MULLEN BOARD OF EDUCATION
June 9, 2025
Regular Board Meeting Agenda
7:00 PM

1. Call to order, roll call, and excuse board member absences.
2. Approval of the May 12, 2025 Board Meeting minutes.
3. Discuss, consider and take all necessary action to approve option enrollment for Bryndal and Wyatt Greeley.
4. Discuss, consider and take all necessary action to approve the first payment for the energy savings lighting project to Facility Advocates through the depreciation account.
5. Discuss, consider and take all necessary action to approve the claim from the Hooker County Tribune for $345.55
   .
6. Approval of the following June claims: Payroll $295,643.57, General Fund $63,318.88, Lunch Fund $550.65, Depreciation Fund $49,437.50, and May Activity Fund $11,088.64.
7. Public Comment
8. Discuss consider and take all necessary action to approve Superintendent Chris Kuncl as District Representative - including Non-discrimination Compliance Coordinator
9. Discuss, consider and take all necessary action to approve the revised Gym-Weight Room Use Agreement to start effective on June 16, 2025.
10. Discuss, consider and take all necessary action to approve the implementation of a Mullen Public Schools Little Bronco Preschool program
11. Discuss, consider and take all necessary action to approve the teaching contract for early childhood education for the 2025-2026 school year.
12. Administrative Reports
    - 12.a. Mr. Hoyt- Activities Director Report
    - 12.b. Mr. Mauler- Elementary Principal Report
      - 12.b.1. Mullen Elementary Multi Cultural Report
    - 12.c. Mr. Kvanvig- 6-12 Principal Report
      - 12.c.1. Mullen 6-12 Multi Cultural Report
    - 12.d. Mr. Kuncl- Superintendent Report
13. Board Reports
14. Next Meeting - July 14, 2025
15. Adjournment

Please follow the board meeting at https://meeting.sparqdata.com/Public/Organization/393

The Mullen Board of Education reserves the right to go into Closed Session for purposes in accordance with LB 84-1410(1)

MULLEN BOARD OF EDUCATION
MINUTES
May 12, 2025

The regular meeting of the Mullen School Board was called to order at 7:00 p.m. by President Liza Simonson She announced that the Open Meetings Act is posted on the west wall. Board members in attendance were **Present:** Mike French, Dane Peterson, Casey Phillips, Liza Simonson, Michael Stichka, Patrick Wright. Also present were 3 administrators, 4 staff, 2 students, and Greg Barnes of Facility Advocates.

Motion by Dane Peterson, second by Michael Stichka to approve the minutes from the April 14, 2025 Regular Board Meeting. Motion carried.
Casey Phillips: yes, Dane Peterson: yes, Liza Simonson: yes, Michael Stichka: yes, Mike French: yes, Patrick Wright: yes
yes: 6, no: 0

Motion by Michael Stichka, second by Mike French to approve the claim from the Hooker County Tribune for $26.19. Motion carried.
Casey Phillips: yes, Dane Peterson: Abstain (With Conflict), Liza Simonson: yes, Michael Stichka: yes, Mike French: yes, Patrick Wright: yes
yes: 5, no: 0, Abstain (With Conflict): 1

Motion by Casey Phillips, second by Dane Peterson to Approval of the following May claims: Payroll $312,003.13, General Fund $78,137.63, Lunch Fund $8,525.95, and April Activity Fund $19,576.72. Motion carried.
Casey Phillips: yes, Dane Peterson: yes, Liza Simonson: yes, Michael Stichka: yes, Mike French: yes, Patrick Wright: yes
yes: 6, no: 0

Mrs Walz and national FCCLA qualifiers Maci Walz and Audrabell Werth presented on their Star Project and informed the board on the national FCCLA convention in Orlando, Florida in July.

Public comment period was offered. No public comment was given at the meeting.

Mr. Kuncl presented a few items that are excess inventory that should be auctioned off. Those items included, but were not limited to, the 2015 Chevrolet Suburban, some literature books, a kitchen mixer and surplus iron scrap metal. Motion by Dane Peterson, second by Casey Phillips to approve the sale of excess inventory. Motion carried.
Casey Phillips: yes, Dane Peterson: yes, Liza Simonson: yes, Michael Stichka: yes, Mike French: yes, Patrick Wright: yes
yes: 6, no: 0

Mr. Kuncl informed the board that proposals were sent out to four energy savings companies and Facility Advocates out of Omaha was the only company that provided a bid to the Mullen Public School District. The board discussed the energy savings lighting project and asked Greg Barnes of Facility Advocates questions about the project. Questions were answered during discussion and the board moved forward. Motion by Casey Phillips, second by Dane Peterson to approve authorization by the Superintendent to sign a ESCO Contract with Facility Advocates for the amount not to exceed $197,750 for the Energy Conservation Measure lighting project as proposed and discussed. Motion carried.
Casey Phillips: yes, Dane Peterson: yes, Liza Simonson: yes, Michael Stichka: yes, Mike French: yes, Patrick Wright: yes
yes: 6, no: 0

MULLEN BOARD OF EDUCATION
MINUTES
May 12, 2025

The board discussed the fencing bids from LazyT Custom Fencing and Precision Fencing. Motion by Mike French, second by Patrick Wright to approve the bid from Precision Fencing. Motion carried.
Casey Phillips: yes, Dane Peterson: yes, Liza Simonson: yes, Michael Stichka: yes, Mike French: yes, Patrick Wright: yes
yes: 6, no: 0

Mr. Phil Hoyt provided the school board with a detailed activities report.

Mr. Mauler provided the school board with a detailed principal report.

Mr. Kvanvig provided the school board with a detailed 6-12 principal report.

Mr. Kuncl provided the board of education with a detailed district report.

Dane Peterson complimented Mr. Kvanvig and Ms. Kara Connealy on the graduation ceremony and how smoothly it went on May 10, 2025. Mike French complimented Mullen Elementary on their Imagine Learning School of Excellence status and Mr. Mauler shared that Mullen Elementary finished 17th out of 42,000 elementary schools across the United States.

President Liza Simonson declared the meeting adjourned at 8:31 PM.

As soon as the next month's meeting notice is posted on the Mullen Public Schools website, an agenda will be available for public inspection on both the school website and on the SPARQ meetings site.

_____
Chris Kuncl, Recording Secretary

Facility Advocates

3738 S 149th Street Suite 102
Omaha, NE 68144
Phone: (402) 206-8777

Invoice

Invoice Number
2660
Invoice Date
6/3/2025

Bill To: Mullen Public School District
404 North Blaine Avenue

Mullen, NE 69152

251188
Job: Mullen Lighting Contract Ph 1
404 North Blaine Avenue

Mullen, NE 69152

Job No	Customer Job No	Purchase Order No	Terms	Due Date
251188		Signed Proposal	Net 30 Days	7/3/2025

Description

Mullen Public Schools
Lighting Contract - #251-188 Ph 1
Signed Proposal - Chris Kuncl

Mobilization - Scheduled progress billing 1 of 3

Original Contract	$	197,750.00
Change Orders	$	0.00
Revised Contract Amt	$	197,750.00
Work Completed to Date	$	49,437.50
Less Previously Billed	$	0.00
Current Billing	$	49,437.50
Less Retainage	$	0.00
Total Due this Invoice	**$**	**49,437.50**

Thank you for your business!

Mullen Public Schools

June Claims 06/09/2025

PAYROLL

Fund	Description	Amount
01	GENERAL FUND	$287,202.83
06	LUNCH FUND	$8,440.74
Total		**$295,643.57**

GENERAL FUND-Hooker County Tribune

Check Number	Payee	Description	Amount
22350	Hooker County Tribune	meeting notices, minutes, claims, graduation programs, elem library subscription	$345.55

GENERAL FUND

Check Number	Payee	Description	Amount
22335	AmazonE	classroom, office supplies	$12,510.52
22336	Amplify	CKLA-ELA K-5 Curriculum	$872.48
22337	At&t	long distance phone service	$112.49
22338	Brett Mauler	cell phone reimb	$75.00
22339	Brett Phipps	mileage	$984.96
22340	ByteSpeed	Microsoft Renewal	$3,010.00
22341	Chris Kuncl	cell phone reimb	$100.00
22342	Cody Kessler	mileage	$1,556.10
22343	Consolidated	phone service	$504.15
22344	Eakes Office Solutions	Cardstock & Colored Paper	$425.04
22345	Fairfield Inn	lodging-NETA,NEBMAC,PS	$1,019.75
22346	Garrett Tires & Treads	tires	$1,370.76
22347	Handyman Hardware	maintenance supplies	$15.48
22348	High Noon Books	Elem SPED books	$337.12
22349	Hometown Leasing	copier lease contract	$852.90
22351	Hot Lunch Fund	on-duty staff meals	$60.00
22352	Ideal/Bluffs Facility Solutions	custodial supplies	$179.95
22353	KSB School Law PC LLO	attorney fees-policy updates	$1,500.00
22354	Kwik Stop	gas	$2,608.77
22355	Lacie Burrier	mileage	$1,123.19
22356	Laurie Kissire	transportation	$997.85
22357	Lou Cox-Fornander	consulting & transition services	$9,114.00
22358	Macke's	supplies	$242.07
22359	McGraw Hill School Education Holdings LLC	K-5 Math Curriculum	$3,711.58
22360	Menards - North Platte	weed/grass fertilizer	$156.96
22361	Mike Kvanvig	cell phone reimb	$75.00
22362	Mullen Auto & Diesel LLC	vehicle maint	$1,853.73
22363	Mullen Motor Co	vehicle inspections	$360.00
22364	Nebraska Council School Admin	Admin Days registrations	$675.00
22365	OnToCollege	ACT test prep renewal	$1,900.00
22366	Really Great Reading	HS SPED & Elem subscriptions, resources	$2,111.60
22367	Sandhill Oil Co, Inc	propane	$4,032.72
22368	Student Assurance Services Inc	2025-26 catastrophic coverage students	$500.00
22369	Telegraph	subscription renewal	$410.39
22370	U.S. Bank	travel, postage, registrations, exp	$3,890.73
22371	Village Of Mullen	utilities 4/18/25 - 5/21/25	$4,068.59
		TOTAL	**$63,318.88**
		TOTAL GENERAL	**$63,664.43**

LUNCH FUND

Check Number	Payee	Description	Amount
3674	Crystal Mangione	refund lunch balances	$38.00
3675	General Fund-petty Cash	gas griddle lunchroom	$214.98
3676	Krista Schoonveld	refund lunch account balance	$15.00
3677	Macke's	food & supplies	$282.67
		TOTAL	**$550.65**

DEPRECIATION FUND

Check Number	Payee	Description	Amount
1353	Facility Advocates	lighting contract HS/MS downpayment	$49,437.50
		TOTAL	**$49,437.50**

Activity Detail Report

SELECTED Data

Date Range: 05/01/2025 thru 05/31/2025

Arranged by:
Group ID, Activity Number

Group ID and Description	Activity Number and Name	Reporting ID and Description	Sponsor
A GENERAL FUND			
	210 MISCELLANEOUS		

Receipts

Date	Receipt	Deposit	From	Description	Amount
05/14/2025	000000		General Fund	misc reimb	574.50

Expenditures

Date	PO Number	Check	Vendor	Description	Amount
05/12/2025		007196	SAM'S CLUB/Synchrony Bank	4 burner gas griddle lunch fund	214.98

Activity and Budget Totals

Beginning Balance	-574.50
Receipts	574.50
Expenditures	214.98
Adjustments	0.00
Cash Balance	-214.98
Outstanding POs	0.00
Unencumbered Balance	-214.98

Group Totals

Beginning Balance	-574.50
Receipts	574.50
Expenditures	214.98
Adjustments	0.00
Cash Balance	-214.98
Outstanding POs	0.00
Unencumbered Balance	-214.98

Mullen Public Schools

Cash Summary Report May 2025

Fund	Description	Beginning Balance	Revenue	Expenditure	interfund transfer	Ending Balance
01	GENERAL FUND	$1,508,940.58	$1,383,206.94	($379,254.34)		$2,512,893.18
02	DEPRECIATION FUND	$338,502.40	$904.22			$339,406.62
03	EMPLOYEE BENEFIT FUND	$79,135.90	$211.39			$79,347.29
06	LUNCH FUND	$22,641.81	$12,816.90	($19,622.07)		$15,836.64
08	SPECIAL BUILDING FUND	$454,395.82	$1,213.80			$455,609.62
05	ACTIVITY FUND	$233,574.93	$11,614.52	($11,088.64)		$234,100.81
	PETTY CASH FUND	$14,840.85	$2,556.64	($1,384.23)		$16,013.26
	CAFETERIA PLAN	$6,552.67	$745.38			$7,298.05
		$2,658,584.96	**$1,413,269.79**	**($411,349.28)**	**$0.00**	**$3,660,505.47**

County Treasurer's Report June 2025 Receipts (May collections)

	GENERAL
HOOKER	$33,483.40
CHERRY	$11,656.01
THOMAS	$28,266.22
TOTAL	**$73,405.63**

Cash Summary Report YTD 2024-2025

Fund	Description	Beginning Balance	Revenue	Expenditure	interfund transfer	Ending Balance
01	GENERAL FUND	$1,484,509.70	$4,403,516.99	($3,320,133.51)	($55,000.00)	$2,512,893.18
02	DEPRECIATION FUND	$398,495.65	$9,325.97	($68,415.00)		$339,406.62
03	EMPLOYEE BENEFIT FUND	$77,297.94	$2,049.35	$0.00		$79,347.29
06	LUNCH FUND	$29,413.15	$85,534.08	($154,110.59)	$55,000.00	$15,836.64
08	SPECIAL BUILDING FUND	$443,842.34	$11,767.28	$0.00		$455,609.62
05	ACTIVITY FUND	$244,004.29	$133,119.24	($143,022.72)		$234,100.81
	PETTY CASH FUND	$5,612.44	$23,205.64	($12,804.82)		$16,013.26
	CAFETERIA PLAN	$6,481.52	$6,732.28	($5,915.75)		$7,298.05
		$2,689,657.03	**$4,675,250.83**	**($3,704,402.39)**	**$0.00**	**$3,660,505.47**

Mullen Public Schools

Rollup Report

Cycle: FY24-25; 1st Detail Element: FUND; 1st Detail Level: None; 2nd Detail Element: FUNCTION; 2nd Detail Level: None; 3rd Detail Element: None; 3rd Detail Level: None; 4th Detail Element: None; 4th Detail Level: None; 5th Detail Element: None; 5th Detail Level: None; Account Expression: ([FUND] In ("01","02","03","06","08")) AND ([FUNCTION] >= "01100") ; 1st Subtotal Element: FUND; 1st Subtotal Rollup Level: None; 2nd Subtotal Element: None; 2nd Subtotal Rollup Level: None; 3rd Subtotal Element: None; 3rd Subtotal Rollup Level: None; 4th Subtotal Element: None; 4th Subtotal Rollup Level: None; 5th Subtotal Element: None; 5th Subtotal Rollup Level: None; Begin Date: 06/01/2025; End Date: 06/30/2025; Subtotal on Account Type: Yes; Include Encumbrances: Yes

FUND	FUNCTION	Actuals (Selected Range)	Adopted Budget	Current Budget	Actuals (YTD)	Encumbrances (YTD)	Available	% of Budget
01 - GENERAL FUND	01100 - Regular Instruction	$179,614.45	$1,986,896.97	$1,986,896.97	$1,654,298.89	$20,917.89	$311,680.19	83.26
01 - GENERAL FUND	01200 - SPED Instruction School Age	$42,621.45	$395,140.58	$395,140.58	$391,645.76	$105.89	$3,388.93	99.12
01 - GENERAL FUND	02110 - Attendance & Social Work Services	$0.00	$15,694.75	$15,694.75	$10,115.06	$0.00	$5,579.69	64.45
01 - GENERAL FUND	02120 - Guidance Services	$4,815.73	$78,743.10	$78,743.10	$57,712.87	$0.00	$21,030.23	73.29
01 - GENERAL FUND	02130 - Health Services	$0.00	$8,500.00	$8,500.00	$737.38	$0.00	$7,762.62	8.68
01 - GENERAL FUND	02140 - Psychological Services regular education	$0.00	$60,000.00	$60,000.00	$7,152.80	$0.00	$52,847.20	11.92
01 - GENERAL FUND	02141 - Psychological Services SPED school age	$0.00	$27,431.00	$27,431.00	$19,715.76	$0.00	$7,715.24	71.87
01 - GENERAL FUND	02151 - Speech Pathology/Audiology SPED School Age	$0.00	$68,345.00	$68,345.00	$57,452.49	$0.00	$10,892.51	84.06
01 - GENERAL FUND	02161 - Occupational Therapy SPED School Age	$0.00	$13,930.00	$13,930.00	$13,911.83	$0.00	$18.17	99.87
01 - GENERAL FUND	02171 - Physical Therapy SPED school age	$0.00	$5,844.00	$5,844.00	$5,759.00	$0.00	$85.00	98.55
01 - GENERAL FUND	02190 - Support Services Non-SPED	$567.77	$39,600.00	$39,600.00	$12,336.32	$0.00	$27,263.68	31.15
01 - GENERAL FUND	02210 - Improvement of Instruction	$0.00		$0.00	$503.56	$0.00	($503.56)	
01 - GENERAL FUND	02211 - School Improvement	$0.00		$0.00	$542.35	$0.00	($542.35)	
01 - GENERAL FUND	02213 - Instructional Staff Training	$1,046.56	$6,229.50	$6,229.50	$7,870.93	$149.00	($1,790.43)	126.35
01 - GENERAL FUND	02220 - Library/Media Services	$3,758.81	$71,601.88	$71,601.88	$35,511.92	$224.21	$35,865.75	49.60
01 - GENERAL FUND	02224 - Educational Television Services	$0.00	$24,000.00	$24,000.00	$0.00	$0.00	$24,000.00	0.00
01 - GENERAL FUND	02230 - Instruction Related Technology	$6,779.78	$73,629.46	$73,629.46	$45,934.81	$775.00	$26,919.65	62.39
01 - GENERAL FUND	02240 - Academic Student Assessment (not teacher initiated)	$0.00		$0.00	$1,575.00	$3,911.60	($5,486.60)	
01 - GENERAL FUND	02310 - Board of Education	$210.55	$355,243.58	$355,243.58	$27,303.98	$0.00	$327,939.60	7.69
01 - GENERAL FUND	02320 - Executive Administration	$16,807.74	$200,165.66	$200,165.66	$159,603.25	$0.00	$40,562.41	79.74
01 - GENERAL FUND	02330 - District Legal Services	$1,500.00	$25,000.00	$25,000.00	$3,913.00	$0.00	$21,087.00	15.65
01 - GENERAL FUND	02410 - Office of the Principal	$30,916.98	$353,834.00	$353,834.00	$316,436.38	$2.35	$37,395.27	89.43
01 - GENERAL FUND	02490 - School Administration-Other	$1,659.97	$43,156.50	$43,156.50	$7,010.79	$0.00	$36,145.71	16.25
01 - GENERAL FUND	02510 - Fiscal Services	$9,986.48	$146,266.66	$146,266.66	$123,330.12	$23.79	$22,912.75	84.32
01 - GENERAL FUND	02570 - Personnel Services	$0.00		$0.00	$682.66	$0.00	($682.66)	
01 - GENERAL FUND	02580 - Administrative Technology Services	$753.95	$9,938.61	$9,938.61	$7,536.16	$0.00	$2,402.45	75.83
01 - GENERAL FUND	02610 - Operation of Buildings/Custodial	$8,316.70	$240,600.00	$240,600.00	$135,943.52	$0.00	$104,656.48	56.50
01 - GENERAL FUND	02620 - Maintenance of Buildings	$17,718.09	$352,684.00	$352,684.00	$259,454.71	$0.00	$93,229.29	73.57
01 - GENERAL FUND	02630 - Grounds Care/Upkeep	$1,796.87	$18,200.00	$18,200.00	$23,014.20	$0.00	($4,814.20)	126.45

Mullen Public Schools

Rollup Report

FUND	FUNCTION	Actuals (Selected Range)	Adopted Budget	Current Budget	Actuals (YTD)	Encumbrances (YTD)	Available	% of Budget
01 - GENERAL FUND	02650 - Vehicle Operation/Maint/Purchase (non student transport)	$1,066.83		$0.00	$4,296.48	$0.00	($4,296.48)	
01 - GENERAL FUND	02660 - Security	$0.00	$8,000.00	$8,000.00	$2,292.47	$0.00	$5,707.53	28.66
01 - GENERAL FUND	02670 - Safety	$636.22	$5,999.02	$5,999.02	$7,361.79	$0.00	($1,362.77)	122.72
01 - GENERAL FUND	02710 - Vehicle Operation/Purchase - Regular Education	$16,429.26	$244,456.94	$244,456.94	$148,890.89	$0.00	$95,566.05	60.91
01 - GENERAL FUND	02730 - Vehicle Service/Maint Regular Education	$1,963.07	$15,000.00	$15,000.00	$11,428.83	$0.00	$3,571.17	76.19
01 - GENERAL FUND	03535 - High Ability Learners	$1,900.00	$3,500.00	$3,500.00	$4,705.18	$0.00	($1,205.18)	134.43
01 - GENERAL FUND	03551 - Career Education	$0.00		$0.00	$2,893.90	$0.00	($2,893.90)	
01 - GENERAL FUND	06200 - Title I Part A	$0.00	$42,983.51	$42,983.51	$34,377.35	$0.00	$8,606.16	79.98
01 - GENERAL FUND	06406 - IDEA Preschool (619) Base Allocation	$0.00	$1,600.00	$1,600.00	$1,553.00	$0.00	$47.00	97.06
01 - GENERAL FUND	06408 - IDEA Part B(611) Base/Enrollment Poverty Age 0-21	$0.00	$36,200.00	$36,200.00	$36,121.00	$0.00	$79.00	99.78
01 - GENERAL FUND	06969 - Title IV Part A ESEA/ESSA SSAE Grant	$0.00	$10,000.00	$10,000.00	$10,000.00	$0.00	$0.00	100.00
01 - GENERAL FUND	06992 - REAP	$0.00	$42,400.00	$42,400.00	$19,734.38	$0.00	$22,665.62	46.54
01 - GENERAL FUND	08000 - Transfers-Outgoing	$0.00	$70,000.00	$70,000.00	$0.00	$0.00	$70,000.00	0.00
01 - GENERAL FUND	09005 - Non Program Expenditures	$0.00		$0.00	$55,000.00	$0.00	($55,000.00)	
Subtotal of Account Type: Expenditure		**$350,867.26**	**$5,100,814.72**	**$5,100,814.72**	**$3,725,660.77**	**$26,109.73**	**$1,349,044.22**	
Subtotal of Element: [FUND] 01 - GENERAL FUND		**$350,867.26**	**$5,100,814.72**	**$5,100,814.72**	**$3,725,660.77**	**$26,109.73**	**$1,349,044.22**	
02 - DEPRECIATION FUND	02900 - Other Support Services	$0.00	$554,293.43	$554,293.43	$68,415.00	$0.00	$485,878.43	12.34
Subtotal of Account Type: Expenditure		**$0.00**	**$554,293.43**	**$554,293.43**	**$68,415.00**	**$0.00**	**$485,878.43**	
Subtotal of Element: [FUND] 02 - DEPRECIATION FUND		**$0.00**	**$554,293.43**	**$554,293.43**	**$68,415.00**	**$0.00**	**$485,878.43**	
03 - EMPLOYEE BENEFIT FUND (unemplo	02900 - Other Support Services	$0.00	$78,734.02	$78,734.02	$0.00	$0.00	$78,734.02	0.00
Subtotal of Account Type: Expenditure		**$0.00**	**$78,734.02**	**$78,734.02**	**$0.00**	**$0.00**	**$78,734.02**	
Subtotal of Element: [FUND] 03 - EMPLOYEE BENEFIT FUND (unemplo		**$0.00**	**$78,734.02**	**$78,734.02**	**$0.00**	**$0.00**	**$78,734.02**	
06 - LUNCH FUND	03100 - Food Service Operations	$8,991.39	$165,743.23	$165,743.23	$162,918.47	$0.00	$2,824.76	98.30
Subtotal of Account Type: Expenditure		**$8,991.39**	**$165,743.23**	**$165,743.23**	**$162,918.47**	**$0.00**	**$2,824.76**	
Subtotal of Element: [FUND] 06 - LUNCH FUND		**$8,991.39**	**$165,743.23**	**$165,743.23**	**$162,918.47**	**$0.00**	**$2,824.76**	
08 - SPECIAL BUILDING FUND	04700 - Building Improvements	$0.00	$453,604.32	$453,604.32	$0.00	$0.00	$453,604.32	0.00
Subtotal of Account Type: Expenditure		**$0.00**	**$453,604.32**	**$453,604.32**	**$0.00**	**$0.00**	**$453,604.32**	

Mullen Public Schools

Rollup Report

FUND	FUNCTION	Actuals (Selected Range)	Adopted Budget	Current Budget	Actuals (YTD)	Encumbrances (YTD)	Available	% of Budget
Subtotal of Element: [FUND] 08 - SPECIAL BUILDING FUND		**$0.00**	**$453,604.32**	**$453,604.32**	**$0.00**	**$0.00**	**$453,604.32**	
Grand Total		**$359,858.65**	**$6,353,189.72**	**$6,353,189.72**	**$3,956,994.24**	**$26,109.73**	**$2,370,085.75**	

Check Summary

Sorted by Check Number.
From 05/01/2025 to 05/31/2025.

Check Number	Site ID	Status	Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	Amount
004EFT	Mullen	Printed	05/12/2025	PEPSI COLA OF WESTERN NE		5100162468	HS pop	55.60
039384	Mullen	Printed	05/01/2025	STAPLETON PUBLIC SCHOOLS		5/9/2025	Dave Blevins Memorial Track Invite fee	160.00
039385	Mullen	Printed	05/01/2025	Ord Volleyball		VB Camp 2025	VB camp balance due 14 girls@$70	880.00
039386	Mullen	Printed	05/01/2025	Burwell Public Schools		4/17/2025	2025 Burwell Track Invite entry fee	135.00
039387	Mullen	Printed	05/01/2025	Creek Valley Schools		5/6/2025	Golf entry fee	65.00
039388	Mullen	Printed	05/01/2025	SUTHERLAND HIGH SCHOOL		5/14/2025	District Track entry fee	129.58
039389	Mullen	Printed	05/02/2025	North Platte Catholic Schools Activities		5/8/2025	NP St Pat's Golf Invitational entry fee	50.00
039390	Mullen	Printed	05/07/2025	Cash Pam Ginkens		Bronco Brew Refunds	Bronco Brew Account bal refunds end of year	300.00
039391	Mullen	Printed	05/12/2025	4J Designs		157	elementary field day tees	796.50
039392	Mullen	Printed	05/12/2025	Amazon Capital Services, Inc	A25-044	9KFG	Training Room Supplies	156.59
039393	Mullen	Printed	05/12/2025	HANDYMAN HARDWARE		April	prom and greenhouse supplies	41.40
039394	Mullen	Printed	05/12/2025	Ty Kvanvig		2024-2025	volunteer assistant wrestling	500.00
039395	Mullen	Printed	05/12/2025	Kwik Stop		April 2025	pizza with the principal, awards night prizes	98.46
039396	Mullen	Printed	05/12/2025	MACKES GROCERY		1930	FCCLA supplies	455.76
039397	Mullen	Printed	05/12/2025	Mullen Golf Club		2024-2025	facility use fee girls & boys golf	400.00
039398	Mullen	Printed	05/12/2025	Nebraska FFA Association		3130	state convention registration	297.00
039399	Mullen	Printed	05/12/2025	North Platte Catholic Schools Activities		D-5 District golf	entry fee district golf	155.00
039400	Mullen	Printed	05/12/2025	SAMS CLUB/Synchrony Bank		6528 5/8/2025	supplies:brat fundraiser,snacks,athba	259.23
039401	Mullen	Printed	05/12/2025	U.S. Bank		April 2025	credit card purchases	1,586.02
039402	Mullen	Printed	05/12/2025	Cody Lee		MNAC/MAC 2025	MNAC/MAC All Star BB official	450.00
039403	Mullen	Printed	05/19/2025	Mullen Golf Club		5/15/2025	Clubhouse rent & green fees-staff end of year	80.00
039404	Mullen	Printed	05/19/2025	Nebraska FCCLA		NLC2525	National Leadership registrations	545.00
039405	Mullen	Printed	05/19/2025	WorldStrides		Alaska	Alaska	287.50
039406	Mullen	Printed	05/29/2025	NEBRASKA COACHES ASSOCIATION		2025-26	2025-26 memberships, clinic, gold cards	1,905.00
039408	Mullen	Printed	05/29/2025	NSAA		2025-2026	membership, NSIAAA registration & activities	1,300.00
							Report Total:	11,088.64

ALL Data

Check Summary Report

Arranged by:
Check Number

Date: 05/01/2025 thru 05/31/2025

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
007195	C	05/02/2025	BLUE CROSS BLUE SHIELD		May less than 1 FTE	1,169.25
007196	C	05/12/2025	SAM'S CLUB/Synchrony Bank		4 burner gas griddle lunch fund	214.98
					Report Total:	**1,384.23**

Check Detail

Sorted by Check Number, Site ID.
From 05/01/2025 to 05/31/2025.

Check # / Status	Issue Date / Status Date / PO Number	Vendor Name / Site ID / Activity ID / Activity Name	1099?	Invoice Number	Creator / Description	Approver	Printer	Amount
004EFT	05/12/2025	PEPSI COLA OF WESTERN NE			Pam Ginkens	Pam Ginkens		
Printed	05/12/2025	Mullen	No	5100162468	HS pop			
		0425	Pepsi Cola					55.60
039384	05/01/2025	STAPLETON PUBLIC SCHOOLS			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/01/2025	Mullen	No	5/9/2025	Dave Blevins Memorial Track Invite fee			
		5009	Track & Field					160.00
039385	05/01/2025	Ord Volleyball			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/01/2025	Mullen	No	VB Camp 2025	VB camp balance due 14 girls@$70			
		1805	Bronco Volleyball					880.00
039386	05/01/2025	Burwell Public Schools			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/01/2025	Mullen	No	4/17/2025	2025 Burwell Track Invite entry fee			
		5009	Track & Field					135.00
039387	05/01/2025	Creek Valley Schools			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/01/2025	Mullen	No	5/6/2025	Golf entry fee			
		5011	Boys Golf					65.00
039388	05/01/2025	SUTHERLAND HIGH SCHOOL			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/01/2025	Mullen	No	5/14/2025	District Track entry fee			
		5009	Track & Field					129.58
039389	05/02/2025	North Platte Catholic Schools Activities			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/02/2025	Mullen	No	5/8/2025	NP St Pat's Golf Invitational entry fee			
		5011	Boys Golf					50.00
039390	05/07/2025	Cash Pam Ginkens			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/07/2025	Mullen	No	Bronco Brew Refunds	Bronco Brew Account bal refunds end of year			
		1750	Bronco Brew					300.00
039391	05/12/2025	4J Designs			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	157	elementary field day tees			
		1125	ELEMENTARY ACTIVITIES					796.50
039392	05/12/2025	Amazon Capital Services, Inc			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	9KFG	Training Room Supplies			
	A25-044	1808	Bronco Wrestling					63.64
039392	05/12/2025	Amazon Capital Services, Inc			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	749N	training cones replace Paxton			
	A25-000	1809	Bronco Track Team					53.17
039392	05/12/2025	Amazon Capital Services, Inc			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	9KFG	Training Room Supplies			
	A25-044	5000	NSAA Activities					1.54
039392	05/12/2025	Amazon Capital Services, Inc			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	6RTP	Supplies for Track: Batteries and spikes			
	A25-045	5009	Track & Field					-3.73
	A25-045	5009	Track & Field					41.97
								38.24

Check Detail

Sorted by Check Number, Site ID.
From 05/01/2025 to 05/31/2025.

Check # / Status	Issue Date / Status Date / PO Number	Vendor Name / Site ID / Activity ID	1099? / Activity Name	Invoice Number	Creator / Description	Approver	Printer	Amount
039393	05/12/2025	HANDYMAN HARDWARE			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	Yes	April	prom and greenhouse supplies			
		0726	Class of 2026					37.42
		3200	Green House Project					3.98
								41.40
039394	05/12/2025	Ty Kvanvig			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	Yes	2024-2025	volunteer assistant wrestling			
		5008	Wrestling					500.00
039395	05/12/2025	Kwik Stop			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	April 2025	pizza with the principal, awards night prizes			
		1125	ELEMENTARY ACTIVITIES					98.46
039396	05/12/2025	MACKES GROCERY			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	1930	FCCLA supplies			
		0500	FCCLA--LOCAL					138.88
039396	05/12/2025	MACKES GROCERY			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	1938	supplies			
		1050	FFA					25.78
		1600	ART CLUB					44.39
		1808	Bronco Wrestling					246.71
								316.88
039397	05/12/2025	Mullen Golf Club			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	2024-2025	facility use fee girls & boys golf			
		5004	Girls Golf					200.00
		5011	Boys Golf					200.00
								400.00
039398	05/12/2025	Nebraska FFA Association			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	3130	state convention registration			
		1050	FFA					297.00
039399	05/12/2025	North Platte Catholic Schools Activities			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	D-5 District golf	entry fee district golf			
		5011	Boys Golf					155.00
039400	05/12/2025	SAMS CLUB/Synchrony Bank			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	6528 5/8/2025	supplies:brat fundraiser,snacks,athbanquet			
		0430	Vending Machine					55.90
		1808	Bronco Wrestling					75.27
		1809	Bronco Track Team					52.90
		5000	NSAA Activities					75.16
								259.23
039401	05/12/2025	U.S. Bank			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	No	April 2025	credit card purchases			
		0185	Chuck Hafer Memorial					49.99
		0500	FCCLA--LOCAL					512.32
		1020	Mullen Markings (Engraving Business)					338.75
		1050	FFA					292.40
		1400	SPANISH CLUB					65.00
		5000	NSAA Activities					136.50
		5013	Speech					191.06
								1,586.02

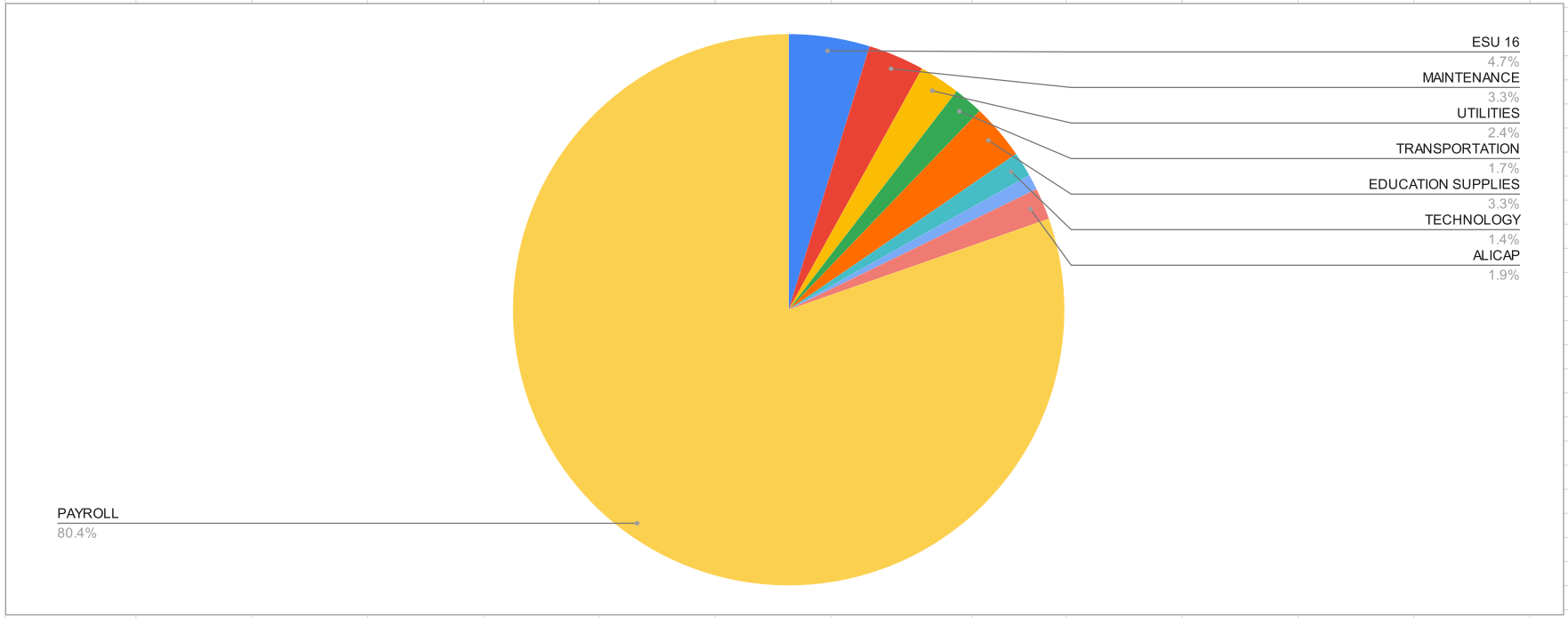
Check Detail

Sorted by Check Number, Site ID.
From 05/01/2025 to 05/31/2025.

Check # / Status	Issue Date / Status Date / PO Number	Vendor Name / Site ID / Activity ID	1099?	Invoice Number / Activity Name	Creator / Description	Approver	Printer	Amount
039402	05/12/2025	Cody Lee			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/12/2025	Mullen	Yes	MNAC/MAC 2025	MNAC/MAC All Star BB official			
		1807		Bronco Basketball				450.00
039403	05/19/2025	Mullen Golf Club			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/19/2025	Mullen	No	5/15/2025	Clubhouse rent & green fees-staff end of year			
		0450		Wellness				80.00
039404	05/19/2025	Nebraska FCCLA			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/19/2025	Mullen	No	NLC2525	National Leadership registrations			
		0520		FCCLA--NATIONAL				545.00
039405	05/19/2025	WorldStrides			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/19/2025	Mullen	No	Alaska	Alaska			
		1550		SCIENCE FIELD TRIP				287.50
039406	05/29/2025	NEBRASKA COACHES ASSOCIATION			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/29/2025	Mullen	No	2025-26	2025-26 memberships, clinic, gold cards			
		5000		NSAA Activities				1,905.00
039408	05/29/2025	NSAA			Pam Ginkens	Pam Ginkens	Pam Ginkens	
Printed	05/29/2025	Mullen	No	2025-2026	membership, NSIAAA registration & activities			
		5000		NSAA Activities				340.00
		5001		Cross Country				140.00
		5002		Football				60.00
		5004		Girls Golf				60.00
		5005		Volleyball				60.00
		5006		Girls Basketball				60.00
		5007		Boys Basketball				60.00
		5008		Wrestling				160.00
		5009		Track & Field				120.00
		5011		Boys Golf				60.00
		5012		Play Production				60.00
		5013		Speech				60.00
		5014		Journalism				60.00
								1,300.00
							Grand Total :	11,088.64

2024-2025 MULLEN PUBLIC SCHOOLS GENERAL FUND EXPENDITURE DATA

	ESU 16	Maintenance	Utilities	Transportation	Ed Supplies	Tech Supplies	Board/Admin Costs	Insurance	Payroll	Bills	Total	Transfers	
September 2024	$2,619.44	$58,468.19	$5,879.40	$2,871.31	$4,735.32	$4,251.73	$2,483.88	$66,159.00	$285,010.72	$147,468.27	$432,478.99	$0.00	
October 2024	$26,478.99	$2,607.58	$5,823.12	$5,967.86	$12,848.36	$7,766.31	$1,574.33	$0.00	$303,156.96	$63,066.55	$366,223.51	$0.00	
November 2024	$18,545.55	$2,939.02	$5,147.95	$9,488.42	$11,149.61	$427.00	$874.82	$0.00	$294,981.94	$48,572.37	$343,554.31	$0.00	
December 2024	$26,923.99	$8,774.59	$5,595.80	$3,880.80	$18,550.87	$8,166.00	$695.57	$0.00	$299,340.14	$72,587.62	$371,927.76	$0.00	
January 2025	$18,445.55	$3,886.15	$9,933.72	$6,623.92	$2,513.25	$0.00	$14,930.72	$0.00	$309,194.29	$56,333.31	$365,527.60	$0.00	
February 2025	$26,203.99	$3,053.07	$15,230.00	$4,738.91	$5,441.39	$4,842.13	$4,074.39	$1,471.00	$285,489.32	$65,054.88	$350,544.20	$0.00	
March 2025	$18,520.55	$21,326.30	$14,875.59	$6,364.85	$4,318.20	$0.00	$2,663.92	$0.00	$290,840.36	$68,069.41	$358,909.77	$0.00	
April 2025	$19,766.58	$11,012.70	$11,380.29	$6,282.14	$8,718.75	$0.00	$1,005.01	$0.00	$293,547.55	$58,165.47	$351,713.02	$0.00	
May 2025	$16,615.13	$8,560.65	$5,056.01	$7,015.93	$13,990.21	$24,676.20	$2,249.69	$0.00	$301,090.52	$78,163.82	$379,254.34	$0.00	
June 2025	$0.00	$352.39	$8,967.95	$10,855.36	$37,458.18	$3,010.00	$2,520.55	$500.00	$287,202.83	$63,664.43	$350,867.26	$0.00	
July 2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
August 2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$195,000.00	
	$174,119.77	$120,980.64	$87,889.83	$64,089.50	$119,724.14	$53,139.37	$33,072.88	$68,130.00	$2,949,854.63	$721,146.13	$3,671,000.76	$195,000.00	$3,866,000.76
	0.047	0.033	0.024	0.017	0.033	0.014	0.009	0.019	0.804	0.196			
Budgeted Amount	$200,000.00	$197,000.00	$190,000.00	$125,000.00	$135,000.00	$95,000.00	$63,000.00	$85,000.00	$3,410,000.00	$1,090,000.00	$4,500,000.00	$195,000.00	$4,695,000.00
Remaining	$25,880.23	$76,019.36	$102,110.17	$60,910.50	$15,275.86	$41,860.63	$29,927.12	$16,870.00	$460,145.37	$368,853.87	$828,999.24	$0.00	$828,999.24



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**: After signing in at the meeting, you will be recognized. When you have been recognized, please identify yourself, including an address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.

- **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 personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedure 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.

Mullen Public Schools
Board of Education
Public Comment
Sign in Sheet

Date: June 9 2025

NAME	ADDRESS

Mullen Public Schools

CHRIS KUNCL
Superintendent
308-546-2223
402-699-1754

MIKE KVANVIG
High School Principal
308-546-2223

PHIL HOYT
Activities Director
308-546-2223

GYM/WEIGHT ROOM AGREEMENT

This Agreement made and entered on this ____ day of _____, _____, by and between Mullen School District, herein referred to as Owner, and _____ herein referred to as Licensee:

1. **Premises Covered:** Owner grants to Licensee, for the period of time and upon the conditions and terms hereinafter set forth, the right to use the LARIAT GYM & WEIGHT ROOM.

2. **Term:** This annual license to use the above facilities shall commence/end on _____.

3. **Cost:** A Fee of $75 dollars for a single membership or $150 dollars for a family membership will be paid before access is allowed. Membership is annual and cards will be deactivated unless the annual membership has been renewed. Extra key fobs are $15 each, first fob is included. Summer membership is $45 for June, July, and August access.

4. **Family Membership:** consists of immediate family members living in the house of the Licensee. This includes college students under the age of 26 home for break or the summer.

5. **Right to enter:** Licensee may only enter the weight room facility from **6:00 pm to 6:00 am on school days if, and only if, the Owner is not in use of the facility. Entrance is available 3:00 AM to 11:59 PM on weekends for the weight room. Summer schedules will be posted.** Licensees may enter the Lariat Gym from **3:00 AM to 11:59 PM only if the Owner is not in use of the facility. Lariat Gym schedule will be posted** School usage during licensee's scheduled entrance times will be posted on the school web page. The facility is available to all members; it is not a "first come, first served" basis. Licensees have the right to **occasionally** invite family and friends from out of town. If they are local residents of or around our district, they are highly encouraged to have a membership. Owner reserves the right to enter said premises at any time during the term of this license.

6. **Damage Liability:** The licensee will be held responsible for any and all damage to the premises. Should owner and licensee be unable to agree on the amount of damage to the premises as a result of use by the licensee, the owner shall designate an appraiser, licensee shall designate an appraiser and the two appraisers will select a third appraiser. Such three appraisers shall then meet and determine the extent and dollar value of any damage done as a result of licensee's use of said premises; and majority decision of such appraisers shall be binding on the parties hereto.

7. **Indemnity:** Licensee agrees to indemnify and save owner harmless against any claim or demand arising by any reason of the occupancy and use of the said premises by licensee and against any damage arising from the negligent act or omission of licensee, any person in their family or employ or upon the premises by reason of the Licensee's occupancy thereof.

8. **Surrendering Possession**: Upon termination of the agreement, Licensee shall surrender possession of said premises peaceably and in good condition returning all key fobs in their possession.

9. **Revoking Membership:** Licensee may have permit revoked at any time during the term above with no refund, if the Owner decides they have violated the trust of this agreement. Consequences may include losing membership indefinitely.

10. **Video Recording**: Licensee will be on video surveillance any time they are inside the premises of the school.

11. **Key Fob Reader**: Every member should swipe their key when entering the gym even if the door is open.

12. **Drinks and Restrooms**: Restrooms are not available at the weight room, but will be available at the Lariat Gym. Licensees may bring appropriate beverages.

13. **Reporting issues/abuse of facility:** Contact 546-2223 or Supt. Chris Kuncl 402-699-1754.

14. **Adult Supervision:** Supervision is required for anyone under the age of 19 in the weight room and under the age of 16 in the Lariat Gym.

15. **Non-Assignment:** Licensee shall not have the right to assign Licensee's rights under this agreement to any other person or persons without the prior written consent of the owner.

16. **Effect of Agreement:** This Agreement shall be fully and completely binding upon the parties here to, their heirs, devises, personal representatives, successors, and assigns.

17. **Organized Events:** All organized practices or events must be approved by Owner.

18. **Equipment:** School will provide basketball hoops and volleyball net for use at the Lariat Gym. If they are up they are to be left up; if they are not up they need to be taken down if you put them up. Volleyball nets can only be set up on half of the gym; one court must always remain open if not already set up by Owner. Please clean up after yourselves and leave the gym as you found it. Certain sport balls may be available at the gym, but could be removed if not put away and taken care of by all members.

19. **Floor Care:** Owner requires shoes that are used strictly for gym floor use and are not worn outside of the gym. Owner does not allow any items that may scratch or damage the floor. (Toys, Boots, Bikes, Scooter, Remote Control Cars, HoverBoards, Roller Skates etc.)

20. **Contract:** Owner reserves the right to amend contract at any time if the need for revisions arise.

School Official_____ **DATE**_____

LICENSEE _____ **DATE**_____

Family Members if applicable:_____

_____

LICENSEE INFORMATION:

NAME: _____

ADDRESS:_____

_____

PHONE: _____

E-MAIL: _____

MEMBERSHIP: Single ($75) _____ Family ($150) _____

Summer Single ($45)_____

FOB # ASSIGNED: _____ Additional Fob# ($15) _____

Looking toward the future, we are wondering if the Lariat would be much better suited to be the gym that the community has access to using. With the Hilltop gym being used as a classroom and being used as the main competition gym, we believe that making the Lariat community gym could be beneficial to our school district.

Pros	Cons
OPEN 24 hours	NO AC
Only a few days out of school use for the year	Buy/Install Cameras
Bathrooms	Light Switches so they're not on the stage
Drinking fountain	Security of stuff on stage-Camera could solve
No disruption for Most School events	More maintenance bathrooms etc for janitorial staff
All Youth Events could be held in one spot	Access to equipment will need to be addressed where it is in the basement now and putting it away after using
Custodians don't have to rush to clean	Notifying the public as to when the facility is in use for school activities, one act etc.
Don't have to worry as much about floor getting scuffed or inappropriate shoes being worn. Floor finish will last longer with less traffic	
Elderly ladies could walk in winter months	
Facility could be used during school days	
Parking for community member use is more accessible	
Shouldn't have to cleanup balls or equipment left out after patrons have used it in the evening	
Get more use out of the Lariat Facility than it is getting now.	
Gym fees would be used for floor renovation.	

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PROPOSED AGENDA ITEM RATIONALE

DATE: May 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Action – New and Expansion Early Childhood Grants (BF.042025.005)

AGENDA ITEM TYPE: Grant

RATIONALE/BACKGROUND INFORMATION:

- The purpose of the Early Childhood Education Grant Program is to improve access to early childhood education/prekindergarten programs. (Neb. Rev. Stat. § 79-1101)
- Through these grants, children are to be served in high quality environments to be better prepared to enter school and be successful.
- Early Childhood programs operated with these grants are required to operate in compliance with *Rule 11 – Regulations for Approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants*.
- $3.4 million has been allocated in the state budget for early childhood grants.
- Nebraska Revised State Statute §79-1103 sets the priorities for funding early childhood grants.
    - The first priority is for continuation grants
    - The second priority is for new and expansion grants for programs that will serve at-risk children who will be eligible or required to attend kindergarten the following school year.
    - The third priority will be for new grants, expansion grants, and continuation grants for programs serving children younger then whose who will be eligible or required to attend kindergarten the following school year.
- Funds are available for awarding new and/or expansion grants to public school districts to serve preschool aged students in the 2025/2026 school year because some school districts currently receiving grants will "roll-off" their current grant and no longer be eligible for funding.
- Approximately $2.7 million of the $3.4 million is reserved for continuation of the preschool grants for districts that are still eligible for grant dollars.

- The total amount available for new and expansion grants for the 2025/2026 school year is $725,750.
- School districts that do not operate a preschool program are eligible to apply for a grant to start a center-based early childhood program.
- Districts that currently operate one or more early childhood classrooms are eligible to apply for funds to increase the number of early childhood classrooms they operate.
- In November of 2024, a notice was sent to all school districts of a grant opportunity to apply for funds.
- The grant year will begin July 1.
- The following school districts are recommended for funding:
    - Beatrice Public Schools
      Expansion
      full-day classroom
      $100,000

    - Fillmore Central Public Schools
      New Program
      3 part-day classrooms
      $160,000

    - Mullen Public Schools
      New Program
      1 full-day classroom
      $155,000

    - Scottsbluff Public Schools
      Expansion
      1 full-day classroom
      $ 155,000

    - Wayne Community Schools
      Expansion
      1 full-day classroom
      $155,000

PROPOSED BOARD MEETING: Discussion, April 2025 – Action, June 2025

ESTIMATED COST: $725,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State General Funds

- New or Renewal: New

- If renewal, date of first approval: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:NA

- Indicate the method of procurement:

- Rationale for method of procurement:

- Rationale for contractor selection:

FOR GRANT SUBAWARDS: NA

- Describe the grantee selection process:
    - All grants were evaluated and scored by early childhood education specialists who have no relationship with the district being reviewed.
    - Bonus points were given to school districts that do not currently have a prekindergarten program. Bonus points were also given to districts that are currently have a CSI, TSI, or ATSI designation.
    - Grants were recommended for approval to the State Board of Education based on the criteria listed in Nebraska Revised State Statute §79-1103

**Updated 08.15.2023*

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District	Grant Amount
Adams Central Public Schools	$81,127
Alma Public Schools	$120,000
Arnold Public Schools	$5,182
Auburn Public Schools	$75,582
Beatrice Public Schools	$41,001
Blair Community Schools	$74,116
Brady Public Schools	$50,000
Columbus Public Schools	$251,664
Cozad Community Schools	$18,680
Deshler Public Schools	$47,091
Eustis-Farnam Public Schools	$48,860
Fairbury Public Schools	$63,822
Gering Public Schools	$126,760
Kearney Public Schools	$134,610
Kenesaw Public Schools	$8,406
Lakeview Community Schools	$72,286
Leyton Public Schools	$130,000
Logan View Public Schools	$154,375
Nebraska City Public Schools	$62,948
Norfolk Public Schools	$35,791
North Platte Public Schools	$99,118
Palmyra District OR 1	$40,195
Papillion-LaVista Community Schools	$95,094
Plattsmouth Community Schools	$44,337
Scottsbluff Public Schools	$359,721
Sidney Public Schools	$94,411
Stapleton Public Schools	$24,139
Thayer Central Community	$60,512
Tri-County Public Schools	$43,115
Wayne Community Schools	$51,111
Westside Community Schools	$38,494
York Public Schools	$160,089

School	Structure- All Programs 4 Day Weeks Students must turn 3 before August 1 and cannot turn 6 after January 1	Tuition	Transportation
Wallace	3 yr Half Day 4 yr Full Day All together	No	Yes Beginning and End of Day
Stanton	3 yr Half Day 4 yr Full Day 2 teachers	No	No
Neligh Oakdale	Half Day 3 yr AM 4 Yr PM	No	No
Madison	Half Day 3 yr AM 4 Yr PM	No	Yes Beginning and End of Day
Tri County	Half Day 3 yr AM 4 Yr PM	$60 Full Pay-$40 Reduced- Free Monthly	Yes Beginning and End of Day
Lewiston	All day 3-5 Combo	No	Yes Beginning and End of Day
Loomis	All day 3-5 Combo	$175 Monthly	Yes Beginning and End of Day
Mitchell	3 yr Half Day 4 yr Full Day 2 teachers	$140 for 3 yr/ $300 for 4 yr Monthly	No
Clarkson	Half Day 3 yr AM 4 Yr PM	No	Full Transportation
Elgin	4 yr Half Day AM/3 yr Half Day PM	$40 monthly	Yes Beginning and End of Day
Leyton	All day 3-5 Combo	$350 monthly	No
Humphrey	Full Day 4 yr MW 3 yr TTH	No	Full Transportation
Elkhorn Valley	Half Days 4 year olds only	No	Full Transportation
West Point	All Day 2 teachers	No	Full Transportation
Arapahoe	Half Day sections mixed 3-5 yr olds	$6 daily	No
Thedford	Half Day 3 yr AM 4 Yr PM	No	Yes Beginning and End of Day
Scibner Snyder	All Day 2 teachers 3 yr/4/5 yr	No	No
Oakland Craig	Half Day 3 yr AM 4 Yr PM	No	No
Elmwood Murdock	Half Day 3 yr AM 4 Yr PM	$110 3 yr & $160 4 yr Monthly	No
Rock County	Half Day 3 yr AM 4 Yr PM	No	No
Palmer	All Day 4/5 year olds only	No	Full Transportation
Johnson Brock	Full Days	$1000 Full Pay/ $500 Free/Reduced	Full Transportation
Maywood	Full Day 4 yr MW 3 yr TTH	No	Full Transportation
Cedar Bluffs	Full Days- 2 teachers	No	Full Transportation
Stuart	Half Day 3 yr AM 4 Yr PM	$25 annually	No
Minden	Half Day 3 yr AM 4 Yr PM	$120 monthly	Full Transportation
Falls City	Half Day School/Half Day Daycare	Free for Half Day or $8 for full day	No
Paxton	Half Day 3-5 all together	No	AM Transportation Only
Pawnee City	Full Day 4/5 year olds only	$210 quarterly	Full Transportation
Crawford	Half Day 3 yr AM 4 Yr PM	No	No
Johnson County Central	Full Day 4/5 year olds Half Day 3 y 2 sect	No	No

	Salary	Insurance	Benefits	Supplies Year 1	Supplies	
Teacher	$46,000.00	$28,126.00	$9,568.00	$130,000.00	$10,000.00	
Para	$18,445.00	$7,665.57	$3,233.41			
		Year 1 Cost	$223,037.98		Year 2/3 Cost	$103,037.98
		Year 1 Grant	$121,518.99		Year 2/3 Grant	$61,518.99
		Total	$111,518.99		Total	$41,518.99
		Year 4+	$107,037.98		State Aid Increase	$20,000
	Possible Continuation Grant		$50,000			

Schools	# of K-12 Students	# of Certified Staff	2024-2025 Tax Request	2024-2025 Tax Levy	2023-2024 Tax Request	2023-2024 Tax Levy	Raise from 23/24 to 24/25	2024-2025Per Pupil Costs in Tax Request
Anselmo Merna	232	30	$3,562,653.00	0.5265	$3,486,142.00	0.5096	$76,511.00	$15,356.26
Arnold	179	26	$3,386,397.00	0.6995	$3,310,019.00	0.6137	$76,378.00	$18,918.42
Brady	172	29	$3,295,007.00	0.9156	$3,225,151.00	0.8571	$69,856.00	$19,157.02
Callaway	142	27	$3,282,429.00	0.66	$3,372,812.00	0.6693	-$90,383.00	$23,115.70
Mullen	162	28	$3,175,847.00	0.4323	$3,144,422.00	0.4802	$31,425.00	$19,603.99
Sargent	134	28	$3,061,899.00	0.777	$3,032,555.00	0.804	$29,344.00	$22,849.99
Stapleton	139	26	$2,956,579.00	0.7227	$2,584,847.00	0.6203	$371,732.00	$21,270.35
Sandhills	84	22	$2,898,842.00	0.6138	$2,714,364.00	0.5593	$184,478.00	$34,510.02
Hyannis	144	23	$2,805,711.00	0.354	$2,754,835.00	0.3438	$50,876.00	$19,484.10
McPherson Cty	56	15	$2,591,206.00	0.699	$2,464,089.00	0.6947	$127,117.00	$46,271.54
Arthur County	114	19	$2,387,879.00	0.8162	$2,388,889.00	0.8529	-$1,010.00	$20,946.31
Loup County	81	21	$2,374,040.00	0.6238	$2,307,626.00	0.6042	$66,414.00	$29,309.14
Thedford	100	17	$2,302,299.00	0.6163	$2,048,030.00	0.568	$254,269.00	$23,022.99

Why Preschool?

According to studies by the National Research Council and the Institute of Medicine, children who attend high quality early childhood programs, where curriculum aims are integrated across the domains, learn more and are better prepared to master the complex demands of formal schooling. Recommendations call for addressing cognitive, social-emotional, and physical development as mutually supportive areas that require active attention in the preschool years. — Fulfilling the Promise of Preschool (2006), National Association of State Boards of Education

Preschool is a unique time in children's lives. Pre-K children are little explorers whose learning follows the path of discovery. They develop rapidly as they ask questions and seek to understand their worlds. This is the time for high quality instruction that exposes them to play-based, developmentally appropriate activities that enhance their learning and build their confidence. The HighScope Preschool Curriculum is based on more than 50 years of research on early childhood development and has been validated through a direct evaluation of the curriculum. The content of the HighScope Preschool Curriculum is organized around eight content areas that outline the experiences essential for the development of the fundamental abilities that emerge during early childhood. These are the basic concepts and skills that young children naturally use repeatedly, given the opportunity.



Little Broncos Preschool Program

Located:
Mullen Public Schools Early Childhood Center
Mullen, Nebraska

Parent Handbook

Mullen Public Schools Department of Early Childhood Preschool Program Parent Handbook

Mullen Public Schools Early Childhood Center
308-546-2223

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MPSECC follows Mullen Public Schools calendar including snow days.

2025-2026

Who to Call at Mullen Public Schools Early Childhood Center

- ➔ Early Childhood/Special Education Secretary: Katie Crisp: 308-546-2223
- ➔ Director of Early Childhood/Special Services: Jennifer Pohlson: 308-284-8481
- ➔ Early Childhood Principal: Brett Mauler: 308-546-2223
- ➔ Early Childhood Teacher: : 308-546-2223
- ➔ Early Childhood Paraeducator: : 308-546-2223
- ➔ Early Childhood Special Education: Denise Brauer: 308-284-8481
- ➔ Early Childhood Speech/Language Pathologist: Shelby Mauler: 308-546-2223
- ➔ Early Childhood School Psychologist: Shalee Pollard: 308-284-8481

Rights and Responsibilities

- ➔ Confidentiality
  - ◆ All personal information about children and families is kept confidential. We ask that visiting families respect this policy when visiting our classrooms.
- ➔ Process for Resolving Conflicts
  - ◆ If you have a concern about the preschool program, please start by talking with your child's teacher.
- ➔ Chain of Command
  - ◆ Learn as much as you can about Mullen Early Childhood Center's policies and procedures. If you have a concern, question, or other issue, please talk with the Preschool staff as soon as possible.
  - ◆ You can discuss questions and/or concerns:
    - When your child is entering the program;
    - During home visits;
    - During phone conversations or through email;
    - At the school, during Parent/Teacher conferences or family nights.
  - ◆ If you feel your concern was not resolved, please refer to the Mullen Public Schools Early Childhood Center Director.

Welcome to Mullen Public Schools Early Childhood Center: Mullen Preschool Program

What Happens in Preschool?

- ➔ All classes are inclusive and offer many learning opportunities for children ages 3-5.
  - ◆ Active Learning
  - ◆ Adult-child interactions
  - ◆ A safe and engaging learning environment
  - ◆ Daily routines
  - ◆ Developmentally appropriate activities in the classroom and during home visits
  - ◆ Individualized support

- ➔ Attendance is very important for your child in order to learn routines and have consistency.

Program Information

- ➔ Mullen Public Schools promotes being Safe, Responsible, and Respectful

- ➔ Start and End Times
  - ◆ Full day class: 7:45-3:15 (4 Year Old)
    - Monday,Wednesday, Friday
  - ◆ Half Day class: 7:45-11:45 (3 Year Old)
    - Tuesday, Thursday

➔ **Curriculum**

- ◆ High Scope Curriculum for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. It is based on five fundamental principles:
  - Positive interactions and relationships with adults provide a critical foundation for successful learning;
  - Social-emotional competence is a significant factor in school success;
  - Constructive, purposeful play supports essential learning;
  - The physical environment affects the type and quality of learning interactions;
- ◆ Teacher-family partnerships promote development and learning.

➔ Second Step is a curriculum that focuses on social-emotional skills, such as friendship and problem solving. Also included are lessons on self-regulation and identifying feelings.

➔ Handwriting without tears

- Handwriting without Tears writing activities incorporate movement and tactile experiences, which are crucial for the Pre-K learner. Research has shown that children “need to physically participate in the learning process, using as many senses as possible, to truly understand concepts” (Pica 2008).

Health

➔ If your child is sick, please do not send him/her to school. Call the MPSECC office to report that your child is sick and will not be at school. Please use good judgement and do not send a sick child to school.

➔ If your child becomes sick or injured at school, parents will be called first. Please keep contact information current in order for us to contact parents or emergency contact.

➔ Your child must stay home or will be sent home if he/she has one or more of the following symptoms:

- ◆ Fever of 100 degrees or more
- ◆ Pink/red eye with drainage
- ◆ Skin rash that may be contagious
- ◆ Vomiting or diarrhea
- ◆ Illness or injury that needs attention

➔ Immunizations

- ◆ A copy of your child’s immunization record is required before enrolling and must be current on the first day of preschool.

➔ Medication

- ◆ If medication is required to be dispensed at school, please contact the office to obtain the appropriate form.

Screening

- ➔ In accordance with The Department of Health and Human Services requirements for schools, your child will be screened for hearing, vision, dental, and height/weight.
- ➔ Your child will also be given a developmental screening, which provides information about the child's development in the areas of: language, cognition, social/emotional, and motor skills.

Nutrition

- ➔ Children in the all day and ½ day classroom are served a nutritious breakfast. Full day children will be provided a snack in the afternoon. Meals and snacks are served family style where children and classroom staff eat together working on manners, serving themselves, pouring, and passing. Children are encouraged to taste all foods served, but are not required to eat the food items.

- ➔ If your child has a food allergy or intolerance, please alert the staff. You may also be required to provide documentation from your physician.

- ➔ Free and Reduced Price School Meals Application is required at the beginning of each school year unless the family is direct-certified through DHHS. Each family only needs to fill out one application for the district office, rather one form per child. Please ensure all children, including preschoolers, in your home are included on the application. Currently MPS is on a Free Lunch Grant for the 2025-2026 school year.

Field Trips

- ➔ Students will participate in field trips that enhance the curriculum.
- ➔ Transportation will be provided for field trips.
- ➔ Appropriate safety harnesses will be used on the bus
- ➔ Examples of field trips: Family farm, post office, Macke's Grocery Store, Vinton Feed Store, and other age appropriate places around the community of Mullen.

Assessment and Reporting Progress

- ➔ Teaching Strategies GOLD is an authentic, on-going, observation based assessment system to gather information on each child's development and learning. Our goal is to get to know as much as possible about each child so we can guide learning and plan experience to meet the needs of children.
- ➔ Children are assessed three times each year (Fall, Winter, and Spring) utilizing Teaching Strategies GOLD, which includes on-going observations, samples of classroom work and family input.
- ➔ Teaching Strategies GOLD meets the Nebraska requirements for Results Matter, a comprehensive project that assesses child's progress, collects longitudinal data and measures program quality.

Transportation

- ➔ Transportation will be provided to and from school to homes or to daycare providers in the community of Mullen
- ➔ All students will participate in bus evacuations drills two times per year.
- ➔ Students will ride transportation in the event of a field trip.
- ➔ All preschool students will use approved safety restraints and/or safety seats.
- ➔ Please review with your child how to be safe during transportation.

Safety

- ➔ Being safe is important in school, on the playground, at home, and riding in the car or bus.
- ➔ We encourage parents to partner with your child's teacher to teach your child simple safety rules.
- ➔ School employees are mandatory reporters when there are instances of suspected child abuse or neglect.

Family Engagement

- ➔ Home Visits
  - ◆ Home visits are a very important part of our program.
  - ◆ Your child's teacher will schedule three home visits at a convenient time for both families and staff throughout the school year.
  - ◆ Home visits provide an opportunity for you, your child, and your Family Educator to work together on goals that are important to you.
  - ◆ Home visits are conducted to encourage family partnerships and involvement and to discuss each child's current performance and progress.
- ➔ Families as Active Participants
  - ◆ Families are welcome to visit their child's classroom.
  - ◆ Families are invited to attend family socializations and other school events.
  - ◆ Families of preschoolers are encouraged to participate in Mullen Early Childhood Center's Parent Advisory Committee.
  - ◆ Families are invited to parent-teacher conferences in the Fall and Spring.

Kindergarten Class Sizes

2025/2026 (10-11)
Martin Connealy
Johnny Phillips
Violet Stichka
Harper Barnes
Emerson Phipps
Clay Cribelli
Sophia Caudillo
Jozey Boland
Stevie Johnson
Quinley Schmid
Tryon-HomeSchool 1 year or send to Mullen (George Licking)

2026/2027 (12)
Ellie Collins
Aiden Stichka
Kyla Crisp
Chasin McIntosh
Burke Mundorf
Jordyn Cheney
Arthur Polt
Collins Lee (Leslie)
Levi Licking
Nicklin Vinton
Rudy Connealy-Raudsepp
Ruby Barney(Home School)

2027/2028 (10)
Sybi Cribelli
Huxton Schmid
Brek Dent
Libby Kraye
Rowan Lattin?
Brynn Hanks
Landry Vinton (Callie)
William Spurlin
Henry Donohoe
Beckett Wright (Brad)

2028/2029 (10)
Aven Mauler
Axton Stichka
Ruby Kraye

Kindergarten Class Sizes

Wrenley Call
Mickey Connealy
Cru Moore
Adylee McIntosh
Trace Wright
Jordie Johnson
Bergen Schmid

2029/2030 (8)
Hattie Finney
Little Greeley
Barrett Peers
Camden Cox (Josh)
Brantley Porath (Trent)
Riley Barns
Axton Stichka
Quinn Cheney

2030/2031 (10)
Vincent Mauler
Rowan Vinton (Darren)
Lainey Stichka (Emily)
Little Hockenberry
Kybrienne Crisp
Trey Hanks
Little Lovitt
Archer Conneally
Callen Vinton (Samuel)
Levi Marshall (Teven & Avery - 3/17/25)

2031/2032
Little Hasset

Year	Tax Asking with or without an Early Childhood Center						
2026-2027	$3,217,827	$22,040	Estimated-Depends on State Aid and Teacher Negotiations				
2025-2026	$3,195,787	$19,940	Estimated				
2024-2025	$3,175,847	$31,425					
2023-2024	$3,144,422	-$66,377					
2022-2023	$3,210,799	$25,253					
2021-2022	$3,185,546	$4,383					
2020-2021	$3,181,163	-$64,629					
2019-2020	$3,245,792	$151,855					
2018-2019	$3,093,937	$22,280					
2017-2018	$3,071,657	$12,183					
2016-2017	$3,059,474	$218,943					
2015-2016	$2,840,531	$311,551					

Mullen Activities Monthly Report
June 9, 2025

The Track Teams competed in D-8 District Competition on May 14 at Sutherland. The Mullen Girls Track Team FInished as the District Champions and the Boys finished 8th. State Qualifiers are Peyton , Riley, Ady, Harper, Brynne, Jenna, Chloe, Alex, Tate and Cayden.
The Track Teams competed in State Competition Omaha Burke Stadium on May 23-24. Mullen had 10 participants participating this year and did a great job overall. The girls team finished a respectable 22nd place. Congrats to the athletes and their Coaches on a great season.
Individual results are:
<u>Peyton Paxton:</u>
5th 4x800 Relay
8th 1600 M run
5th 3200 M Run - (New school Record 11:59.49)
<u>Riley Hegland</u>
5th 4x800 Relay
8th 3200
13th 1600 M Run
<u>Harper Andersen</u>
5th 4x800 Relay
19th 800 M Run
11th 4x400 M Relay
<u>Brynne McCully</u>
18th 200 M Run
24th 400 M Run
11th 4x400 M Relay
<u>Chloe Newman</u>
22nd 200 M Run
11th 4x400 M Relay
<u>Jenna Donohoe</u>
23rd 300 M Hurdles
11th 4x400 M Relay
<u>Ady Hampton</u>
5th 4x800 Relay
<u>Tate Kvanvig</u>
23rd Shot Put

Mullen Activities Monthly Report
June 9, 2025

<u>Alex Werner</u>
23rd 400 M Run
<u>Cayden Hampton</u>
12th 300 M Hurdles

The Boys Golf Team finished their season at the D5 District Golf Meet on May 19 held at the Lake Maloney Golf Course in North Platte. The team finished in 4th place by 2 strokes to go to the state meet as a team. The top 3 teams automatically qualify. Ben Werner finished in 4th place with an 82 and Jacob Walker tied for 10th with an 88 qualifying both for the State Golf Meet.
Jarren Forsen, Corben Kissire and Justin French also competed but didn't finish in the top 10.
The Class D State Golf Meet was held in Columbus at Quail Run Golf course on May 28-29. Jacob finished as a State Medalist in 9th place with a score of 167 for 2 days. Ben finished in 18th place with a score of 170 out of the 101 golfers and was the top freshman scoring in Class D. Congrats to these young men and their coaches on a great season.

Mullen athletes and coaches will be attending summer camps throughout the summer along with the summer weights program/open gyms in preparation for next year's activities.

The Hilltop and Lariat Gyms will be going through the refinishing process during June and will be closed for activities June 16-18th.

2025-26 NSAA Changes

Baseball

- Jamboree games are allowed, beginning Week 36 through Tuesday of Week 37 of the NSAA Calendar. ***(AR)***

Basketball

- The higher seed will host Class D1 & D2 District Final games. ***(AR)***
- The Class B, C1, C2, D1 and D2 contest limitation is 24 total contests in addition to the postseason. Tournament play-in games are not to be counted toward the limit of 24 contests. ***(RA)***
- Class B districts will be seeded statewide, using a serpentine method based on wildcard points. The highest seeded team in each district will host. A neutral site will be used if a matchup of two schools greater than 300 miles apart occurs in the 1st round or semifinals of the district. District finals will be hosted by the highest remaining seed regardless of distance. 7 district winners and a wildcard will advance to state. ***(CC)***
- The seeding date for Class A Girls Basketball Districts will be Saturday of Week 33. Games through Friday of Week 33 will be factored into seeding. ***(CC)***

Bowling

- Bowling districts will be assigned based on a serpentine method based on wildcard points, with hosts selected before the season. After postseason seeding, host schools will be assigned to one of the six districts. The NSAA Bowling Director will make the simplest one-team swaps between districts, based on wildcard points. ***(AR)***

Cross Country

- In Class A, district seeding will be based on the average of a team's four fastest times. ***(AR)***

Football

- The 8-man playoff eligibility number will increase to 55, beginning with the 2026-27 scheduling cycle. Beginning in 2026, Class D3 will be added. Class D1 will be the 32 largest 8-man schools. Remaining schools declaring to play 8-man will be split equally between Class D2 & D3. ***(AR)***
- 8-man football schools can regain their one-cycle eligibility waiver if their enrollment number becomes eligible during the 2nd year of their current waiver period, beginning with the 2026-27 scheduling cycle. ***(AR)***
- Beginning in 2025, the higher seed will host all playoff games prior to the Championship in Class D1 & D2. ***(AR)***
- In 2025 only, the Class D1 & D2 playoffs will be seeded 1-32, with no re-seed after the 1st round. ***(AR)***

Golf

- In all classes, schools can permit 7th and 8th grade students to practice with high school golf teams. ***(RA)***
- In Class B, the best 4 team scores will be used to calculate the team differential used for district seeding. ***(CC)***

Journalism

- A Unified exhibition category will be added to the State Journalism Championships. ***(AR)***

Music

- Digital and hard copes are permitted for accompanists and directors use at NSAA District Music Contests. ***(RA)***

Soccer

- Class B districts will be seeded statewide, using a serpentine method based on wildcard points. The highest seeded team in each district will host. A neutral site will be used if a matchup of two schools greater than 300 miles apart occurs in the 1st round or semifinals of the district. District finals will be hosted by the highest remaining seed regardless of distance. 7 district winners and a wildcard will advance to state. ***(CC)***

Softball

- Class A district hosts will be able to decide whether to play Game 5 or Game 6 on the first day of districts. ***(AR)***
- Class B districts will be seeded statewide, using a serpentine method based on wildcard points. The highest seeded team in each district will host. A neutral site will be used if a matchup of two schools greater than 300 miles apart occurs in the 1st round or semifinals of the district. District finals will be hosted by the highest remaining seed regardless of distance. 7 district winners and a wildcard will advance to state. ***(CC)***

Tennis

- In Class B, out-of-state competition will count towards the contest limit, regular season record and state seeding. (***CC)***

Unified Track & Field

- Competition will expand to three divisions – boys, girls, and co-ed – implementation and timeline TBD. ***(AR)***

Volleyball

- The higher seed will host Class D1 & D2 District Final games. ***(AR)***
- In Class C1 & C2, 7th and 8th grade female team managers are allowed to participate in practice. ***(RA)***
- Class B districts will be seeded statewide, using a serpentine method based on wildcard points. The highest seeded team in each district will host. A neutral site will be used if a matchup of two schools greater than 300 miles apart occurs in the 1st round or semifinals of the district. District finals will be hosted by the highest remaining seed regardless of distance. 7 district winners and a wildcard will advance to state. ***(CC)***

Wrestling

- Class D Boys Wrestling Districts will be assigned with the westernmost 25% of schools in the class + the next 6 westernmost schools making up the D4 district. The remaining Class D schools will be placed in the other 3 districts using a serpentine method using returning state points. ***(AR)***
- In all classes, 7th and 8th grade team managers are allowed to participate in practice. ***(RA)***
- The organized practice number for wrestling increased from 4 to 8. ***(RA)***
- In Boys Wrestling, teams that are unable to fill 8 weight classes (Class D) or 10 weight classes (Classes A, B & C) and opt-out of qualifying/competing in the State Dual Championships may participate in 18 events. ***(RA)***

Class Caucus Criteria *(AR)*

- Approved ruling 1.5.4.2.1b. was amended to allow the Class Caucus Review Committee to consider proposals materially affecting member school/NSAA finances if a plan to account for the cost(s) is included in the proposal.

Opting-up Classifications *(AR)*

- Approved Ruling 2.13.2 was amended to allow schools to opt-up more than one classification.

Hardship Eligibility Criteria *(RA+)*

- Bylaw 1.10.3.11 was amended to remove mention of physical harm and add language about mental health, prioritizing the need to address a student's mental health prior to a request for a hardship waiver.
  The requirement for the determination of a hardship waiver to be delivered via Certified Mail was removed.

Updated Due Process Procedure (RA+)

- Bylaw 1.10 was amended to streamline the due process procedure for member school violations by eliminating a hearing officer, clarifying who can file a complaint against a member school and adding language to eliminate the ability for an anonymous person to trigger an investigation of a member school.
  The requirement for the determination to be delivered via Certified Mail was removed.

Eliminate From the Floor Proposals *(RA+)*

- NSAA member schools shall only consider proposals which are submitted by the October 1 deadline at the November District Meetings. From the Floor Proposals will no longer be allowed at the November District Meeting or at Representative Assembly.

(AR) = Proposal that passed a vote in at least one November 2024 NSAA District Meeting and passed a vote of the NSAA Board of Directors at their April 2025 meeting.

(CC) = Proposal that passed through the Class Caucus during the 2024-25 school year.

(RA) = Proposal that passed a vote in at least one November 2024 NSAA District Meeting, passed a vote in at least three January 2025 NSAA District Meetings and passed the vote of the NSAA Representative Assembly in April 2025.

(RA+) = Proposal that passed a vote in at least one November 2024 NSAA District Meeting, passed a vote in at least three January 2025 NSAA District Meetings, passed the vote of the NSAA Representative Assembly in April 2025 and passed a referendum vote of NSAA member schools.

K-5 Multicultural Report

Ms. DeKay
K-Reading: Our reading curriculum includes a unit on Native Americans. It teaches about several different tribes, the clothing they wore, the foods they ate, and the shelter they used. It teaches about their culture today, as well. We also learn about Kings and Queens and how life is different in other countries compared to the United States.

Math: Each math unit begins with videos featuring an animated student of a different ethnicity. This is also true for many of the pictures in our curriculum and names they use in story problems.

Science: Mystery Science lessons show students and adults from various ethnicities and also take us to different parts of the world.

Read-alouds: We read stories about Martin Luther King, Jr. and have discussions on the difference he made. We also read many stories about accepting differences and loving others for who they are.

Mrs. Myers

1st- Reading Curriculum includes fables and folktales from other lands. Units on early Asian and American civilizations, indigenous people and European settlement of the Americas and Ckla Knowledge 10 roles of African Americans, Native Americans and women in early America.

We also include a variety of Read Alouds discussing various holidays with multicultural connections. Our student readers include characters of varying ethnicities.

Our Math and Science Units include a variety of situations involving students of various ethnicities. Our math books have many different multicultural names in them as well.

Ms. Brown
2nd

Reading: Our reading program has a variety of multicultural components. I teach units on Early Asian Civilizations, Ancient Greek Civilizations, Immigration, and the Civil War. We learn about many different cultures and what life is like in those cultures, with a big focus on Asia, and Greek civilizations. They learn about the past and present of immigrants in the United States. We learn about the Underground Railroad, the Civil War, and the Trail of Tears. The PowerPoint slides I use to go along with reading show students of different cultures, races, and disabilities.

Math: Many story problems and questions have different names from many other places.

K-5 Multicultural Report

R**ead Alouds/Social studies**: We read picture books about Martin Luther King Jr and other holidays. We read books about children from different countries, ethnicities, and backgrounds.

Science: Mystery Science shows different ethnicities and cultures while showing the students different places in the United States.

Mrs.Schoonveld

3rd

Reading: Units completed during the year learning about historical events and various cultures include: The Viking Age, Ancient Roman Civilization, Native Americans, and Early Explorers of North America, and Colonial America. The units allowed for learning and discussion about immigration, cultural norms, and racial injustice.

Math: Each math unit contains pictures or videos displaying animated students from a variety of cultures, as well as use of first names in story problems that are of varying ethnic descent.

Science: Generation Genius and Mystery Science lessons show representation of students and adults composed of multiple ethnicities.

Social Studies: Curriculum utilized this year has included Ancient Roman civilization, Explorers, Canada, and World Rivers. These units have allowed students to virtually travel the world and through time, investigating various locations, cultures, societal structures.

Mrs. McDowell

4th/5th

4th and 5th grades math: Each daily lesson contains names and situations of varying ethnic descent. The unit introduction videos have culturally diverse locations and characters.

4th and 5th grade science: The science programs depict students and adults who have diverse cultural backgrounds.

Mrs. Rice

4th/5th Social Studies:

Our Social Studies curriculum includes the study of MLK Junior, holidays celebrated around the world, Nebraska history which includes early immigration, the dust bowl migration, and the study of Native Americans. We also study black history which includes learning about prejudice and discrimination in the past and present. The students are also taught to do research and writing projects on many historical events and people including many diverse topics and backgrounds.

4th/5th Reading:
Our Reading curriculum includes units on Early American Civilizations- Inca, Maya and Aztec, a Native American Unit, a fiction unit about a Mexican American family and their lifestyle, an Asian American Unit, and a Poetry Unit which includes poetry from many different ethnic backgrounds. In addition, the names and people in the stories (both fiction and non-fiction) presented in the reading series represent various ethnic backgrounds.

Mrs. Werth

Resource

In reading we group read a book about Sacajawea that discussed several Native American cultures and traditions as well as the French fur trade culture.

The special education program utilizes a digital news article curriculum that focuses on different cultures and celebrations both in sub cultures of the United States and around the world. The article is further supported by ELA, mathematics, science, and social studies lessons as well as online resources that give students access to further explore the cultures and subcultures featured for the week.

Principal's Report

June 2025

Mike Kvanvig

Multicultural Update

Shared document for you to review.

Public Gym Access

1. 3-camera system $540 connected to our current system
2. Light switch wiring for public use (No access to breakers) ?
3. Use only floor-level bathrooms. Lock locker rooms
4. Could allow 24-hour access, except on rare occasions and BB/One Act practices.

Mullen High School Multicultural Report 2025

Email Address	List ways in which you incorporate multicultural education into the curriculum. This could include units, activities, individual lessons, etc. Please include both subject and grade level in your response.
sarah.hardin@mullenpublicschools.org	Grades 9-12 Science: We discuss scientists from other nations and discuss the societal norms and beliefs that may impact their own research and/or beliefs. This is standard for most units.
tjewell@mullenpublicschools.org	Psychology - Jr. and Sr. Chapter 3 - Infancy and Childhood (Language Development) Chapter 2 - Introducing Psychology Chapter 11 - Thinking and Language Chapter 8 - Sensation and Perception Chapter 15 - Stress and Health Chapter 16 - Psychological Disorders Chapter 19 - Group Interaction Chapter 20 - Attitudes and Social Influence Biology - Sophomores Ecology Unit - Tribes of the Serengeti Extinction Unit - Past Cultures Bacteria Unit - Cultures around the world
dominique.werner@mullenpublicschools.org	7th grade Spanish: Hispanic Heritage Month 6th grade Spanish: El Dia de los Muertos 8th grade Spanish: El Cinco de Mayo SPA I: Hispanic Heritage Month, El Dia de los Muertos, El Cinco de Mayo, Significance of Piñatas, Mexico and Mexican culture, International travel & customs SPA II: Hispanic Heritage Month, El Dia de los Muertos, El Cinco de Mayo, Significance of Piñatas, Cuba and Cuban culture, Los Castells de Tarragona. SPA III: Hispanic Heritage Month, El Dia de los Muertos, El Cinco de Mayo, Significance of Piñatas, El Mundo en tus manos articles from Latin America, Los Castells de Tarragona, Las Fallas.
ron.taylor@mullenpublicschools.org	Math itself is universally recognized worldwide. The symbols used in mathematics are used throughout the world of mathematics. Our new curriculum has many different cultural references, including names, locations, and activities. This will be beneficial in that these cultural differences will be brought to attention. In all the math classes I have repeatedly stated that math is a universal language and one can travel around the world and figure out what the solution is. It's said that "Math is a neutral subject, math is just numbers and algorithms. It has nothing to do with culture or politics". I have also shared with the students that I'm online at night working with others interested in math from around the world, many different cultures and personalities.
megan.andersen@mullenpublicschools.org	Freshman English: Social Injustice Unit. Read various novels and used Socratic seminars, worksheets, and films to discuss and analyze the injustices. Sophomore English: Podcast Serial. Discussed racial profiling, different beliefs of cultures and religions. 6th grade: Various short stories celebrating cultures around the world.

mellissa.donohoe@mullenpublicschools.org	Digital Media (7-8 grades): discussed how commercials might be perceived by different cultures. Accounting I, II & III (9-12 grades): examined business types and how they might differ in other countries Info Tech (9th grade): explored history and perspectives of business/technology as it relates to different cultures.
lori.vinton@mullenpublicschools.org	During Resource class, students are guided to understand the perspectives, values, and beliefs of people from different cultural backgrounds as we assist them in choosing and analyzing weekly current events for history class. Grades 7-12 History/Social Studies/Geography Students are exposed to different cultures through regular reading of Studies Weekly, a student periodical for Social Studies. Grades 6-8 Reading Many of the books and passages students read contain characters from different nationalities and backgrounds. Some of the stories take place in other countries or from different regions of the United States. Grades 8-12 Reading
khoyt@mullenpublicschools.org	8th grade art - Aboriginal Dreamtime Paintings Art 1-4 - Tattoo history and demographics for tattooing bananas Pottery - Native American style adobe bowls Art 1 - Life in a Day documentary on life around the planet
trisha.vest@mullenpublicschools.org	6th Grade Social Studies: Lessons include- Fertile Crescent Civilizations, Ancient Egyptian Kingdoms, Ancient India, Ancient China, Judaism, Ancient Greece, Ancient Rome. 7th Grade Social Studies: Topics include Christianity, Eastern European Civilizations, Islam, African Civilizations, Japanese Civilizations, South Asian Cultures, Middle Ages, Renaissance, Reformation 8th Grade Social Studies: Topics include Colonial Heritage, Empires in the Americas, English Colonies, American Revolution, Citizenship, Western Expansion, Women's Movements, Slavery, Civil War, Reconstruction 9th Grade Geography: Topics include- U.S. and Canada, Latin America, Russia, North Africa, Central Asia, Europe, and Russia 10th Grade World History: Topics include-Nationalist Revolutions in Europe, Industrial Revolution, Democracy and Progress, Imperialism, World War II, Russian Revolution, Fascism, World War II, The Cold War, Colonies becoming New Nations 11th Grade American History: Topics include- Settling the West, Industrialization, Urban America, Populism, Segregation, Imperialism, Progressive Movement, World War I, Jazz Age, Prosperity, Great Depression, World War II 12th Grade Government: Topics include- Role of Government, Origins of Government, U.S. Constitution, Powers of Congress, Federalism, Executive Branch, Legislative Branch, Judicial Branch All grades: watch The World from A to Z weekly, participate in discussions on Current

	Events and Political happenings
Kelsey.phillips@mullenpublicschools.org	Intro to Ag, 9th-11th, Students covered the population spectrum of both China and Honduras and how it affects the production and import of ag commodities.
Megan.andersen@m,ullenpublicschools.org	Lesson Plan Class: Senior English Date: 03/24/21 Lesson Title: “This Sacred Soil” Objectives: Students will be able to read and understand a speech, define and identify examples of alliteration, and explain the importance of voice in writing. Overview: The city of Seattle, Washington, was named for the Duwamish Chief Seattle. Students will read an excerpt from a speech in which Seattle explains why the land he is giving to the government is sacred and why the people who live there after he is gone will never be alone while living on it. Guided Practice: We will read pages 203-204 in our American Literature books together and discuss the author, the setting of the selection, the purpose and structure of a speech, alliteration, and voice. • Alliteration: the repetition of consonant sounds at the beginning of words. • Explain that this is an effective literary tool because it draws the reader’s attention and adds rhythm to the writing. o Examples: read excerpts from Poe’s The Raven.” • Voice: the way a writer expresses ideas through style, form, content, and purpose. o The voice of a writing should match the purpose of the writing. o One way to improve voice is to let your characters talk the way they would talk in real life. Example: a persuasive essay should use language that persuades, a narrative should tell a story, a newspaper should read like one. Next, we will read the speech, “This Sacred Soil,” and discuss the use of alliteration and voice. Central Question: Is Chief Seattle successful through his voice and use of figurative language to make his point? Independent Practice: Questions 1-10 on page 206 Standards: 12:1 Reading: Students will learn and apply reading skills and strategies to comprehend text. 12.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. 12.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood). 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone,

	mood). 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media). 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
russ.monette@mullenpublicschools.org	7th Grade English: A Raisin In The Sun Unit: Despite their many differences, Lorraine Hansberry's landmark play A Raisin in the Sun and Carson McCullers's short story "Sucker" are both grounded in a nuanced, deeply compassionate understanding of how people facing hardships can inflict harm they never intend on the people around them. Both the play and story provide students with rich opportunities to observe the growth and change of characters whose motivations are often hidden, even from themselves. While Hansberry's play takes place in the context of important racial struggles, and McCullers's story seems almost sealed off from the world, the two narratives provide similar opportunities for analyzing characters' responses to conflict and appreciating the author's development of ideas over the course of a piece of fiction. 7th Grade English: Watson's Go to Birmingham 1963: The novel unfolds at a critical juncture in the Civil Rights Movement and culminates with the 16th Street Baptist Church bombing. 8th Grade English: Narrative of the Life of Frederick Douglass, an American Slave: The novel follows the life of Frederick Douglass and his challenges surrounding slavery. 11th and 12th Grade English: Grapes of Wrath: This novel gave a voice to the tens of thousands of Americans affected by the Dust Bowl tragedy in the Midwestern farming states and the effect it had on the West Coast states.

Phil.hoyt@mullenpublicschools.org	6th Grade Physical Education : PE.6.1 Physical Activity Skills and Movement Patterns PE.6.1.1.a Moves to a beat or rhythm in a dance {Eg. Line, folk, social, creative, world) Engage and learn activities that represent cultures from around the world, including dances and games. Examples: 1. The Polka Dance Step, which is derived from the Czech word "půlka," meaning "half-step" or "half," referring to the quick, half-step dance movements of polka. 2. Swing Dancing originated in Harlem, New York City in the late 1920s. It continued its popularity through to the late 1940s. The Swing Dance style that was widely danced was called Lindy Hop. 3. Many of the dancers in Texas are of German and Polish descent, and they brought their native dances with them. Many of the moves from ancient dances like the Landler, Varsovienne, and Polka can be seen to permeate the popular two-step of today.

	4. The Waltz is the oldest of the current ballroom dances. First waltzes were danced in the location of today's Germany and Austria, back in the 13th century. The style was immediately picked up by other nations, who each created their own form and style of the dance. 5. Soccer - England is typically credited for inventing the modernized version of the sport, beginning in 1863 with the founding of the Football Association, which differs from China's origins
kelli.walz@mullenpublicschools.org	6th Grade - UNIT: Architecture and Housing features Lessons: students research different architecture styles throughout history and create a 5-clue challenge to reveal their style, including who made the style famous, the timeframe, and the geographic area. 8th Grade - UNIT: Fashion Trends from Around the World Lessons: students choose a country and look at their traditional dress, current dress, and dress for formal occasions 7th Grade - UNIT: Choose My Plate Lessons: students explore different food groups from around the world and compare it to the United States Model. Students research the origin of exotic fruits that we sample in class. 9th Grade - Intro to FCS- UNIT: Child Development Lessons: Students explore the “Week of the Young Child” celebration and create a plan to implement a program for an early childhood center with various demographics. UNIT: Fashion Trends from Around the World Lessons: students choose a country and look at their traditional dress, current dress, and dress for formal occasions Intro to Business/Economics (10-12): UNIT: Global Economic Systems Lessons: Research the GDP, taxes, marketing systems, and economic impacts of trade, imports, and exports across the globe. Students create a map with a chart detailing the similarities and differences between 5 different countries. Sports Nutrition (10-12): UNIT: Food Scarcity, Desert, Socioeconomic status and food choices Lessons: Students define terms and analyze the impact of scarcity, food deserts, and socioeconomic status as it relates to food choices and availability. Students also examine how those choices impact health problems. Marketing (10-12): UNIT: International Marketing Lessons: students explore marketing “fails” and “successes” in their campaigns internationally. Entrepreneurship (10-12): UNIT: Famous Failures and Successes Lessons: students research successful people and how they overcame their failures to become prominent members in their field. Medical Term/Health Careers (11-12): UNIT: Everything Medical Terms/ Health Careers are internationally recognized with the base of most terms having a Latin start. Personal Finance (12): UNIT- Being Unbanked, Credit, Scams, budgeting Lessons: students explore several aspects of different areas of spending, saving,

	and using money wisely. Students are paired in family scenarios to use their demographics to create a spending plan to reach their goals. Foods/Culinary Arts (9-12): UNIT - Global Foods Lessons: students research a country and create a slideshow sharing geographic, historical, and cultural trends of the country. They also explore food availability and food choices. Lastly, they create a meal based on a traditional meal of the country.
emily.stichka@mullenpublicschools.org	6th Grade – Biography project: Students choose a famous person to research and create a presentation about. 7th Grade – COR Lessons: Students discuss how information found online can be perceived by different groups of people. 8th Grade – Newscast: Students participate in a newscast with various segments including world, national, and local news.

Administrative Report – June 2025

Agenda Items:

3. Option Enrollment of Wyatt and Brystal Greeley. Coming to us from Thedford. Mr. Mauler will elaborate on this topic. ***I recommend approval.***

4. First payment of the lighting project out of the depreciation account. The first payment of the lighting project is due to purchase the materials. It has been reported to me that 30% of the materials have arrived and on June 23 the rest of the materials will be in hand. They will set up a project plan at that time to get the job done. I will keep you posted. ***I recommend approval.***

8. Designate Chris Kuncl as Authorized Representative of District
Required annual action to designate superintendent as authorized representative. ***I recommend approval.***

9. New Gym/Weight Room Contract- This was brought to the attention of the administrative team by the coaching staff and the maintenance staff. The proposal is to make the Lariat gym the community gym and the Hilltop gym would only be accessible to school personnel and for approved youth tournaments. There is a list of pros and cons about the situation. The biggest concern is the lack of respect for the Hilltop gym floor and the facility. Both Kelley and Tyler have worked very hard to keep the Hilltop in prime condition only to find marks on the floor from bikes, roller blades, RC cars, hover boards, and non-gym shoes. The Hilltop is our competition gym, and we would like it to be treated as so. This also opens the Lariat to be used during the day. We have had several older patrons of Mullen who would like to walk in the winter but don't want a gym membership because it is open later than they want to work out. Plus, the Lariat has bathrooms. We really think that this is a win-win for everyone. ***I recommend approval.***

10. Discuss, consider and take all necessary action to implement the Little Broncos Early Childhood program. I sent an in-depth email on why we believe this is a great program. ***I recommend approval***

11. Discuss, consider and take all necessary action to approve the contract for an Early Childhood Educator? This will allow us to offer the teaching position if the program is approved for implementation. ***I recommend approval***

Non-Agenda Items

Summer is off to a great start and the cleaning, reorganization of materials, and upgrades have been going awesome. I think Tyler, Kelley, and Emmy have been working hard and have done a great job. Mercedes Garner, and Dan Young have been helping also. They are hoping to get done sooner so they can take some time off.

Legislation ended and I have attached a packet to review at your leisure. We will have policy updates in July, but there weren't any big changes other than we will have to adopt a board approved Cell Phone Policy which is what we have in place, just needs to be board approved. And retirement deduction went from 9.78% to 8.00% which will add some take home to employees' paychecks.

Nebraska Council of School Administrators

NCSA Final Legislative Report

109th Legislature, First Session

Convened, January 8, 2025
Adjournment sine die, June 2, 2025

Prepared by
Dr. Michael Dulaney
NCSA Executive Director
June 5, 2025

I. Legislation Passed and Signed into Law or Became Law without Signature 1

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I. Legislation Passed and Signed into Law or Became Law without Signature

Bill	***Sponsor***	***Committee***	***Priority***	***Subject***	***Pg.***
LB 48	McKinney	Health	McKinney	Establish a Family Resource and Juvenile Assessment Center Pilot Program	3
LB 84	Rountree	Health	None	Adopt the School Psychologist Interstate Licensure Compact	5
LB 89	Kauth	Government	Kauth	Adopt the Stand With Women Act	6
LB 123	Sanders	Government	None	Change provisions relating to withholding money due to noncompliance with budget limits and annual audits for political subdivisions	8
LB 126	Holdcroft	Government	None	Change provisions relating to redemption of bonds of political subdivisions	8
LB 140	Sanders	Education	None	Require school policies relating to use of electronic communication devices by students	9
LB 143	Rountree	Education	None	Change provisions relating to student enrollment	10
LB 150	Bosn	Judiciary	Judiciary Com.	Omnibus Criminal Code measure	10
LB 192	Quick	Health	Cavanaugh, J.	Eliminate a sunset date under the Supplemental Nutrition Assistance Program	11

Bill	*Sponsor*	*Committee*	*Priority*	*Subject*	*Pg.*
LB 197	Storm	Business and Labor	None	Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law	12
LB 241	Hallstrom	Banking	None	Provide immunity from liability for cybersecurity events	12
LB 245	Dekay	Agriculture	Agriculture	Change provisions of the Nebraska Pure Food Act and the Weights and Measures Act	13
LB 261	Spkr Arch	Appropriations	None	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027	14
LB 264	Spkr Arch	Appropriations	None	Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various programs	15
LB 295	Retirement Com.	Retirement	Retirement Com.	Change provisions relating to the County, Judges, State Patrol, School Employees, Class V Plans, and the Public Employees Retirement Board	16
LB 296	Arch	Education	None	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements	18
LB 297	Ibach	Business and Labor	None	Change provisions relating to the combined tax rate under the Employment Security Law	20
LB 298	Arch	Executive Board	Arch	Provide for the Division of Legislative Oversight, the Legislative Oversight Committee and change provisions relating to the Public Counsel	21
LB 303	Hughes	Education	Hughes	Create the School Financing Review Commission	23
LB 306	Education Com.	Education	Education Com.	Change provisions relating to admission to elementary and secondary schools, the Nebraska Career Scholarship Act, and the Door to College Scholarship Act, and require a database of financial information regarding school districts and reporting regarding funding from foreign adversarial sources	26
LB 346	Arch	Government	Speaker	Provide for termination of boards, commissions, committees, councils, funds, groups, panels, and task forces and change and eliminate funds and powers and duties of departments and agencies	28
LB 376	Health Com.	Health	Health Com.	Change and eliminate programs and services administered by the Department of Health and Human Services and eliminate various reporting requirements	29
LB 383	Storer	Judiciary	Storer	Adopt the Parental Rights in Social Media Act	30
LB 390	Murman	Education	None	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information	31

Bill	*Sponsor*	*Committee*	*Priority*	*Subject*	*Pg.*
LB 391	Murman	Revenue	Speaker	Adopt the Give to Enable Scholarship Act and provide for certain income tax adjustments	32
LB 428	Murman	Education	None	Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools	33
LB 457	Bostar	Banking	None	Require anaphylaxis policies for school districts	34
LB 521	Sanders	Government	Government Com.	Change and eliminate provisions relating to the Election Act and change notice requirements under the Open Meetings Act	36
LB 645	Ballard	Retirement	Retirement Com.	Change provisions relating to the School Retirement Fund	37
LB 647	Revenue Com.	Revenue	Revenue Com.	Omnibus revenue measure that includes changes relating to budget limitations, property tax request authority, the Property Tax Request Act, and the Nebraska educational savings plan trust	38
LB 650	von Gillern	Revenue	Revenue Com.	Adopt the Community Development Assistance Act and change provisions relating to land banks, property tax exemptions, motor vehicle tax provisions, and certain tax credits	39
LR 19CA	Dover	Executive Board	Dover	Constitutional amendment to change legislative term limits to three consecutive terms	40

LB 48

Sponsor	*Committee*	*Priority*	*Subject*
McKinney	Health	McKinney	Establish a Family Resource and Juvenile Assessment Center Pilot Program

Approved by Governor: June 4, 2025
Passed on Final Reading: 27-21-1 on May 30, 2025
Effective Date: September 1, 2025

DHHS would be required to establish a Family Resource and Juvenile Assessment Center Pilot Program for a period of five years in Omaha, which must operate 24 hours a day, seven days a week. The pilot program would be developed in partnership with local grassroots organizations, community stakeholders, and advisors representing youth and families impacted by the juvenile justice system.

As amended, the bill allows for two centers to receive up to $500,000 annually from the Medicaid Managed Care Excess Profit Fund. DHHS would require one staff person to oversee the program. The bill limits administrative expenses to $100,000 annually, which is sufficient to cover the additional staff person.

A "Family Resource and Juvenile Assessment Center" is defined as a facility designed to provide support, assessment, and intervention services for youth and families involved in, or at risk of, entering the juvenile justice system. The goal of the centers is to offer comprehensive, community-

based solutions that address underlying issues contributing to juvenile delinquency, including family dynamics, mental health, substance abuse, and educational challenges.

Each family resource and juvenile assessment center must:

(1) have a youth advisory council and parent advisory board composed of community members to provide ongoing feedback to ensure services remain relevant, effective, and responsive,

(2) host regular outreach events, workshops, and open houses in partnership with schools, faith-based groups, and community organizations, to create a bridge for preventive engagement with at-risk youth and their families, and

(3) employ individuals with established community ties and lived experience to guide youth and families through available services, act as mentors, and assist with follow-up to ensure sustained engagement.

The pilot program must:

(1) Provide comprehensive support resources to prevent youth from entering or escalating within the juvenile justice system;

(2) Minimize individual and community harm by addressing issues before they lead to greater involvement with social services, family services, and adult criminal justice systems; and

(3) Foster community trust and engagement by integrating culturally relevant services delivered by, and for, the communities served.

To receive designation as a center, an applicant must meet the following criteria:

(1) Offer a range of core services, including parenting support, youth counseling, economic success initiatives, early childhood programs, conflict resolution, mental health services, and substance abuse prevention;

(2) employ professionals trained in family support principles, cultural competency, trauma-informed care, and the strengthening families framework;

(3) develop partnerships with local grassroots organizations to provide culturally relevant services, outreach, and trust-building within the community;

(4) demonstrate a clear, effective organizational framework that supports service delivery, continuous quality improvement, and sustainable operations; and

(5) implement data collection processes to assess service impact and outcomes for youth and families, ensuring program adjustments based on feedback.

Each center must provide assessments and services free of charge to families and maintain active membership in the National Assessment Center Association.

Each center must integrate culturally relevant and trauma-informed services, including:

(a) tutoring,
(b) mentoring from community leaders, including those with lived experience in the justice system,
(c) conflict resolution and anger management training,
(d) mental health and wellness services provided by culturally sensitive professionals,
(e) social skills and job-readiness training,
(f) financial literacy programs,
(g) youth and family counseling,
(h) cognitive behavioral therapy,
(i) drug and substance abuse prevention and intervention, and
(j) food and clothing assistance and resource navigation.

LB 84

Sponsor	*Committee*	*Priority*	*Subject*
Rountree	Health	None	Adopt the School Psychologist Interstate Licensure Compact

Approved by Governor: April 14, 2025
Passed on Final Reading: 46-0-3 on April 10, 2025
Effective Date: September 3, 2025

LB 84 is the model legislation promoted by the National Center for Interstate Compacts for the School Psychologist Interstate Licensure Compact. Once seven states enact the ICSP model legislation, the compact member states can begin the process of making the Compact operational. Only West Virginia and Colorado had adopted the Compact prior to Nebraska under LB 84.

The purpose of this Compact is to facilitate the interstate practice of School Psychology in educational or school settings, and, in so doing, to improve the availability of School Psychological Services to the public. The Compact is intended to establish a pathway to allow School Psychologists to obtain equivalent licenses to provide School Psychological Services in any Member State. In this way, this Compact would enable the member states to ensure that safe and effective School Psychological Services are available and delivered by appropriately qualified professionals in their educational settings.

The objectives of the Compact are to:

A. Enable School Psychologists who qualify for receipt of an Equivalent License to practice in other Member States without first satisfying burdensome and duplicative requirements;

B. Promote the mobility of School Psychologists between and among the Member States in order to address workforce shortages and to ensure that safe and reliable School Psychological Services are available in each Member State;

C. Enhance the public accessibility of School Psychological Services by increasing the availability of qualified, licensed School Psychologists through the establishment of an efficient and streamlined pathway for Licensees to practice in other Member States;

D. Preserve and respect the authority of each Member State to protect the health and safety of its residents by ensuring that only qualified, licensed professionals are authorized to provide School Psychological Services within that State;

E. Require School Psychologists practicing within a Member State to comply with the Scope of Practice laws present in the State where the School Psychological Services are being provided;

F. Promote cooperation between the Member States in regulating the practice of School Psychology within those States; and

G. Facilitate the relocation of military members and their spouses who are licensed to provide School Psychological Services.

Under LB 84, "School Psychological Services" means academic, mental, and behavioral health services, including assessment, prevention, consultation and collaboration, intervention, and evaluation provided by a School Psychologist in a school, as outlined in applicable professional standards as determined by Commission Rule.

"School Psychologist" means an individual who has met the requirements to obtain a Home State License that legally conveys the professional title of School Psychologist or its equivalent as determined by the Rules of the Commission.

LB 89

Sponsor	*Committee*	*Priority*	*Subject*
Kauth	Government	Kauth	Adopt the Stand With Women Act

Approved by Governor: June 4, 2025
Passed on Final Reading: 33-16 on May 28, 2025
Effective Date: September 3, 2025

LB 89 creates the Stand With Women Act. As amended, LB 89 does not include provisions related to school restrooms and locker rooms, nor does the measure pertain to state agencies as it did originally. The measure applies to public and private K-12 schools and postsecondary institutions.

As it relates to K-12 education, LB 89 would essentially mirror those policies already adopted by NSAA and published in the NSAA Constitution and Bylaws.

Interscholastic Athletic Teams

LB 89 provides that a team or sport must be expressly designated as one of the following based on sex:

(a) Males, men, or boys;
(b) Females, women, or girls; or
(c) Coed or mixed.

A team or sport designated for females, women, or girls may not be open to a male student.

A team or sport designated for males, men, or boys may not be open to a female student unless there is no female team offered or available for such sport for the female student.

Documentation

In order to participate in an interscholastic athletic team or sport, a student must provide to such school confirmation of the student's sex on a document signed by a doctor or signed under the authority of a doctor.

Coed or Mixed

The measure would not restrict the eligibility of any student to participate in any interscholastic athletic teams or sports designated as coed or mixed.

Policy Requirement

The governing body of each public and private school must adopt a policy implementing the Stand With Women Act. The policy must include provisions regarding the conduct of visitors and the public.

Legal Protections

The measure provides that an individual born with a diagnosis of a disorder or difference in sex development would have the relevant legal protections and accommodations afforded under the federal ADA of 1990, as amended.

Severability Clause

LB 89 includes the severability clause so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

Definitions

(a) "Boy" means an adolescent human male;

(b) "Female" means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization. Female includes a woman and a girl;

(c) "Girl" means an adolescent human female;

(d) "Male" means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes sperm for fertilization. Male includes a man and a boy;

(e) "Man" means an adult human male; and

(f) "Woman" means an adult human female.

LB 123

Sponsor	*Committee*	*Priority*	*Subject*
Sanders	Government	None	Change provisions relating to withholding money due to noncompliance with budget limits and annual audits for political subdivisions

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 on March 20, 2025
Effective Date: September 3, 2025

LB 123 relates to noncompliance with budget limitations and duties of the Auditor of Public Accounts and State Treasurer.

Under LB 123, political subdivisions that are non-compliant would "continue to forfeit state aid until the governmental unit reaches compliance…" All state aid that is forfeited would remain forfeited and be redistributed in the non-compliant governmental unit's county or, if there is no eligible recipient, be returned to the Highway Allocation Fund. If the governmental unit remains non-compliant within 12 months after the original delinquency order is given, that governmental unit would be ineligible for future distributions of state aid.

Upon becoming compliant, the governmental unit would be eligible for future distributions of state aid.

LB 126

Sponsor	*Committee*	*Priority*	*Subject*
Holdcroft	Government	None	Change provisions relating to redemption of bonds of political subdivisions

Approved by Governor: February 25, 2025
Passed on Final Reading: 48-0-1 on February 21, 2025
Effective Date: September 3, 2025

LB 126 proposes changes to a single section of statute relating to bonding by political subdivisions. The current statute provides that such bonds must be redeemable "at any time on or after five years from the date of issuance." LB 126 provides an exception to that rule for county bonds "sold to an underwriting firm pursuant to a competitive sale."

The measure would also modify the standard procedure for calling and prepayments. Currently, where there is no specified special procedure, the governing body is required to issue a resolution to that effect. LB 126 would make that authority permissive instead of compulsory, and would also provide authority for either resolutions or ordinances for this purpose.

LB 140	*Sponsor*	*Committee*	*Priority*	*Subject*
	Sanders	Education	None	Require school policies relating to use of electronic communication devices by students

Approved by Governor: May 20, 2025
Passed on Final Reading: 48-1-0 with E-clause on May 14, 2025
Effective Date: May 21, 2025

LB 140 was introduced at the request of the Governor.

School District Policy

LB 140 requires that, prior to the 2025-26 school year, each school board of a public school district must adopt a policy that establishes rules and standards concerning the use of "electronic communication devices" by students while on school property or attending a school instructional function.

The development of the policy must include stakeholder participation to ensure that such policies are responsive to the unique needs and desires of students, parents, and educators in each community. The policy:

(a) Must prohibit the use of an electronic communication device by students while on school property or attending a school instructional function; and

(b) May include student discipline and enforcement mechanisms that limit access to electronic communication devices by students only if the school board adopts the policy as part of the rules and standards adopted in accordance with the requirements of the Nebraska Student Discipline Act (§ 79-262).

A policy adopted may not prohibit a student from using an electronic communication device while on school property or attending a school instructional function under any of the following circumstances:

(a) When required by a student's IEP developed under the Special Education Act and any rules and regulations adopted or promulgated pursuant to the act or a plan developed under section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794;

(b) When authorized by the school district for educational purposes during instructional time;

(c) In the case of an emergency or perceived threat of danger;

(d) When necessary to monitor or manage a student's health care; or

(e) When determined appropriate by the school board or otherwise allowed by an appropriate school employee.

Prohibited Actions

Nothing in LB 140 may be interpreted to authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Definitions

"Electronic communication device" is defined as any device that transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication device includes a cell phone.

"Cell phone" is defined as a mobile or cellular telephone.

LB 143

Sponsor	*Committee*	*Priority*	*Subject*
Rountree	Education	None	Change provisions relating to student enrollment

Approved by Governor: April 7, 2025
Passed on Final Reading: 47-0-2 on April 2, 2025
Effective Date: September 3, 2025

Under existing law (§ 79-215), in order to carry out the provisions of the Interstate Compact on Educational Opportunity for Military Children, a school board must permit children of military families to enroll "preliminarily" in a school district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year.

LB 143 provides that the preliminary enrollment and any advanced enrollment policies related to a child of a military family must also apply if the child has an individualized family service plan, has an IEP, or receives special education.

LB 150

Sponsor	*Committee*	*Priority*	*Subject*
Bosn	Judiciary	Judiciary Com.	Omnibus Criminal Code measure

Approved by Governor: June 4, 2025
Passed on Final Reading: 43-5-1 with E clause on May 30, 2025
Effective Date: June 5, 2025; Section 26 becomes operative September 3, 2025

LB 150 was advanced from committee as a lengthy omnibus criminal justice measure, which contained technical and substantive revisions to a series of criminal laws and added new sections of law.

As passed and signed into law, LB 150 included modified provisions from LB 329 (von Gillern) relating to sexual abuse by a school employee. In his statement of intent, Senator von Gillern explains that his bill, "[E]xpands the criminal offense of sexual abuse by a school employee to include individuals of at least nineteen years of age who work in a school environment without being employed directly by such school."

Accordingly, section 26 modifies section 28-316.01 in the Criminal Code regarding the following definitions:

- "School" means a public, private, denominational, or parochial school approved or accredited by the State Department of Education;
- "School contract worker" means a person nineteen years of age or older who, as part of such person's employment, is assigned to work at a school and works in proximity to students of such school, but who is not employed by such school;
- "School employee" means a person nineteen years of age or older who is employed by a school; and
- "School worker" means a school contract worker or a school employee.

LB 192

Sponsor	*Committee*	*Priority*	*Subject*
Quick	Health	Cavanaugh, J.	Eliminate a sunset date under the Supplemental Nutrition Assistance Program

Approved by Governor: June 2, 2025
Passed on Final Reading: 41-8 on May 28, 2025
Effective Date: September 3, 2025

LB 192 changes provisions for the Supplemental Nutrition Assistance Program (SNAP). The measure extends the SNAP gross income eligibility threshold of 165% of the federal poverty level (FPL) indefinitely. Currently, the gross income threshold is set to revert to 130% FPL on October 1, 2025. The net income eligibility threshold is 100% FPL. Gross is the total amount before deductions, while net is the amount after deductions. Only qualifying individuals whose income after deductions is under 100% FPL receive SNAP benefits. DHHS estimates over 4,000 families who would otherwise fail to qualify for SNAP benefits due to their gross income may remain on SNAP under the provisions of the measure.

SNAP benefits, aid received by individuals and spent on qualifying purchases at SNAP retailers, are 100% federally funded. SNAP administrative costs are split 50/50 between the state and federal partner, Food and Nutrition Services, a subagency of the U.S. Department of Agriculture (USDA). DHHS indicates potential administrative savings, a decreased need for staff, which would be initiated through the budget process if the current sunset is realized.

LB 197	*Sponsor*	*Committee*	*Priority*	*Subject*
	Storm	Business and Labor	None	Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law

Approved by Governor: March 11, 2025
Passed on Final Reading: 47-0-2 on March 6, 2025
Effective Date: September 3, 2025

The Employment Security Law was created to protect the rights of employers and employees. The law was designed to define employment and what constituted unfair labor practices. The law also defines who is eligible for unemployment insurance benefits and what those benefits entail.

LB 197 allows the Nebraska Department of Labor to adjudicate claims for unemployment insurance benefits through other means than by a claim adjudicator. LB 197 also allows the Nebraska Department of Labor to reconsider a determination of benefits if an audit conducted as part of the benefit accuracy measurement program finds an error in the original determination of benefits.

LB 241	*Sponsor*	*Committee*	*Priority*	*Subject*
	Hallstrom	Banking	None	Provide immunity from liability for cybersecurity events

Approved by Governor: March 17, 2025
Passed on Final Reading: 36-10-3 on March 13, 2025
Effective Date: September 3, 2025

LB 241 seeks to establish liability protections for private entities in the event of a cybersecurity breach. Specifically, it aims to limit liability for private entities facing class action lawsuits stemming from cybersecurity events unless the breach was caused by willful, wanton, or gross negligence.

Definitions

(a) "Cybersecurity event" means an event resulting in unauthorized access to, or disruption or misuse of, an information system or nonpublic information stored on an information system;

(b) "Information system" means:

(1) A discrete set of electronic information resources organized for the collection, processing, maintenance, use, sharing, dissemination, or disposition of electronic nonpublic information; or

(2) A specialized system, including an industrial or process control system, a telephone switching and private branch exchange system, and an environmental control system;

(c) "Nonpublic information" means information that is not publicly available and concerns a person that, because of a name, number, personal mark, or other identifier, can be used to identify such person, in combination with the following:

(1) A social security number;

(2) A driver's license number or state identification card number;

(3) A financial account number or credit or debit card number;

(4) A security code, access code, or password that would permit access to such person's financial accounts; or

(5) Any biometric record;

(d) "Private entity" means a corporation, religious or charitable organization, association, partnership, limited liability company, limited liability partnership, or other private business entity, whether organized for-profit or not-for-profit; and

(e) "Publicly available information" means information that is lawfully made available through federal, state, or local government records or information that a private entity has a reasonable basis to believe is lawfully made available to the general public.

LB 245	*Sponsor*	*Committee*	*Priority*	*Subject*
	Dekay	Agriculture	Agriculture	Change provisions of the Nebraska Pure Food Act and the Weights and Measures Act

Approved by Governor: April 29, 2025
Passed on Final Reading: 38-7-4 with E clause on April 25, 2025
Effective Date: April 30, 2025

LB 245 amends the Nebraska Pure Food Act to incorporate the 2022 recommendations of the Food Code, a publication of the federal Food and Drug Administration, which sets forth model regulations for sanitation, storage, preparation, serving, and presentation of foods to mitigate risks of foodborne illness from foods sold or served by commercial food establishments. Previously, Nebraska incorporated the 2017 edition of the Food Code. LB 245 also revises the schedule of license and inspection fees with the intent to fully cash fund the Department of Agriculture's licensure and inspection program under the Act.

Section 8 of LB 245 amends section 81-2,270 of the Nebraska Pure Food Act as it relates to food establishments, food processing plants, permits, and fees. Currently, this section of law exempts (i) educational institutions, (ii) health care facilities, (iii) nursing homes, and (iv) governmental organizations operating any type of food establishment, other than mobile food units or pushcarts, from the fee requirements. LB 245 maintains this fee exemption.

However, the measure prescribes that if any entity noted above utilizes an outside food service provider, the outside food service provider must pay any applicable fees regardless of whether the entity noted above is listed as the owner on the permit.

LB 261

Sponsor	*Committee*	*Priority*	*Subject*
Spkr Arch	Appropriations	None	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027, and appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021

Becomes Law without Signature: May 21, 2025
Passed on Final Reading: 37-11-1 with E-clause on May 15, 2025
Effective Date: May 22, 2025

LB 261 represents the mainline budget bill as initially submitted by the Governor and modified by the Appropriations Committee and further amended on the floor of the Legislature. The total biennium budget from July 2025 to June 2027 is $11.1 billion.

Notes: The Education Future Fund was appropriated $242 million on or after July 1, 2026.

Aid to community colleges includes $111,054,477 for each FY2025-26 and FY2026-27 and, by virtue of LB 173 (Prokop), the dual enrollment appropriation was increased to $8,062,234 for each FY2025-26 and FY2026-27.

	FY2025-26	FY2026-27
TEEOSA	$1,036,453,304	$1,024,467,449
Foundation Aid [1]	$112,977,519	$113,571,200
Special Education Reimbursement [2]	$527,115,254	$545,564,287
Textbook Loan Program	$1,465,500	$1,465,500
ESU Core Service	$9,632,419	$9,632,419
ESU Technology Infrastructure	$3,170,927	$3,170,927
ESU Distance Education	$281,654	$281,654
ESU regional coaches/job-embedded training	$1,851,467	$1,851,467
School Breakfast Program	$617,898	$617,898
School Lunch Program	$392,032	$392,032
Summer Food Service	$90,000	$90,000
Adult Basic Education Programs	$214,664	$214,664
Aid for High School Equivalency Programs	$750,000	$750,000
Early Childhood Education Projects	$3,619,357	$3,619,357
Early Childhood Education Grant Program [3]	$7,500,000	$7,500,000
Scholarships for Early Childhood Education Providers	$100,000	$100,000
Nurturing Healthy Behaviors program	$400,000	$400,000
Learning Community Aid	$470,000	$470,000
Learners with High Ability	$2,342,962	$2,342,962

	FY2025-26	FY2026-27
Career and Technical Education [4]	$4,809,040	$4,809,040
Nebraska Teacher Apprenticeship Program	$1,000,000	$1,000,000
Extraordinary Increase in SPED Expenditures Act	$2,500,000	$2,500,000
Nebraska Teacher Recruitment and Retention Act	$5,000,000	$5,000,000
Student Loan Forgiveness	$5,000,000	$5,000,000
Statewide Assessment and Reporting	$7,149,939	$7,149,939

[1] To provide 24% to public school districts under TEEOSA.

[2] Total from General Funds and Cash Funds.

[3] The Legislature provided intent language that a maximum of 5% of General Funds appropriated each fiscal year for the Early Childhood Education Grant Program for at-risk children from birth to age three may be used for evaluation and technical assistance.

[4] To be distributed between secondary and postsecondary schools according to the formula used for federal Perkins funds as such formula existed on January 1, 2025. Each school district will receive no less than $7,500 for each fiscal year.

LB 264

Sponsor	*Committee*	*Priority*	*Subject*
Spkr Arch	Appropriations	None	Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various statutory programs

Becomes Law without Signature: May 21, 2025
Passed on Final Reading: 35-13-1 with E-clause on May 15, 2025
Effective Date: May 22, 2025

LB 264 provides for fund transfers, changes provisions governing the administration and the use of funds, and repeals previous expansions to aid and incentive programs.

On May 7th, during Select File debate, Senator Hughes offered an amendment (AM1298) to LB 264, which was adopted on a 34-0 vote after a lengthy debate. The amendment modifies sections 79-1142 and 79-1145 of the Special Education Act (sections 167-168 of LB 264).

The amendment corrects the intent with regard to the 80% special education cost reimbursement established under LB 583 (2023).

As described by Bryce Wilson (NDE):

> The language in AM1298 to LB 264 is to make a technical correction to the language originally included in LB 583 (2023) that increased the special education reimbursement to 80%. The original language in LB 583 created an issue as the amount originally submitted in the final financial reports includes some unallowable expenditures that can't be reimbursed which resulted in an audit finding for NDE, and the original language could cause maintenance of fiscal support issues with the federal government in future years. This

proposed language change would require the full amount appropriated to be paid out but would change the language of the appropriation to be 80% of the original submission of expenditures on the final financial report minus the (eighty percent) three-year average of unallowable expenditures or what is required to meet maintenance of fiscal support whichever is greater.

This change should allow us to clear an audit finding and provide reimbursement to schools of approximately 80% of the school-age special education expenditures submitted on the AFR as was originally intended in LB 583.

Education Future Fund

Section 153 of LB 264 amends section 72-232.02 to direct investment earnings from the Board of Educational Lands and Funds cash fund to the Education Future Fund beginning July 1, 2025. In fact, a number of sections within LB 264 provide for transfer of funds to the Education Future Fund going forward. This may be a sign that the Legislature anticipates funding issues for the Education Future Fund in the coming years.

LB 295	*Sponsor*	*Committee*	*Priority*	*Subject*
	Retirement Committee	Retirement	Retirement Committee	Change provisions relating to the County, Judges, State Patrol, School Employees, Class V Plans, and the Public Employees Retirement Board

Approved by Governor: April 30, 2025
Passed on Final Reading: 46-0-3 with E-clause on April 25, 2025
Effective Date: May 1, 2025

LB 295 makes technical and substantive changes to all five state-sponsored retirement plans (School Employees, Judges, State Patrol, State Employees, and County), but it also includes provisions related to the Class V (OPS) Plan.

As it relates to the School Employees Plan, the following changes are proposed.

Application Deadline

LB 295 extends the retirement application deadline under the School Employees Retirement Act from 120 days prior to the effective date of the member's initial benefit to 270 days prior to the effective date of the member's initial benefit.

Definition of Compensation

Currently, “compensation” is defined as gross wages or salaries payable to the member for personal services performed during the plan year and includes:

(i) overtime pay,

(ii) member retirement contributions,
(iii) retroactive salary payments paid pursuant to court order, arbitration, or litigation and grievance settlements, and
(iv) amounts contributed by the member to plans under sections 125, 403(b), and 457 of the IRS Code or any other section of the code which defers or excludes such amounts from income.

LB 295 would add a fifth item, which is leave of absence pay.

Regular Employee

The current definition of "regular employee" is an employee hired by a public school or under contract in a regular full-time or part-time position who works a full-time or part-time schedule on an ongoing basis for 20 or more hours per week. An employee hired to provide service for less than 20 hours per week but who provides service for an average of 20 or more per week in each calendar month of any three calendar months of a plan year must, beginning with the next full payroll period, commence contributions and would be deemed a regular employee for all future employment with the same employer.

LB 295 specifies that the 20-hour-per-week threshold would be calculated by dividing the total number of hours of service provided for the same employer in a calendar month by the total number of calendar days in the month and multiplying such number by seven.

Repayment of Benefit

Currently, if the Public Employees Retirement Board (PERB) determines that termination of employment has not occurred and a retirement benefit has been paid to a member of the Plan, the member must repay the benefit to the retirement system.

LB 295 stipulates that the PERB may determine that all or any portion of such benefit was the result of an inadvertent benefit overpayment and repayment of the benefit would create a significant hardship.

Lawfully Present Employees

Currently, no school employee would be authorized to participate in the Plan unless the employee is a U.S. citizen or is lawfully present in the U.S.

The law requires the employing public school and the school employee to maintain at least one of the documents listed below, which must be unexpired. LB 295 provides that the document is still valid if it has an expiration date that has been extended by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services.

Currently, the permitted documents, include:

(a) A state-issued driver's license;
(b) A state-issued identification card;
(c) A certified copy of a birth certificate or delayed birth certificate issued in any state, territory, or possession of the U.S.;

(d) A Consular Report of Birth Abroad issued by the U.S. Department of State;
(e) A U.S. passport;
(f) A foreign passport with a U.S. visa;
(g) A U.S. Certificate of Naturalization;
(h) A U.S. Certificate of Citizenship;
(i) A tribal certificate of Native American blood or similar document;
(j) A U.S. Citizenship and Immigration Services Employment Authorization Document, Form I-766;
(k) A U.S. Citizenship and Immigration Services Permanent Resident Card, Form I-551; or
(l) Any other document issued by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services granting employment authorization in the U.S. and approved by the retirement board.

LB 295 would add an additional permitted document type: A state-issued motor vehicle learner's permit.

LB 296

Sponsor	*Committee*	*Priority*	*Subject*
Arch	Education	None	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements

Approved by Governor: March 11, 2025
Passed on Final Reading: 48-0-1 on March 6, 2025
Effective Date: September 3, 2025

Background: LB 705 (2023) required NDE, DHHS, the Office of Probation Administration, and the State Court Administrator to enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court. The purpose of the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students.

The memorandum would include the intent for NDE to contract with an outside consultant with expertise in the education of court-involved students to assist in the development of the policies and procedures.

In accordance with this directive, NDE contracted with Bellwether, which is a national nonprofit organization.

The "Bellwether Report," entitled, "Data Sharing for Youth Under the Jurisdiction of the Juvenile Court," was issued in September 2024. The executive summary of the report states that:

> In Nebraska, students under the jurisdiction of the juvenile court are educated in diverse settings such as public schools, interim-program schools, special purpose schools, and non-public schools. Historically, these students have underperformed academically compared to their non-juvenile-court-involved peers and are disproportionately students of color, students with disabilities, and students from low-income families.

> A key condition for positive educational outcomes for youth under the jurisdiction of the juvenile court is the efficient transfer of education records between placements. Currently, Nebraska faces significant challenges in this area, as identified through extensive interviews, focus groups, and stakeholder meetings. The obstacles to effective data sharing include delays, mistrust, lack of system integration, reliance on low-tech solutions, privacy concerns, and inadequate knowledge. These inefficiencies contribute to negative outcomes for youth, causing them to miss crucial instructional time or be subjected to redundant coursework. This often results in disengagement, frustration, and drop-out.
>
> To address these issues, Bellwether, in collaboration with a team of state leaders, has developed a comprehensive set of recommendations that propose establishing a centralized records service under the Nebraska Department of Education (NDE). This system aims to centralize education data collection and distribution using highly trained registrars to ensure data accuracy, resolve discrepancies, and create comprehensive student records. This centralized service would streamline the data-sharing process and ensure compliance with privacy regulations. Beyond the centralization of records, the recommendations also advocate for improvements in governance design to enhance efficiency, consistency, and accountability. Additionally, the introduction of a statewide basic high school diploma aims to increase graduation rates for youth under the jurisdiction of the juvenile court.
>
> If enacted comprehensively, these reforms will make Nebraska a national model for education data sharing that will positively impact the educational experiences and outcomes of youth under the jurisdiction of the juvenile court, providing them with a more cohesive educational experience.

LB 296 would implement the suggestions contained within the Bellwether Report along with the original directives contained within LB 705 (2023).

Centralized Education Records System

By July 1, 2026, NDE must maintain a centralized education records system for students under the jurisdiction of a juvenile court. The system must allow for the immediate transfer of education records as appropriate. Each approved or accredited school must share education records with the department for inclusion in the centralized education records system *immediately upon request* for any student under the jurisdiction of a juvenile court.

The Commissioner of Education is directed to employ registrars who would be responsible for ensuring the education records of students under the jurisdiction of a juvenile court are maintained in an accurate and timely manner in the centralized education records system.

Registrars would also analyze the education records of high school students under the jurisdiction of a juvenile court to determine if additional credit hours should be awarded by the Commissioner of Education for academic work that has been completed by the students.

The Commissioner of Education must, either upon request or in response to an analysis conducted by a registrar, award credit hours pursuant to rules adopted by the State Board to any high school student who is or was under the jurisdiction of a juvenile court and has evidence of the completion of academic work that would generally be required for the credit hours. Any credit hours awarded by the commissioner must be recognized by any approved or accredited school and must count toward meeting any graduation requirements related to the subject area of the credit hours.

The cost of the centralized education records system and registrars would be paid from the State Department of Education Improvement Grant Fund.

Diploma

Current law (§ 79-729) requires that each high school student must complete a minimum of 200 high school credit hours prior to graduation. At least 80% of the minimum credit hours must be core curriculum courses prescribed by the State Board.

LB 296 provides that, beginning with the 2026-27 school year, for a student who meets the above requirement and who was at any point during high school under the jurisdiction of a juvenile court and residing in an out-of-home placement under such jurisdiction:

(i) A public high school must, upon request, allow such student to graduate with a high school diploma from such school without any additional requirements if the student was enrolled at any point in such high school; or

(ii) If such student does not graduate from an approved or accredited high school, the Commissioner of Education must, upon request, award a state high school diploma.

The bill provides that no student, parent, or guardian may make any request that would result in a student receiving more than one high school diploma.

LB 297	*Sponsor*	*Committee*	*Priority*	*Subject*
	Ibach	Business and Labor	None	Change provisions relating to the combined tax rate under the Employment Security Law

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 with E clause on March 20, 2025
Effective Date: March 26, 2025

Background: LB 297 was brought by Senator Ibach on behalf of the Department of Labor with the goal of reducing Nebraska's unemployment combined tax. This tax is paid by employers, and funds the payment of unemployment benefits. Most of the combined tax collected goes directly to the Unemployment Insurance Trust Fund (UI). The UI Trust Fund can only be used for the payment of unemployment benefits, and Nebraska has one of the healthiest UI trust funds in the country.

The current balance of the UI trust fund far exceeds the amount necessary to fund the payments of benefits during a recession, or even a pandemic. The current balance of the trust fund is approximately $544 million, whereas the Nebraska Department of Labor paid out approximately $95 million in UI benefits in 2024.

LB 297 adjusts the combined tax rate calculation used to set tax rates for unemployment insurance taxes to immediately lower the 2025 tax rate, and reduce the calculation for planned collection of

the UI combined tax for future years, with the goal of reducing the overall UI Trust Fund balance to a more reasonable reserve.

Additionally, LB 297 grants the Commissioner of Labor the authority to make informed decisions to lower the UI tax rate for employers. LB 297 lessens the tax burden on employers while still maintaining a sufficient unemployment trust fund balance to pay unemployment benefits.

Summary of Changes: In tax year 2025 only, the category twelve rate will be 0.48. Also, the Commissioner of Labor may adjust the yield factor to a lower scheduled yield factor if the state's reserve ratio is .7% or greater rather than the current 1% or greater.

LB 298	*Sponsor*	*Committee*	*Priority*	*Subject*
	Arch	Executive Board	Arch	Provide for the Division of Legislative Oversight, the Legislative Oversight Committee and change provisions relating to the Public Counsel

Approved by Governor: June 4, 2025
Passed on Final Reading: 46-2-1 with the E clause on May 30, 2025
Effective Date: June 5, 2025

LB 298 is a lengthy measure that addresses legislative oversight. The legislation creates the Division of Legislative Oversight within the Legislative Council as well as the Legislative Oversight Committee, a special committee that replaces the current Performance Audit Committee, to oversee the new division.

The director of the new division will be appointed by the Legislature and require a two-thirds vote for appointment and for removal. The director will serve a 6-year term. The director would then appoint an Inspector General for a 5-year term.

The current offices of the Legislative Audit Office, the Office of Inspector General of Nebraska Child Welfare, and the Office of Inspector General of the Nebraska Correctional System would be moved to the Division of Legislative Oversight.

Division of Legislative Oversight

The Division of Legislative Oversight is created within the Legislative Council. The division would be responsible for conducting assessments, investigations, audits, inspections, and other reviews of Nebraska state government to ensure the Legislature is able to carry out its responsibilities to secure needed information to legislate and appropriate.

Division Director

The Director of Legislative Oversight would:

(a) Develop key performance indicators, with the approval of the Legislative Oversight Committee, for both short-term and long-term legislative oversight of state agencies and programs;

(b) Make recommendations to the Legislative Oversight Committee and the Executive Board of the Legislative Council regarding the duties, responsibilities, and activities of the division and division staff;

(c) Ensure that all assessments, investigations, audits, inspections, and other reviews are conducted by the division without regard to special or partisan interest and in accordance with relevant standards or guidelines; and

(d) Carry out the director's duties under the Legislative Performance Audit Act, the Office of Inspector General of Nebraska Child Welfare Act, and the Office of Inspector General of the Nebraska Correctional System Act.

Legislative Oversight Committee

The Legislative Oversight Committee is created as a special legislative committee to exercise the authority and perform the duties provided for in the:

(a) Legislative Performance Audit Act,
(b) the Office of Inspector General of Nebraska Child Welfare Act, and
(c) the Office of Inspector General of the Nebraska Correctional System Act.

The committee would be composed of nine members of the Legislature, including:

(a) Speaker of the Legislature,
(b) chairperson of the Executive Board,
(c) chairperson of the Appropriations Committee,
(d) chairperson of the Judiciary Committee,
(e) chairperson of the Health and Human Services Committee, and
(f) four other members of the Legislature chosen by the Executive Board.

The chairperson and vice-chairperson of the Legislative Oversight Committee would be elected by a majority vote of the committee.

For purposes of tax incentive performance audits, the committee must also include as nonvoting members the chairperson of the Revenue Committee or his/her designee and one other member of the Revenue Committee, as selected by the Revenue Committee.

The Legislative Oversight Committee would oversee all aspects of the Division of Legislative Oversight without regard to special or partisan interests and in accordance with relevant standards and guidelines.

Legislative Audit Office

The Legislative Audit Office is created within the Division of Legislative Oversight. The office would conduct performance audits. The Legislative Auditor would be appointed by the Director

of Legislative Oversight with approval from the chairperson of the Executive Board and the chairperson of the Legislative Oversight Committee.

The Legislative Auditor must employ the staff as deems necessary to carry out the duties of the office within the amount available by appropriation through the Division of Legislative Oversight for the Legislative Audit Office.

LB 303	*Sponsor*	*Committee*	*Priority*	*Subject*
	Hughes	Education	Hughes	Create the School Financing Review Commission

Approved by Governor: June 4, 2025
Passed on Final Reading: 48-0-1 with E clause on May 30, 2025
Effective Date: June 5, 2025

LB 303 was originally introduced at the request of the Governor and provided for comprehensive school finance modifications. It also called for the creation of a "School Finance Reform Commission."

As passed and signed into law, the measure no longer incorporated modifications to the existing school finance system. However, it did call for the creation of the "School Financing Review Commission."

Composition of Commission

The commission would consist of 18 members, including:

(a) The Commissioner of Education or designee;

(b) The Property Tax Administrator or designee;

(c) One representative of the Governor appointed by the Governor;

(d) Three members of the Legislature, who will be nonvoting members of the commission, including (1) the Chairperson of the Education Committee or designee, (2) the Chairperson of the Revenue Committee or designee, and (3) one member appointed by the Executive Board in January of each odd-numbered year for a two-year term, except that the initial member will be appointed within 30 days after the effective date of LB 303 and will serve until a successor is appointed in January 2027. No more than two members may be affiliated with the same political party;

(e) One member who is a representative of postsecondary education with expertise in school finance;

(f) Four members who are superintendents or school board members representing a Class I, II, or III school district. At least one member is appointed representing each class of school district. No more than two members may represent the same class of school district, no

more than three members may be superintendents, and no more than three members may be school board members;

(g) One member that is a representative of a Class IV school district and one member that is a representative of a Class V school district. One member appointed must be a school board member of the school district being represented and the other member must be a school administrator in the other school district being represented; and

(h) Five members appointed from the state at large, which must include (i) at least one individual having experience in business, (ii) at least one individual having experience in farming, (iii) at least one individual teaching as a certified teacher in a public school, and (iv) two other individuals. These members may be retired.

The members outlined in (a) through (c) would serve as ex officio members of the commission.

The members outlined in (e) through (h) would be appointed by the Governor within 30 days after the effective date of the legislation. Initial appointees would serve terms as described below. Thereafter, members would serve terms of three years, and any vacancy would be filled by the Governor for the remainder of the vacated term. For purposes of determining term length and expiration of terms, the initial terms for members would begin 30 days after the effective date of the legislation.

The Governor must, upon appointment, designate the initial term for the members appointed except the initial terms for members described in (e) through (h) would be as follows:

(1) The member appointed under (e), one member described in (g), and one member described in (h) would serve a three-year term;

(2) Two members described in (f), one member described in (g), and one member described in (h) would serve an initial term of two years; and

(3) Two members described in (f) and three members described in (h) would serve an initial term of one year.

If at any point a member no longer meets the qualification for such member's position on the commission, the member must vacate membership on the commission. Any vacancy in the commission would be filled in the same manner and same qualification as the original appointment.

Purpose of Commission

The purpose of the School Financing Review Commission is to study and provide advisory recommendations relating to school funding in Nebraska. The commission must:

(a) Evaluate the school funding formula for education under the Tax Equity and Educational Opportunities Support Act (TEEOSA) and make recommendations for adjustments or changes to such formula that may be necessary to help prevent the increase of property taxes;

(b) Regularly review the resources side of the formula under TEEOSA;

(c) Regularly review the needs side of the formula under TEEOSA;

(d) Analyze options for how to minimize the negative impact on schools during times when the state may be unable to fully fund the formula under TEEOSA;

(e) Analyze the impact of funding for education on student achievement and outcomes, focusing on, but not limited to:

- Access to early childhood education;
- student attendance;
- literacy;
- graduation rate;
- college-going rate; and
- postsecondary workforce participation.

(f) Analyze the impact of funding for education on issues and resources impacting students with relatively high needs, including:

- students who live in areas of high concentrations of poverty,
- students with an individualized education program, and
- students with limited English proficiency.

The commission, to the extent it is practical, must compare findings to similar policies from other states.

Report

By December 1, 2025, and by November 1 of each year thereafter, the commission must prepare and deliver to the Clerk of the Legislature an annual report with its observations and recommendations.

Other Provisions Related to the Commission

- The Commissioner of Education or designee would serve as the chairperson of the commission, and the commission must elect a vice-chairperson from among its members.
- The commission would meet at least four times a year and at least once per calendar quarter.
- NDE may provide staff to assist the commission as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission. The commission may also obtain assistance from NDE, the Department of Revenue, and the Legislative Fiscal Office in acquiring the data needed to carry out its duties.
- The commission would be housed within NDE.

Spending Lid Exception

Prior to passage, Senator Ballard successfully amended LB 303 to include a change to an existing spending lid exception (§ 79-1028.01). The current lid exception, relating to employer contributions for the School Employees Retirement Plan, provides that a school district may exceed its budget authority by a specific dollar amount for expenditures to pay for employer contributions above 7.35%. The current employer rate is 9.88%. On July 1, 2025, the employer rate will be 8.08%.

The Ballard amendment creates a new subsection to this lid exception providing that, for school fiscal years 2025-26 and 2026-27, the lid exception would permit the amount of expenditures for school fiscal year 2024-25 to be carried over and included in the budget authority for school fiscal years 2025-26 and 2026-27.

LB 306	*Sponsor*	*Committee*	*Priority*	*Subject*
	Education Com.	Education	Education Com.	Change provisions relating to admission to elementary and secondary schools, and require a database of financial information regarding school districts and reporting regarding funding from foreign adversarial sources

Approved by Governor: June 4, 2025
Passed on Final Reading: 41-8 with E clause on June 2, 2025
Effective Date: June 5, 2025

Participation in Extracurricular Activities
(Sections 1 and 2 of LB 306)

Background: The provisions in sections 1 and 2 derive from LB 497 (Murman), which was never advanced from committee but was nevertheless successfully merged into LB 306. LB 497 was supported by the Nebraska Christian Home Educators Association and the Lincoln Home School Orchestras, among others.

LB 306 amends section 79-215 to provide that a school board must admit a student upon request without charge for part-time enrollment for purposes of participating in extracurricular activities if:

(a) the student is also enrolled in a private school or in a home school and

(b) either –

(i) the school district where the student or the student's parent resides does not offer the extracurricular activity in which the student desires to participate and the school district that the student is requesting to attend is the closest school district to the residence of the student or the student's parent that offers such extracurricular activity or

(ii) the school district where the student or the student's parent resides does offer the extracurricular activity in which the student desires to participate but the school district the student is requesting to attend includes the closest school to the residence of the student or the student's parent that offers such extracurricular activity.

Policy Update: LB 306 also amends section 79-2,136 relating to part-time enrollment and extracurricular activities.

LB 306 provides that school board policies and procedures must require any student desiring to participate in extracurricular activities *regulated by an athletics or activities association* (i.e., NSAA), to which the school is a member, to be enrolled five credit hours offered by the school district in any semester *in order to participate in such extracurricular activities, but may not prohibit a student from enrolling in more than five credit hours*.

The measure further stipulates that both the compulsory attendance law (§ 79-201) and laws relating to habitual truancy would apply to such students.

Effective: Sections 1 and 2 become effective September 3, 2025

Database of Financial Information
(Section 11 of LB 306)

Background: As amended prior to passage, LB 306 includes the modified provisions of LB 625 (Dover) relating to the creation of a database of financial information. LB 625 was advanced to General File by a 7-1 vote, but no one other than Senator Dover testified on the bill.

Website Database: LB 306 requires the Department of Administrative Services (DAS) to develop, maintain, and make available for public inspection on its website a database of financial information from all school districts in the state. The required information must include, at a minimum, revenue sources, expenditures, and a balance sheet that contains all assets and liabilities for each school district from the most recent audit reports filed with the Commissioner of Education.

The budget administrator of the budget division of DAS is required to designate an implementation date for the database, but must be no later than January 1, 2026.

Required Information: School districts are required to provide to DAS such information from the school district's most recent audit report filed with the Commissioner of Education as is necessary to develop and maintain the database.

School districts must provide updated information to DAS on an annual basis, and DAS must update the database no later than 30 days after receiving any such information.

School districts are also required to provide historical financial information beginning with calendar year 2005 to DAS. Such information must be collected and added to the database if available as soon as practicable.

The data requirement does not include disclosure of information that is considered confidential under state or federal law or is not a public record.

Effective: Section 11 becomes effective September 3, 2025

Scholarship Qualifications
(Sections 7-9 of LB 306)

One of the more controversial amendments ultimately adopted to LB 306 prior to passage was championed by Senator Hallstrom and opposed by Senator Murman.

LB 306 provides that the minimum test score qualification for a scholarship under the Nebraska Career Scholarship Act is met either from a composite score on a standard college admission test or the equivalent score on the SAT.

Effective: Sections 7-9 become effective September 3, 2025

LB 346	*Sponsor*	*Committee*	*Priority*	*Subject*
	Arch	Government	Speaker	Provide for termination of boards, commissions, committees, councils, funds, groups, panels, and task forces and change and eliminate funds and powers and duties of departments and agencies

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 on May 28, 2025
Effective Date: September 3, 2025

Background

In 2000, the Legislature created the Early Childhood Interagency Coordinating Council to advise and assist the collaborating agencies in carrying out the provisions of the:

- Early Intervention Act,
- Quality Child Care Act,
- Early Childhood Training Center,
- Early Childhood Education Grant Program,
- Before-and-after-school or prekindergarten services, and
- other early childhood care and education initiatives under state supervision.

Operational Efficiencies

LB 346 was brought at the request of the governor and proposes combining or outright repealing several boards and commissions. The proposal is intended to find operational efficiencies and to reduce the complexity of the Nebraska government.

Within LB 346, section 23 modified provisions related to the Early Childhood Interagency Coordinating Council. The legislation limits the council to 16 members beginning July 1, 2026, all of whom would be appointed by the Governor. The council had previously included over 30 members and there was no limit on the number of members prior to LB 346.

Upon introduction of LB 346, First Five Nebraska and other interested groups, argued that the measure would have inadvertently made Nebraska noncompliant with federal requirements by making changes to the membership composition of the Early Childhood Interagency Coordinating Council. As noted by First Five Nebraska, the council was created in order to:

> [A]ssist state agencies in complying with the Individuals with Disabilities Education Act (IDEA) and the Head Start for School Readiness Act. It is unique from most other states in that it consolidates two federally required state advisory councils into one.
>
> First Five Nebraska worked closely with the Governor's office to maintain membership compliance pursuant to federal law, while still realizing efficiencies by reducing the number of statutorily required membership from over 30 to 16 members. These changes helped to ensure that the state's yearly allocation of $3.3 million for IDEA Part C funds and $80 million for Head Start funds were preserved.

LB 376	*Sponsor*	*Committee*	*Priority*	*Subject*
	Health Committee	Health Committee	Health Committee	Change and eliminate programs and services administered by DHHS and eliminate various reporting requirements

Approved by Governor: June 4, 2025
Passed on Final Reading: 47-1-1 on May 30, 2025
Effective Date: September 3, 2025

LB 376 modifies statutes pertaining to reports required by DHHS. Several sections within this legislation are noteworthy for public education.

Screening

Current law, section 71-4741, requires DHHS to determine which birthing facilities are administering hearing screening tests to newborns and infants on a voluntary basis and the number of newborns and infants screened. The department is required to submit electronically an annual report to the Legislature stating the number of:

(a) Birthing facilities administering voluntary hearing screening tests during birth admission;

(b) Newborns screened as compared to the total number of newborns born in such facilities;

(c) Newborns who passed a hearing screening test during birth admission if administered;

(d) Newborns who did not pass a hearing screening test during birth admission if administered; and

(e) Newborns recommended for follow-up care.

This reporting requirement is eliminated under LB 376.

What remains in this statute is the requirement that DHHS, in consultation with NDE, along with birthing facilities, and other providers, develop approved screening methods and protocols for statewide hearing screening tests of substantially all newborns and infants.

DHHS Office Space

Another section of LB 376 sunsets the requirement that counties maintain DHHS office space at no charge to the state as of June 30, 2028.

This estimated future cost to the state is somewhere between $2.5 million and $4 million. The added cost would not be realized until FY2029.

LB 383

Sponsor	*Committee*	*Priority*	*Subject*
Storer	Judiciary	Storer	Adopt the Parental Rights in Social Media Act

Approved by Governor: May 20, 2025
Passed on Final Reading: 46-3-0 on May 14, 2025
Effective Date: July 1, 2026 for Sections 26-30

LB 383 creates the Parental Rights in Social Media Act (sections 26-30). The measure prohibits a social media company from permitting a minor to become an account holder. A social media platform must use a reasonable age verification method to verify the age of an individual seeking to become an account holder on the company's social media platform.

A social media company or third-party vendor conducting the verification may not retain any identifying information of an individual after verification is complete.

Exception

A social media company may allow a minor to become an account holder if the parent of the minor provides express parental consent authorizing the minor to become an account holder. A social media company or third-party vendor must verify the express parental consent, which must include:

(a) Age verification of the parent through a reasonable age verification method; and

(b) An oath, affirmation, or form signed by the parent and returned to the social media company or third-party vendor by common carrier, facsimile, or electronic scan stating that the consenting adult is the minor user's parent and authorizes such minor to become an account holder.

Once age and parental consent, if applicable, are verified, the social media company may permit the minor to become an account holder. Reverification of an account holder is not required unless parental consent is revoked by a parent.

Revocation

A social media company must develop a method for a parent to revoke consent for a minor to be an account holder. If consent is revoked, a social media company must remove the account of the parent's minor and prohibit the minor from becoming an account holder until additional express parental consent is provided.

Supervision

A social media company must provide a parent of a minor account holder with methods for the parent to supervise the minor's account. The methods must include options for the parent to:

(a) View all posts the minor account holder makes under the social media platform account;

(b) View all responses and messages sent to or by the minor account holder in the social media platform account;

(c) Control the minor's privacy and account settings; and

(d) Monitor and limit the amount of time the minor account holder spends using the social media platform.

Enforcement

The Nebraska Attorney General is required to enforce the Parental Rights in Social Media Act and may impose a penalty of up to $2,500 per violation.

LB 390	*Sponsor*	*Committee*	*Priority*	*Subject*
	Murman	Education	None	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information

Approved by Governor: April 14, 2025
Passed on Final Reading: 34-14-1 on April 10, 2025
Effective Date: September 3, 2025

Policy Requirement

LB 390 requires that each school board of a public school district adopt a policy for implementation at the beginning of the 2026-27 school year, relating to the rights of a parent, guardian, or educational decisionmaker to access school library materials.

The policy must:

(a) Require the creation of a catalog of all books in the school district's library, categorized by school building, which must be accessible for viewing by a parent, guardian, or educational decisionmaker of a student attending such school district; and

(b) Provide the opportunity for a parent, guardian, or educational decisionmaker of a student to be notified when the student of such parent, guardian, or educational decisionmaker checks out a book from the school library by means of a website or application notification or by opting in to email notifications. The notification must include:

(1) The title of the book checked out by the student;

(2) The name of the author of the book checked out by the student; and

(3) The date the book checked out by the student is due to be returned to the school library.

This would only apply to a school library that is located on school district property and will not apply to any other public library regardless if the library contracts with a school district for use by students.

"Educational decisionmaker" is defined as a person designated or ordered by a court to make educational decisions on behalf of a child (§ 79-530).

LB 391

Sponsor	*Committee*	*Priority*	*Subject*
Murman	Revenue	Speaker	Adopt the Give to Enable Scholarship Act and provide for certain income tax adjustments

Approved by Governor: June 4, 2025
Passed on Final Reading: 45-3-1 on May 30, 2025
Effective Date: September 3, 2025

LB 391 creates the Give to Enable Support Act and the Give to Enable Support Cash Fund.

The fund would be administered by the State Treasurer, who would accept contributions from any private individual or private entity and credit all contributions to the Give to Enable Support Cash Fund. No General Funds would be transferred to this Fund.

The Program would begin on January 1, 2026. The purpose of the program is to promote access to accounts by establishing accounts using distributions from the Give to Enable Support Cash Fund. The accounts may then be used to pay the qualified disability expenses of qualified individuals.

In order to participate in the Program, a qualified individual would submit an application to the State Treasurer. The State Treasurer would accept applications from January 1 to June 1 of each year beginning in 2026. The application must include:

(a) Information necessary to certify the applicant's status as a qualified individual;

(b) The applicant's personal information necessary to establish an account; and

(c) Any other information required by the State Treasurer.

A "qualified individual" is defined as an individual with a disability as defined in IRS Code 529A who does not have an account at the time he/she is approved to become a participant in the Program.

If the State Treasurer determines that the applicant qualifies to have an account established under the Program, the State Treasurer would notify the applicant of the approval. The State Treasurer may approve as many applications as funding for the program allows for each calendar year.

A qualified and approved individual would have an account established for the individual. The account would be established by April 1 of the year following the year the application is approved and would be funded with no less than the minimum amount required to open an account or such greater amount as determined by the State Treasurer.

LB 428	*Sponsor*	*Committee*	*Priority*	*Subject*
	Murman	Education	None	Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools

Approved by Governor:	April 29, 2025
Passed on Final Reading:	41-5-3 on April 25, 2025
Effective Date:	September 3, 2025

LB 428 amends the Parental Involvement Act (§ 79-532). This Act has been the subject of significant controversy in the Legislature for the past several years.

The current Parental Involvement Act requires school districts to adopt a policy, which includes a number of provisions. LB 428 proposes additional requirements for the policy relating to surveys.

School Policy Modification

School district policy is required to be modified to provide a requirement that:

IF the school administers

(a) a survey requesting that students provide sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature OR

(b) a nonanonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use,

THEN the school district must, at least 15 days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive the survey.

The notice must be made through the school's electronic notification system or by physical mail to the address on file for the student. The notice must:

- describe the nature and types of questions included in the survey,
- the purposes and age-appropriateness of the survey,
- how information collected by the survey will be used,
- who will have access to such information,
- the steps that will be taken to protect student privacy, and
- whether and how any findings or results of such survey will be disclosed.

Parents, guardians, and educational decisionmakers have the right to:

(a) Request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student,

(b) review the survey in person at the school, and

(c) exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey may not disclose personally identifiable information of a child.

No survey requesting sexual information of a student may be administered to any student in kindergarten through grade six.

Limitation

The bill states that nothing in the provisions of the measure may be construed to require disclosure of information in violation of:

(a) the federal Family Educational Rights and Privacy Act of 1974, as amended, 20 U.S.C. 1232g, or any federal regulations and applicable guidelines adopted in accordance with such act, as such act, regulations, and guidelines existed on January 1, 2024;

(b) the federal Protection of Pupil Rights Amendment of 1978, 20 U.S.C. 1232h, as such section existed on January 1, 2025;

(c) the federal Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 et seq., as such act existed on January 1, 2025; and

(d) the federal Children's Internet Protection Act, 47 C.F.R. 54.520, as such regulation existed on January 1, 2025.

LB 457	*Sponsor*	*Committee*	*Priority*	*Subject*
	Bostar	Banking	None	Require anaphylaxis policies for school districts

Approved by Governor: April 14, 2025
Passed on Final Reading: 47-1-1 on April 10, 2025
Effective Date: September 3, 2025

LB 457 requires DHHS, in consultation with NDE, to develop model anaphylaxis policies available for use in school districts and licensed child care programs setting forth guidelines and procedures to be followed for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.

The policies may be developed with input from representatives of (i) allergy medicine, (ii) pediatric physicians, (iii) school nurses and other health care providers with expertise in treating children with anaphylaxis, (iv) parents of children with severe allergies, (v) school administrators, (vi) teachers, (vii) school food service directors, and (viii) other appropriate entities.

The policies must include:

(a) A procedure and treatment plan, including emergency protocols and responsibilities for staff members of licensed child care programs, school nurses, and other appropriate school personnel, for responding to anaphylaxis;

(b) A procedure and appropriate guidelines for the development and implementation of an individualized health care plan for children with a food or other allergy that could result in anaphylaxis;

(c) A communication plan for the intake and dissemination of information provided by the state regarding children with a food or other allergy that could result in anaphylaxis, including a discussion of methods, treatments, and therapies to reduce the risk of allergic reactions, including anaphylaxis;

(d) Strategies for the reduction of the risk of exposure to anaphylactic causative agents, including food and other allergens; and

(e) A communication plan for discussion with children who have developed adequate verbal communication and comprehension skills and with the parents, guardians, and educational decisionmakers of all children attending the school district or licensed child care program about foods that are safe and unsafe and about strategies to avoid exposure to unsafe food.

The policies must be reexamined and updated as needed at least once every three years to be consistent with best practices relating to anaphylaxis prevention, treatment, and emergency response methods.

A model policy developed or updated must be made available on the applicable department's website (presumably both the DHHS and NDE websites).

Required Policy

LB 457 provides that, by July 1, 2026, each school district must adopt a written policy to address incidents of anaphylaxis involving students at school. A school board may use the model policy in school districts as a guide. The policy may not conflict with or hinder the implementation of an individualized anaphylaxis plan of a student and must be consistent with existing law (§ 79-224) relating to self-management by a student.

A school district must publish the policy in any school district handbook, manual, or similar publication that sets forth the comprehensive rules, procedures, and standards of conduct for students at school.

A school district with a policy to address incidents of anaphylaxis involving students at school that is in effect prior to the effective date of the bill may remain in effect and must satisfy the requirements noted above.

LB 521	*Sponsor*	*Committee*	*Priority*	*Subject*
	Sanders	Government	Government	Change and eliminate provisions relating to the Election Act and change notice requirements under the Open Meetings Act

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 with E clause on May 28, 2025
Effective Date: May 31, 2025

LB 521 was originally meant to carry various changes to the Election Act. As the measure emerged from committee, it also included changes to the Open Meetings Act (section 82 of LB 521).

Current provisions of the Open Meetings Act (§ 84-1411) provide that in case of refusal, neglect, or inability of the newspaper to publish the notice, the public body must:

(a) post such notice on its website, if available,
(b) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and
(c) post such notice in a conspicuous public place in such public body's jurisdiction.

LB 521 stipulates that the public body must "request the newspaper" submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers.

The bill also requires that the public body maintain a written record of the request to the newspaper.

LB 521 provides that, in addition to a method of notice required by the Act, such notice may also be provided by any other appropriate method designated by the public body or the advisory committee.

Each public body is required to record the methods and dates of such notice in its minutes.

The bill requires that the notice must contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda (which must be kept continually current) must be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items must be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda may not be altered later than: (i) 24 hours before the scheduled commencement of the meeting or

(ii) 48 hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body must have the right to modify the agenda to include items of an emergency nature only at the public meeting.

LB 645	*Sponsor*	*Committee*	*Priority*	*Subject*
	Ballard	Retirement	Retirement Committee	Change provisions relating to the School Retirement Fund

Approved by Governor: May 6, 2025
Passed on Final Reading: 45-2-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 645 was introduced on behalf of the Governor to reduce the state's liability for the School Employees Retirement Plan. The savings to the state are intended to help fill the existing budget shortfall. The measure is projected to reduce the state's funding responsibility by over $83 million in the next biennium.

The current contribution rates are based on employee compensation as follows:

- Employee rate: 9.78%
- Employer rate: 9.88% (101% of the employee rate)
- State rate: 2%

These rates have been in place since 2013.

Under LB 645, the rates would be determined by the current funding ratio on the actuarial value of assets in the School Retirement Fund.

Beginning on July 1, 2025, and each July 1st thereafter, the new system would be based on the most recent previous year as reported in the annual actuarial valuation report, which is released in November of each year. The current funding ratio is 99.91%, which was established by the state's actuary in November 2024.

If the funded ratio is less than 96%

- Employee rate: 9.75%
- Employer rate: 9.85% (101% of the employee rate)
- State rate: 2%

If the funded ratio is 96% or greater and less than 98%

- Employee rate: 8.75%
- Employer rate: 8.84% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 98% or greater and less than 100%

- Employee rate: 8%
- Employer rate: 8.08% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 100% or greater

- Employee rate: 7.25%
- Employer rate: 7.32% (101% of the employee rate)
- State rate: no contribution required

LB 647	*Sponsor*	*Committee*	*Priority*	*Subject*
	Revenue Com.	Revenue	Revenue Com.	Omnibus revenue measure that includes changes relating to budget limitations, property tax request authority, the Property Tax Request Act, and the Nebraska educational savings plan trust

Approved by Governor: May 30, 2025
Passed on Final Reading: 35-13-1 with E clause on May 30, 2025
Effective Date: Various

LB 647 was introduced as a Revenue Committee shell bill. It was advanced from committee as an omnibus revenue-related measure, which included provisions from LB 131 (529 Plans), LB 709 (adoption expenses), and LB 566 (purchase of property in blighted areas).

529 Plans

The most controversial of these provisions related to expanding the bounds of the Nebraska Educational Savings Trust (NEST). NEST is currently a 529 college savings plan providing a tax-advantaged account for education expenses. Its name stems from Section 529 of the IRS tax code, which gives these plans special tax breaks to encourage saving for education.

The NEST-related provisions of LB 647 derive from LB 131 (Sorrentino), which proposes to expand the current NEST to be available to all eligible educational institutions (public and private), to include elementary and secondary schools, as well as postsecondary institutions. The bill removes elementary and secondary education payments from the nonqualified withdrawal list.

Beginning January 1, 2029, expenses for (private school) tuition in connection with enrollment or attendance at an elementary or secondary school would be permitted up to $10,000 per beneficiary per taxable year.

Contributions to 529 accounts grow tax-deferred, and withdrawals are exempt from state and federal taxes as long as they are used for a beneficiary's qualified education expenses, including tuition, room and board at an eligible postsecondary educational institution.

Individuals may claim a state income tax deduction equal to contributions they make to an account, up to $5,000 for those married filing separately and $10,000 for other filers.

Adoption Expenses

The provisions of LB 709 (Bostar) were included in LB 647. LB 709 would create a refundable state income tax credit equal to 10% of the federal adoption expenses tax credit allowed to a taxpayer in the same taxable year. This portion of LB 647 (sections 7-9) will become operative September 3, 2025.

Purchase of Property in Blighted Areas

The provisions of LB 566 (Quick) were included in LB 647. LB 566 amends existing law permitting individuals to claim a nonrefundable $5,000 income tax credit if they purchase a primary residence located in an area that has been declared extremely blighted. The credit is scheduled to sunset on January 1, 2026. LB 566 would extend the sunset to January 1, 2032.

Recreational Trail Easements

LB 647 includes the provisions of LB 628 (Dover) to establish the Recreational Trail Easement Property Tax Exemption Act. The Act provides that a taxpayer who encumbers their property with a perpetual recreational trail easement may apply for a property tax exemption for the portion of the property that has been encumbered with the easement. This portion of LB 647 (sections 1-6) becomes operative on January 1, 2026.

The Legislative Fiscal Office reports that property tax exemptions would occur when property owners qualify and utilize easements and are estimated to decrease a political subdivision's property tax base. "A change in the taxable base for schools due to the exemption of property could have an impact on state aid under TEEOSA, but any such amount is indeterminate."

LB 650	*Sponsor*	*Committee*	*Priority*	*Subject*
	von Gillern	Revenue	Revenue Committee	Adopt the Community Development Assistance Act and change provisions relating to land banks, property tax exemptions, motor vehicle tax provisions, and certain tax credits

Approved by Governor: May 6, 2025
Passed on Final Reading: 40-7-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 650 was introduced at the request of the Governor.

The legislation is an omnibus revenue-related measure containing a variety of provisions. As it relates to public education, the most notable provision of LB 650 is a change in motor vehicle tax revenue.

These provisions derive from LB 547 (Rountree), which intended to expand the exemption for disabled veterans from the state motor vehicle tax.

The bill amends current definitions of a disabled veteran and a blind veteran as found in section 77-202.23, to align with the more expansive federal definition found in 5 U.S.C. 2108, as the section existed on January 1, 2025. Accordingly, a disabled veteran would mean:

(a) An individual who has served on active duty in the armed forces, been separated therefrom under honorable conditions, and has established the present existence of a service-connected disability; or

(b) An individual who is receiving compensation, disability retirement benefits, or pension because of a public statute administered by the Department of Veterans Affairs or a military department.

This provision of LB 650 becomes operative on January 1, 2026.

The Nebraska DMV has estimated the total reduction in motor vehicle tax to be $28.8 million (a loss of $10.8 million in 2025-26 and $18 million in 2026-27 in revenue for the DMV and local governments). The revenue loss would be a result of an increase in the number of disabled veterans and blind veterans eligible for the motor vehicle tax exemption. The DMV approximates 40,000 of the 43,465 veterans (as estimated by the U.S. Dept. of Veterans Affairs) would utilize the motor vehicle tax exemption. The average motor vehicle tax savings per veteran is estimated to be $450.

For public schools, the loss in revenue from the motor vehicle tax is estimated to be $6,350,400 in 2025-26 and $10,584,000 in 2026-27.

Estimated Motor Vehicle Revenue Losses	FY2025-26 (6 months, beginning January 1, 2026)	FY2026-27 (full 12 months of the yearly revenue)
DMV Vehicle Title Registration Modernization Fund (1%)	($108,000)	($180,000)
Motor Vehicle Tax – Commission to County (1%)	($108,000)	($180,000)
Motor Vehicle Tax – Cities and Counties (40% of remainder)	($4,233,600)	($7,056,000)
Motor Vehicle Tax – Schools (60% of remainder)	($6,350,400)	($10,584,000)
Motor Vehicle Tax Impact under LB 650	($10,800,000)	($18,000,000)

LR 19CA

Sponsor	*Committee*	*Priority*	*Subject*
Dover	Executive Board	Dover	Constitutional amendment to change legislative term limits to three consecutive terms

Delivered to Secretary of State: May 28, 2025
Passed on Final Reading: 39-10 on May 28, 2025

LR 19CA was introduced by Senator Dover and 22 co-sponsors. The constitutional amendment would change current provisions in the Nebraska Constitution so that a state lawmaker could serve three rather than two (4-year) terms of office.

The measure will appear on the November 2026 General Election ballot.

Note: On November 7, 2000, Nebraska voters approved a measure (415) as an initiated constitutional amendment. It was approved by a 56% to 44% margin.

II. Interim Study Resolutions

Education Committee

LR144 (Kauth) Interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for persons seeking to transition into teaching grades kindergarten through twelve

Purpose: The purpose of this resolution is to propose an interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for individuals with equivalent education and professional experience who seek to transition into kindergarten through grade twelve teaching.

Nebraska faces ongoing challenges in attracting and retaining qualified educators, particularly in rural and high-need school districts, and the traditional teacher certification process may present barriers for individuals with equivalent education and professional experience in other fields who seek to transition into the teaching profession later in their careers. Alternative pathways to certification, including onsite apprenticeship programs conducted by school districts, may provide opportunities to increase the number of qualified teachers while maintaining high-quality standards for Nebraska schools. Such apprenticeship programs would focus on pedagogical training, classroom management, and other essential instructional skills to ensure competency and effectiveness in teaching. The State Board of Education plays a critical role in establishing standards and oversight mechanisms for teacher certification programs, including alternative pathways such as school district led apprenticeships.

This interim study is meant to examine potential changes to Nebraska's teacher certification requirements to allow individuals with equivalent education and experience to enter the teaching profession through an apprenticeship-based pathway conducted by school districts. Such study shall include, but need not be limited to:

(1) An evaluation of existing barriers within Nebraska's current teacher certification process that may hinder professionals from transitioning into teaching;

(2) An examination of best practices from other states that have implemented alternative certification pathways, including apprenticeship programs;

(3) An assessment of the pedagogical and classroom management training necessary to maintain high-quality instructional standards in an apprenticeship program;

(4) A determination of the role of school districts in designing and implementing apprenticeship programs for prospective teachers;

(5) An examination of the process by which the State Board of Education would approve school district apprenticeship programs and ensure alignment of such programs with state educational standards;

(6) An investigation of the criteria and process by which individuals completing an apprenticeship program would be certified as teachers in Nebraska;

(7) Consideration of the potential impact of an apprenticeship pathway on addressing teacher shortages in critical subject areas and geographic regions;

(8) An identification of any statutory or regulatory changes necessary to implement such an apprenticeship pathway; and

(9) Input from relevant stakeholders, including representatives from the State Department of Education, the State Board of Education, school district administrators, teacher preparation programs, educators, and other interested parties.

LR164 (McKinney) Interim study to examine to what extent inmates between five and twenty-one years of age, under the care of the Department of Correctional Services, are being provided educational services

Purpose: The purpose of this resolution is to propose an interim study to examine to what extent inmates between five and twenty-one years of age, that are under the care of the Department of Correctional Services, are being provided educational services and what statutory or regulatory changes are necessary to ensure these inmates receive educational instruction. This study shall include, but is not limited to, determining how many such incarcerated individuals are participating in educational programs, including a General Educational Development program to earn their high school equivalency diploma, offered by the department as well as through partnerships with educational institutions such as Southeast Community College.

LR189 (Dorn) Interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska. The study may review ways to increase the amount of state aid committed to schools to offset property tax use and reduce property taxes as a share of total state and local taxes.

This study shall include, but not be limited to, examining:

(1) Fairness and equity for public school students in all parts of the state;

(2) Efficiencies and effectiveness in the use of tax resources to educate public school students in Nebraska; and

(3) Stability in the resources available to school districts, particularly in times of economic volatility.

LR196 (Kauth) Interim study to study truancy in Nebraska schools

Purpose: The purpose of this resolution is to propose an interim study to study truancy in Nebraska schools.

LR202 (Sorrentino) Interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state

Purpose: The purpose of this resolution is to propose an interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state, campus by campus, to see how future teachers are being prepared to teach literacy.

LR204 (Juarez) Interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students

Purpose: The purpose of this resolution is to propose an interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students. The study shall include, but need not be limited to, an examination of the following factors: Educational mandates, administrative burdens, classroom discipline issues, educational funding, emotional demands, workloads, safety issues, salaries, and staff shortages. The study shall also examine what the state can do to mitigate teacher burnout and incentivize retention.

LR205 (Strommen) Interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System

Purpose: The purpose of this resolution is to propose an interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System.

This study shall include, but not be limited to, the following:

(1) Describing the Early Childhood Integrated Data System as it currently exists and the historical context for its development;

(2) Examining the use of the Early Childhood Integrated Data System to maximize efficiencies for participating state agencies to meet legislatively mandated reporting requirements, providing accountability for public dollars, and supporting parental choice in early childhood settings;

(3) Analyzing the statutory barriers to interagency data sharing and potential solutions;

(4) Examining data privacy procedures and data access rules maintained in the Early Childhood Integrated Data System;

(5) Analyzing the infrastructure necessary to improve the Early Childhood Integrated Data System, including funding; and

(6) Reviewing early childhood integrated data systems in other states.

LR228 (Cavanaugh, J.) Interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions

Purpose: The purpose of this resolution is to propose an interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions. This study will identify disparities, analyze competitive salary structures, and explore potential policy solutions to ensure faculty members receive fair and competitive compensation. The study shall include, but need not be limited to, an examination of the following:

(1) A review of current salary levels and compensation structures for faculty in Nebraska's public higher education institutions;

(2) A comparison of Nebraska's public higher education faculty salaries with those at peer institutions in surrounding states;

(3) An examination of salary disparities across disciplines and the impact of those disparities on recruitment and retention;

(4) An analysis of the impact of faculty compensation on student outcomes, including retention and graduation rates;

(5) A review of potential funding mechanisms or policy changes to enhance faculty compensation in a sustainable manner; and

(6) Consideration of alternative compensation models, including cost-ofliving increases, performance-based pay, benefits enhancements, and other incentives.

In conducting this interim study, the Education Committee of the Legislature may confer with the Coordinating Commission for Postsecondary Education, the University of Nebraska, state colleges, community colleges, faculty organizations, faculty members, administrators, students, policy experts, other relevant entities, and stakeholders.

LR259 (Armendariz) Interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs to foster cross-regional learning, cultural exchange, and deeper appreciation for Nebraska's agricultural heritage and rural life.

The study shall include, but need not be limited to, the following:

(1) The feasibility and structure of such a program, including exchange duration, school credit recognition, and housing arrangements;

(2) The potential for collaboration with local school districts, the State Department of Education, the Department of Agriculture, the Cooperative Extension Service of the University of Nebraska, including the state 4-H program, and Future Farmers of America;

(3) The benefits to student participants, host communities, and Nebraska's agricultural education system;

(4) Potential models, including urban-to-rural exchanges within Nebraska, as well as interstate exchanges with other agricultural regions;

(5) Considerations to ensure student participation from low-income urban areas; and

(6) Potential funding sources, including state appropriations, federal grants, and private sponsorships.

In conducting this interim study, the Education Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, and other stakeholders.

Executive Board

LR174 (DeBoer) Interim study to provide a comprehensive analysis of the standing committee system of the Legislature

Purpose: The purpose of this resolution is to propose an interim study for a comprehensive analysis of the standing committee system of the Legislature to determine if any improvements or changes to that system would be warranted. This study shall include, but need not be limited to, an examination of the following:

(1) The creation of new standing committees to reflect contemporary needs of Nebraska and the elimination or consolidation of current committees associated with the creation of any new standing committees;

(2) Standing committee subject matter jurisdiction;

(3) The legislative bill load of each standing committee; and

(4) Other issues relating to standing committees.

LR249 (Cavanaugh, M.) Interim study to examine the feasibility and benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee and the Appropriations Committee of the Legislature

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility and potential benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, in order to create a more integrated and balanced approach to the state's budgeting process.

The study shall include, but not be limited to, the following:

(1) Examining the current roles and responsibilities of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, including areas of jurisdictional overlap and how these affect the efficiency and transparency of the budget process;

(2) Examining the timing and alignment of revenue forecasting and budget setting processes, including the interaction between the Nebraska Economic Forecasting Advisory Board's schedule and the legislative appropriations timeline;

(3) Studying best practices from other states and governmental bodies, particularly those with a functioning ways and means committee or equivalent structures that integrate tax policy, revenue forecasting, and appropriations oversight;

(4) Determining potential duties and scope of a ways and means committee, including recommendations on how such a body could improve coordination, policy alignment, and strategic planning in budget matters;

(5) Examining opportunities to improve procedures related to revenue estimation, budget development, and legislative oversight of appropriations; and

(6) Considering recommendations for a model budget process for the Legislature, including proposed reforms that align with nationally recognized public finance standards and government accountability best practices. In conducting this interim study, the Executive Board of the Legislative Council may confer with legislative staff, policy experts, representatives of the Department of Administrative Services and the Legislative Fiscal Office, and other stakeholders with relevant expertise in public finance, legislative budgeting, and tax policy.

The Executive Board of the Legislative Council may consult with and request the assistance of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, the Legislative Fiscal Office, and other legislative committees as appropriate.

The Executive Board of the Legislative Council shall prepare and submit a report with its findings and recommendations to the Legislature or the Executive Board by December 15, 2025.

Government Committee

LR192 (Sanders) Interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act

Purpose: The purpose of this resolution is to propose an interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act.

LR206 (Strommen) Interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists

Purpose: The purpose of this resolution is to propose an interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists. The study shall include, but need not be limited to, an examination of the following:

(1) Recent proposed statutory or constitutional changes to initiative and referendum petition processes, including changes to signature requirements, circulation periods, initiative content, circulator requirements, signer requirements, petition requirements, ballot language, election requirements, withdrawing signatures, and campaign finance requirements;

(2) Whether all Nebraskans, including individuals in low-population areas, are fairly and properly represented in the initiative petition process; and

(3) Spending on initiative petition measures in Nebraska over the last fifteen years, including names of funding entities, dollar amounts, and where such entities are located.

LR233 (Quick) Interim study to examine issues relating to state agency guidance documents, rules, and regulations

Purpose: The purpose of this resolution is to propose an interim study to examine issues relating to state agency guidance documents, rules, and regulations. The study shall include, but need not be limited to, an examination of the following:

(1) The process used by state agencies to issue guidance documents under section 84-901.03 and the opportunity for public involvement and stakeholder input before the issuance of such guidance documents;

(2) The difference in purpose and effect between guidance documents and rules and regulations; and

(3) Whether guidance documents issued by state agencies have imposed greater burdens on Nebraska nonprofits and businesses than required under federal law or federal regulation.

Health Committee

LR220 (Fredrickson) Interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children

Purpose: The purpose of this resolution is to propose an interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children. Children and students receiving Level 3 care require the highest level of intervention and support due to the severity of their behavioral or emotional challenges. Level 3 care providers offer specialized and intensive care for children exhibiting significant behavioral issues, such as aggression, self-harm, severe defiance, and disruptions to their living environments. The effectiveness of Level 3 care is directly influenced by staffing levels, access to therapeutic services, facility safety and structure, and the implementation of innovative care models tailored to the unique needs of residents. Additional resources may be necessary to enhance staffing, expand therapeutic services, improve facility infrastructure, and support program evaluation to better address the needs of children in Level 3 care. Ensuring transparency and evaluating effectiveness of such resources is critical to determining their impact and justifying future needs.

This study shall include, but not be limited to, the following:

(1) Assessing current funding levels and their utilization by Level 3 care providers;

(2) Evaluating the adequacy of staffing levels, including staff-to-student ratios and training programs for managing severe behavioral challenges;

(3) Analyzing the availability and quality of therapeutic services, such as individualized and group counseling, trauma-informed care, and crisis intervention strategies;

(4) Examining the state of facility infrastructure, including safety features and therapeutic environments;

(5) Reviewing existing program development efforts and their outcomes; and

(6) Identifying potential funding gaps and recommending strategies to ensure adequate support for these facilities.

Retirement Committee

LR96 (Retirement Committee) Interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board

Purpose: The purpose of this resolution is to propose an interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board, including the State Employees Retirement System of the State of Nebraska, the Retirement System for Nebraska Counties, the School Employees Retirement System of the State of Nebraska, the Nebraska State Patrol Retirement System, the Nebraska Judges Retirement System, and the retirement system administered under the Class V School Employees Retirement Act. The study shall examine issues as they relate to the funding needs, benefits, contributions, and administration of each retirement system.

LR97 (Retirement Committee) Interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions

Purpose: The purpose of this resolution is to propose an interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions. The study shall include a public hearing for the presentation of reports by political subdivisions with underfunded defined benefit plans.

LR98 (Retirement Committee) Interim study to examine issues within the jurisdiction of the Nebraska Retirement Systems Committee

Purpose: The purpose of this resolution is to propose an interim study to examine any issues within the jurisdiction of the Nebraska Retirement Systems Committee of the Legislature that may arise during the interim.

LR230 (Lonowski) Interim study to examine options for allowing retired teachers to return to intermittent work at a school

Purpose: The purpose of this resolution is to propose an interim study to examine options for allowing retired teachers to return to intermittent work at a school for more than eight days per month during their bona fide one hundred eighty-day separation period from their employer.

Revenue Committee

LR126 (von Gillern) Interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska

Purpose: The purpose of this resolution is to conduct an interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska. The study shall evaluate the Nebraska Advantage Act and ImagiNE Nebraska Act in terms of their function, impact upon Nebraska's economy and communities, as well as business and industrial sectors, and influence upon overall tax receipts and the state's budgeting process. The study shall include, but is not limited to, an examination of the following:

(1) The impact of the Nebraska Advantage Act and ImagiNE Nebraska Act on state revenue;

(2) The utilization of tax credits under the Nebraska Advantage Act and ImagiNE Nebraska Act since their passage;

(3) The effectiveness of the Nebraska Advantage Act and ImagiNE Nebraska Act in promoting growth in business, industry, and employment in Nebraska; and

(4) The future of a cohesive and sustainable economic development and business attraction strategy to drive growth in Nebraska. In conducting this interim study, the Revenue Committee may confer with state agencies, other standing committees of the Legislature, and relevant stakeholders, including, but not limited to, representatives from the business community, economic development community, and local municipalities.

LR255 (Andersen) Interim study to examine the fiscal, constitutional, and administrative implications of adopting LR12CA, 2025, which proposes reforms to Nebraska's property tax system

Purpose: The purpose of this resolution is to propose an interim study to examine the fiscal, constitutional, and administrative implications of adopting Legislative Resolution 12CA, One Hundred Ninth Legislature, First Session, 2025, as amended by proposed amendment AM1101, which proposes significant reforms to Nebraska's property tax system and underlying constitutional language. The study shall include, but need not be limited to, an examination of the following:

(1) The fiscal and distributional impacts of capping the annual increase in property taxes levied on any parcel of real property by the allowable growth percentage, defined as the lesser of three percent or the Consumer Price Index for All Urban Consumers;

(2) The legal and constitutional implications of substituting the current uniform and proportional clause of Article VIII, section 1, of the Constitution of Nebraska, with a system that establishes full taxable value based on the 2025 assessed value or purchase price following a change of ownership;

(3) The practical challenges and administrative viability of implementing a static assessed value system for real property, including mechanisms for adjustment upon sale or new construction;

(4) The impact of such a system on taxpayer equity, particularly among similarly situated properties with different ownership timelines, and the resultant tax disparities;

(5) The implications of the proposed valuation structure on revenue predictability and budgeting processes for schools, counties, municipalities, and other local political subdivisions;

(6) The definition clarity and scope of terms, including, but not limited to, "purchase", "change of ownership", and "new construction", and the exemption for spousal transfers;

(7) The comparative evaluation of similar models in other states, such as California's Proposition 13, Florida's Save Our Homes amendment, and Oklahoma's property tax limitations, and the lessons they may offer for Nebraska;

(8) The potential impact on housing affordability and accessibility for young people, first-time homebuyers, fixed-income homeowners, and individuals attempting to enter the housing market during a period of high home prices and limited supply;

(9) The effects on agricultural producers and rural landowners, particularly regarding the classification, valuation, and long-term tax obligations for farmland and horticultural property; and

(10) Stakeholder concerns and input from assessors, local governments, school districts, taxpayer advocacy organizations, and the Department of Revenue regarding feasibility and unintended consequences. In conducting this interim study, the Revenue Committee may consult with legal experts, tax policy professionals, economists, state agencies, and relevant stakeholders to ensure a comprehensive evaluation of the proposed reforms.

Transportation Committee

LR157 (DeBoer) Interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska. This study shall include, but need not be limited to, an examination of the following:

(1) Projects being undertaken as a part of any state or federal effort for the expansion of broadband availability in Nebraska, including, but not limited to, an examination of changing federal requirements for various programs and any delays such changes may cause;

(2) Cooperation across jurisdictions on the shared goal of ensuring broadband is available for all Nebraskans;

(3) Resiliency and redundancy in the broadband networks being built to ensure Nebraskans have consistent access to broadband services;

(4) The changing regulatory landscape with regard to broadband services, the necessity of the state to provide oversight to protect the interests of Nebraska consumers, the necessity of related regulations in Nebraska, and where efficiencies can be found to speed up the deployment of broadband services; and

(5) Other issues relating to broadband expansion in Nebraska.

LR254 (Clements) Interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax

Purpose: The purpose of this resolution is to propose an interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax. The study shall include, but need not be limited to, an examination of the following:

(1) The current motor vehicle tax distribution, motor vehicle fees and distribution, civil fees and other revenue sources;

(2) The potential adjustment to such current revenue sources to provide adequate funds for necessary county government duties and services; and

(3) The potential elimination of unnecessary costly statutory requirements for counties related to motor vehicles.

In conducting this interim study, the Transportation and Telecommunications Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, county officials and employees, and other stakeholders.

Mullen Public Schools
Board of Education
Annual Board Calendar
Revised January 2025

Regular Board Meetings are on the second Monday of each month at 7:00 PM MDT

JANUARY

Regular Business

- Reorganization of the Board and Board Committee Assignments
- Signatures on Potential Conflict of Interest Form if needed
- Adopt Annual Board Calendar and set board meeting dates.
- Designate Depository, Attorney and Newspaper
- Designate Mullen Education Association as exclusive bargaining agent for next year's negotiations.
- Consider/Adopt Academic School Calendar for Following Next School Year
- Issuance and Approval of Administrative Contracts for Principals if necessary
- Review, revise, adopt or reaffirm Role of the Board of Education
- Review, revise, adopt or reaffirm Board Code of Conduct
- Review, revise, adopt or reaffirm Chain of Command
- Complete Board Self-Evaluation

Professional Growth/Board Activity

- NASB Legislative Issues Conference in Lincoln
- ESU 16 Board Workshop in North Platte
- NASB President's Retreat in Ogallala if necessary
- Board report on Participation in Insurance if necessary

FEBRUARY

Regular Business

- Public Comment
- Review/Change/Adopt District Board of Education Goals
    - Board Workshop if needed
- Teacher Contract Issuance and Approval
- Consider and Adopt ESU 16 Contracts
- Policy Review/Approval: 6004 Curriculum Development

Professional Growth/Board Activity

- NRCSA Legislative Forum
- Board Retreat/Goal Workshop

MARCH

Workshop- Prior to the Regular Board meeting at 6:00 PM

High School/Transportation Committee workshop

Regular Business

- Review/Approve Proposed Classified Salary Scale and Substitute Rate
- Review/Approve Proposed Classified Staff Agreements for next school year.
- Negotiated Agreement Must be Approved by March 25

Professional Growth/Board Activity

- NRCSA State Conference

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APRIL

Workshop Prior to the Regular Board meeting at 6:00 PM

Elementary School/Technology Committee workshop

Regular Business

- Public Comment
- Review/Approve Extra Duty Positions/Contracts

MAY

Workshop Prior to the Regular Board meeting at 6:00 PM

- Americanism Committee

Regular Business

JUNE

Regular Business

- Begin Review of District Handbooks
- Policy Review/Approval
- Appoint Superintendent as District Representative – including Non-discrimination Compliance Coordinator
- Review NASB Board Awards of Achievement

Professional Growth/Board Activity

- School Law Seminar in Kearney

JULY

Regular Business

- Public Comment
- Review/Revise 5045 Student Fees Hearing and Policy- Include Meal Prices
- Review/Revise 5018 Parent Involvement Policy
- Review/Revise 5057 District Title 1 Parent & Family Engagement-Public Hearing
- Review/Revise policy 5001 Compulsory Attendance and Excessive Absenteeism, policy 5035 Student Discipline and policy 5054 Student Bullying.
- Approval of District Handbooks
- Accept Propane Bid

Professional Growth/Board Activity

- NASB School Finance Workshop

AUGUST

Workshop Prior to the Regular Board meeting at 6:00 PM

Elementary School/Technology Committee workshop

Board Budget Workshop – early in September/Late August on separate date.

- Budget development

Regular Business

- Certification of District's Assessed Valuation – August 20
- Policy Review/Approval
- Approve Handbooks

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SEPTEMBER

Workshop Prior to the Regular Board meeting at 6:00 PM

High School/Transportation Committee workshop

Regular Business

- Tax Request Hearing and Consider Resolution
- Public Budget Hearing/Adopt Budget
- Policy Review/Approval

Professional Growth/Board Activity

- Labor Relations Conference in Lincoln
- NASB Area Membership Meetings

OCTOBER

Workshop Prior to the Regular Board meeting at 6:00 PM

Negotiations Committee workshop

Americanism Committee Presentation during Regular meeting

- Public Comment
- Review Enrollment- Principals Report
- Policy Review/Approval

NOVEMBER

Workshop Prior to the Superintendent Evaluation Workshop at 4:00 PM

Negotiations Committee workshop if needed

Workshop Prior to the Regular Board meeting at TBD

Superintendent Evaluation

Regular Business

- Annual Audit Review and Approval
- Approve Bobcat Lease
- Policy Review/Approval
- Approve the completion of the Superintendent Evaluation.

Professional Growth/Board Activity

- NASB/NASA State Education Conference

DECEMBER

Regular Business

- Public Comment
- Annual Report
- Issuance and Approval of Superintendent's Contract
- Distribute Board Self-Evaluation Form if necessary
- Policy Review/Approval

Repair/Improvement	Building	Priority	1-2 Yrs	3-5 Yrs	Long Term/ "Wish List"	Complete
Reinforce retaining wall	Elementary	X				
Flooring	K-5 & 6-12	X				
Upgrade Lighting to LED	6-12th		X			
Locker Room Flooring	HS			X		
6-12 Intercom System Upgrade	6-12th				X	
Elementary Intercom System	K-5				X	
Hallway-Concession to South Gym	HS				X	
Handicap Restroom	HS				X	
Backing on Bleachers	Hilltop Gym				X	
Locker Room Addition	Hilltop Gym				X	
Officials Quarters	Hilltop Gym				X	
Staff Restrooms	Both				X	
Track					X	
K-12 Facility					X	
Playground Upgrades	All					X
Kitchen Cabinets & Shelfing	Kitchen					X
Sink in the Kitchen Area	Kitchen					X
Dishwasher	Kitchen					X

Set to be completed in Winter/Spring 2024/2025
Trying to complete some each year

The cost is over $30,000
Currently getting ideas
Could tie into the Hallway project
The cost is over $15,000

Completed Summer 2024
Completed Fall 2024
Completed Fall 2024
Completed Fall 2025

Repair/Improvement	Building	Priority	1-2 Yrs	3-5 Yrs	Complete
Completed-Summer 2021					
Improve HVAC	HS				X
Football Field Lights	HS				X
Completed-Summer 2020					
Cameras-Outside connection	HS				X
Trim Trees	Elementary				X
Playground Resurfacing	Elementary				X
Update HS Infrastructure	HS				X
Completed-Summer 2019					
Water coolers/Dispensers	Both				X
HVAC-SPED, Science, Music	HS				X
New Flooring in Weight Room	HS				X
Walk In Freezer	Elementary				X
Completed-Fall 2022					
Upgrade Cafeteria Restroom	Elementary				X
Concession Stand/Restrooms	Activity Fields				X
Roofing- 6-12, K-1, & Lariat	All				X
Update Teacherage for SPED	MS/HS				X
Sprinkler System on FB/SB Field	Activity Fields				X

Mullen Board of Education Goals
2025-2028

#1 Support all Staff Members
- Retain and Recruit HQ Staff
  - Continued support for health and wellness
- Support and Encourage Professional Development Opportunities
- Celebrate Staff Success and Achievement

#2 Facilities
- Maintain and Update Facilities

#3 Achievement
- Maintain a High Achieving Culture
- Grow and Maintain Curriculum Options and Opportunities for all students
- Implement a PreSchool Program within 2 years
- Celebrate Student Success