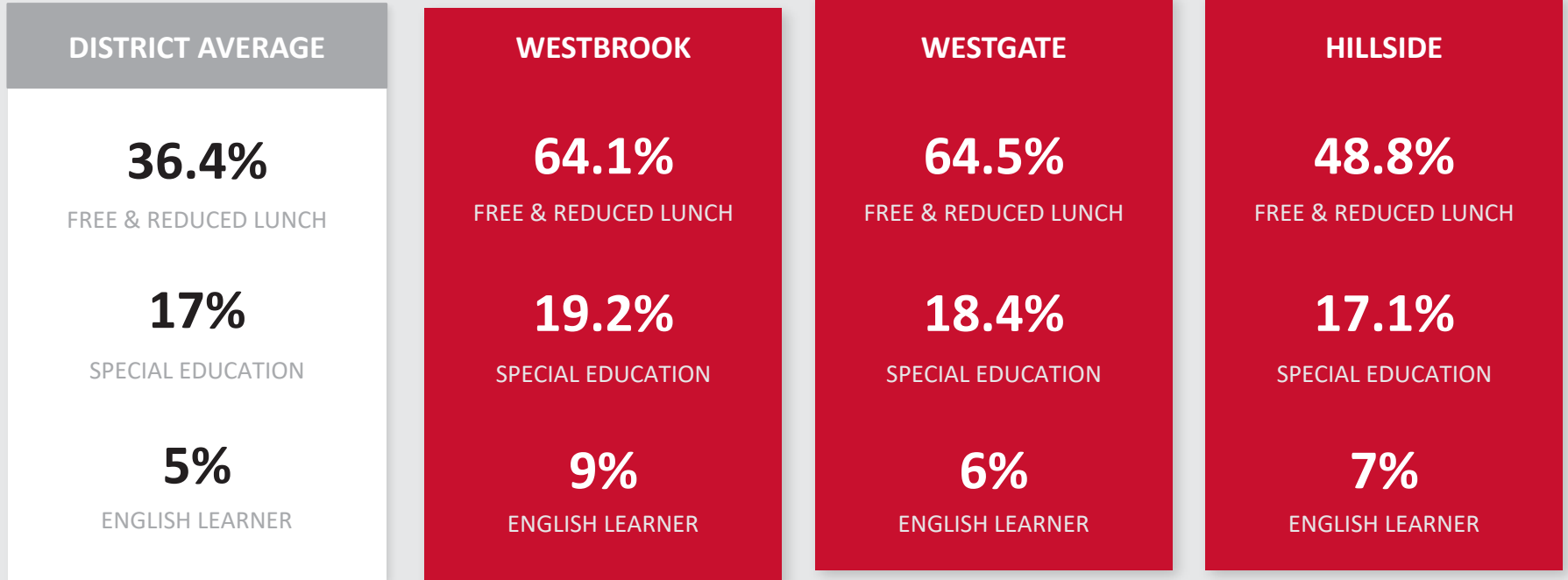
High Ability Learners

35%

Option Enrollment

- 10 Elementary Schools • Westside Middle School • Westside High School •
- West Campus Alt. High School • Early Learning Center • 18-21 Transition Program •

Concentrating Resources Where Needs Are Greatest



Facilitators were strategically placed where academic, behavioral, and social emotional needs are most concentrated.

Three Strategic Pillars of the Initiative

Goals, Purpose & Structure

Address Student Needs



Direct and responsive support tailored to meet the challenges of our highest-needs students through interventions, behavioral coaching, and social emotional strategies.

Enhance Teacher Capacity



Rely on real-time coaching, problem-solving and upskilling teachers using evidence-based instructional practices and behavioral management strategies.

Leverage & Sustain Systems



Use a multi-tiered system of support to deeply implement processes and structures that impact daily operations and become part of the fabric of the school.

Year 1 focused on hiring, onboarding, and relationship-building. Years 2–5 deepen impact and embed systems.

How We Measure Impact

Office Referrals (ODRs)

Tracking behavioral incidents to gauge school climate and safety trends.

SABERS / MySABERS

Screening for social, emotional, and behavioral indicators across buildings.

NSCAS Academic Data

Measuring academic performance and instructional impact over time.

Staff Surveys

Gathering perceptual data and fidelity metrics from educators on the ground.

Survey Results: Teacher Support & Collaboration



I feel supported by the Special Education Facilitator in my daily work.



The collaborative time I spend with the Facilitator is scheduled, focused, and directly impacts my instruction.

4.77 / 5.0 — The support I receive is predominantly proactive, helping me address needs before they escalate.



Reclaiming Teaching and Learning

4.62 / 5.0

Having the Facilitator on site has allowed me to focus more on teaching and learning in my classroom.

4.54 / 5.0

I have observed a positive change in my students' behavior and regulation abilities as a result of the strategies supported by the Facilitator.

Year 1 Highlights

01

Relationship Building

Establishing Trust

The full-time, embedded presence of facilitators has made them highly utilized, trusted resources; improving team organization, morale, and direction.

02

Procedural Improvements

Systems-level

The onsite presence of facilitators has enhanced building-level organization, team leadership, and programmatic procedural compliance.

03

Student Regulation

Observable across all Target Schools

Direct coaching yielded measurable improvements in student behavior and regulation. Teachers report 4.54/5 on positive behavioral change.

Opportunities & Future Priorities

1

Maintain Role Clarity & Boundary Protection

Priority: Protect the model.

Action: Install guardrails so facilitators preserve their high-value proactive coaching time and are not absorbed into routine supervision or duties.

2

Enhance Behavioral Intervention & Support Systems

Priority: Support teachers in the development and implementation of Behavioral Intervention Plans.

Action: Further train teachers to more quickly develop and deploy a wider variety of specialized behavioral support plans; closing the gap between early identification and intervention.

An Initiative for Student Success

2.0

The Learning Community's investment has fundamentally shifted the trajectory of our highest-needs Title I schools, elevating teacher capacity and creating the systems to ensure every student is supported, regulated, and ready to learn.



WESTSIDE
COMMUNITY SCHOOLS



GREटना
PUBLIC SCHOOLS

Learning Community Grant Presentation **Gretna Public Schools**

June 16, 2026



Grant Purpose

To utilize Learning Community Grant funding to hire a Student Support Specialist (Social Worker) to support students and families

Program Goals

Goal 1: The Student Support Specialist will connect and engage families with community resources and supports.

Goal 2: The Student Support Specialist will collaborate with schools, students, and families to improve and support student attendance.

Family Engagement - Backpack Program

- Provides free nutritious food over the weekend for any family who may be facing food insecurity
- 82 families/230 students participated
- Financial support from the Gretna Public Schools Foundation and donations from community organizations

Family Engagement - Backpack Program



Family Engagement - Holiday Assistance

- **Gifts and food are provided for families throughout the winter holiday season**
- **Families are matched with community organizations, the YMCA, and individual families who provide both gifts and food to families in need**
- **In December of 2025, 54 families/134 students participated**

Family Engagement - Access Period

- **Free period supplies are provided to students at school through the nurse's office**
- **42 families participated**

Family Engagement - Homecoming/Prom

- **Clothing and hair/makeup provided for students**
- **One student at each Gretna high school collaborated with the School Support Specialists to organize a drive for homecoming and prom attire for both males and females**
- **Bright Futures and the Gretna Public Schools Foundation purchase additional attire for students**
- **12 students were supported in the 2024-25 school year and 14 students in the 2025-26 school year**

Family Engagement - Homecoming/Prom



Family Engagement - August 2026

2026-27 School Assistance Night

- **Meals: Navigating the Free/Reduced Lunch application process.**
- **School Forms: Help filling out the return-to-school registration and student verification.**
- **School Supplies: Assistance getting the items on your child's school supply list.**
- **Technology Support: Downloading and logging into our official school apps.**
- **Bus Transportation Questions Answered**

Attendance Goals

- **Identify students in need of attendance support.**
- **Communicate and collaborate with families of students struggling with consistent attendance.**
- **Identify and overcome barriers to consistent attendance.**
- **Reduce chronic absenteeism (percent of students absent more than 10% of school days) at each building in Gretna Public Schools.**

GPS Attendance Communication Protocols



5 Absences	If a student is absent 5 days in any quarter, a phone call is made to the parents. An automated email is also sent as soon as a student reaches 5 absences.
7 Absences	An <u>attendance letter</u> is mailed home.
10 Absences	A phone call is made and an automated email is sent.
15 Absences	An attendance letter is mailed home.
20 Absences	Student Support Specialists meet with families to create a <u>Collaborative Attendance Intervention Plan</u> .

Chronic Absenteeism Trend Data

All Elementary Schools Combined End of Year Data:

- 2023-24 6.64%
- 2024-25 4.98%
- 2025-26 4.20%

Since hiring the Student Support Specialists in Gretna Public Schools after the 2023-24 school year, chronic absenteeism has dropped in all 8 elementary schools.



Thank You!

The generous funding from the Learning Community has allowed Gretna Public Schools to connect hundreds of families to community resources and improve student attendance.



PLCS Proposal Learning Community

Update

May 2026



PLCS Goal For LC Dollars:

PLCS is committed to a strong foundational literacy program for all students.

Recognizing that early literacy is crucial for all students to be successful, we plan to utilize the Learning Community Plan to implement a multiple-phase **literacy project**.





PLCS Initiative Areas:

- Early Childhood
- Early Literacy Intervention
- Instructional Coaching
- Jumpstart to KG Support
- Attendance Intervention



Phase I:

To add a new position of an **Early Literacy Coordinator/Coach** to facilitate multiple systems of support for all 16 elementary buildings, PreK-6th with a focus on our highest-need population in our five Title I buildings. This position would ensure:

- Professional development for all certified teachers in evidence-based reading instruction. PD would include a comprehensive approach to literacy instruction grounded in the science of reading. This would be co-lead with our PD Facilitator.
- Support the selection and evaluation of additional literacy interventions.
- Support Jumpstart to Kindergarten program and Summer School.
- Manage K-3 IRIPs (Individual Reading Improvement Plan) and intervention support systems.
- Manage the PLCS Early Literacy Project.



Phase I: IMPACT of Implementation

Literacy Facilitator:

- Celebrations
 - Established a professional development system supporting district-wide implementation of Science of Reading best practices
 - All teachers of Kindergarten have been trained in the Science of Reading
 - Developed a system to sustain professional development for all teachers moving forward
 - Family Literacy Nights
- Goal
 - Next school year teachers in 1st through 3rd grade Science of Reading
 - Implement new screener in primary grades that is aligned with curriculum resources
 - Continue to offer reading and writing instructional strategies and supports to teachers serving in all grades PK-12th grades



Phase II: Support Positions

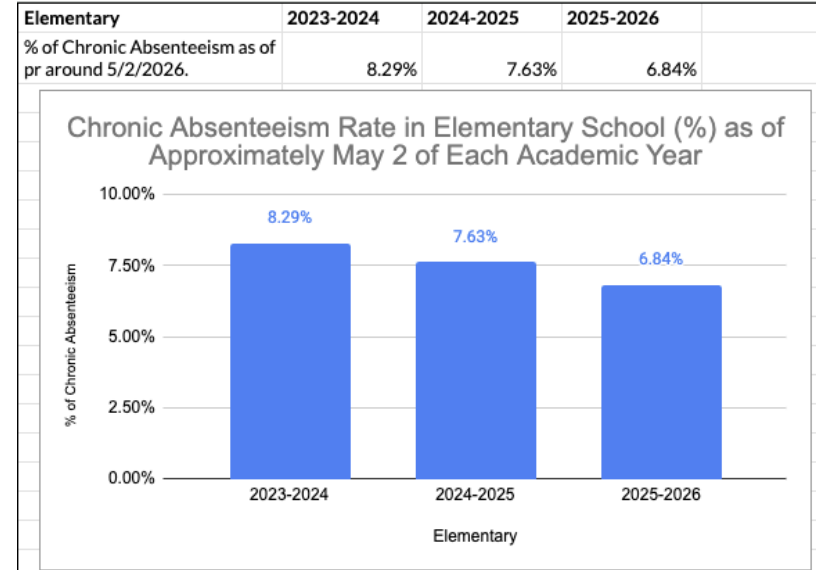
- **Attendance Interventionist:** A new position, would be a social worker, who will focus on support and intervention to address chronic absenteeism, and build strong consistent habits with families of students in the PK-3 as a proactive intervention.
- **Additional Literacy/Intervention Support Assistant(s):** Dollars would be allocated to add up to 3 additional teachers (total) assigned to our buildings identified with high poverty status (Title I). These teaching positions would provide additional support in classrooms as needed for whole-group or small-group instruction. These teachers would be added to create consistency with instruction across classrooms. They would also be utilized for interventions for students in Tier I & II. These teaching positions would be trained in the comprehensive approach to literacy instruction grounded in the science of reading, and interventions.



Phase II: Support Positions-- IMPACT

Attendance Interventionist:

- Celebrations
 - Development of MTSS framework and readiness/implementation checklist.
 - Data discoveries - informing systems development.
 - PLCS elementary chronic absenteeism has decreased from last year at 7.63% to this year at 6.84%.
- Goal
 - Sustain and strengthen the Attendance MTSS framework by prioritizing Tier 1 and Tier 2 attendance strategies, implementing targeted interventions, and improving data collection for key student groups including kindergarten, 8th grade, and sophomore students to increase attendance rates and support successful student transitions.



Priority Areas/Goals: Progress

- The percentage of kindergarten students qualifying for an IRIP will decrease from 20.5% to 10%. (Baseline from Fall 2024)
 - Fall 2025 Update: 16.5%, Spring 2026 Update: 10.69%
- The percentage of Kindergarten students meeting their projected Reading MAP Growth goal from fall to spring will be at or above 75%.
 - Spring 2026 Update: 73.69%, will continue to focus on this goal.
 - Previous year
- All teachers having access to leveled, chunkable, instructional strategies based in the science of reading.
 - All preschool and kindergarten teachers have received training in the Science of Reading in addition to support staff for those grade levels.
 - The focus for next year will be teachers in grades 1-3





Questions?