

Hay Springs Public Schools
September 21, 2026
7pm: Public Hearing on the 26-27 Proposed Budget
Regular Board of Education Meeting: Immediately Following the Conclusion of the Budget Hearing
Cafeteria / Hay Springs Public Schools

I. Budget Hearing

I. Preliminary Procedures

- a. Call to Order
- b. Public Notice of the Meeting: Per Board Policy publication of the Board Meeting notice was published in the Sheridan County Journal Star on the week of August 3, 2026
- c. Pledge of Allegiance
- d. Open Meeting Law posting
- e. Roll Call
- f. Motion to Approve Board Member Absence(s)
- g. Approve the agenda

II. Reports

- a. Superintendent Report - Dr. Coffey
- b. Principal - Mrs. Digmann
- c. Technology Coordinator - Mr. Reimann

III. Welcome Visitors

- a. Public Comments

(Parents and patrons are invited to make comments AT THIS TIME on agenda items and other items related to policies and procedures.

Board policy does not allow public comments to be made about staff members at Board Meetings. Parents who have concerns about a faculty member must first address their concerns with the faculty member involved. If your concern is not resolved at the teacher level, the parent should visit with the principal/superintendent. If you still have an unresolved concern, it may be addressed at the Board Meeting in executive session.)

IV. Consent Agenda

- a. Minutes from previous meetings
- b. Treasurer's report
- c. Presentation of claims/monthly bills

V. Discussion Items: consider, discuss, and take all necessary action

- a. Lister-Sage: Part-Time Position
- b. Grant Updates
- c. Buildings, Grounds & Capital Improvement Projects
- d. Student Representative to the Board of Education
- e. Audit Update
- f. Joint Public Hearing Update
- g. School District Boundary Changes / Land Transfer Information
- h. Policy Review
 - i. Purchasing and Procurement
- i. Upcoming Board Professional Development

VI. Action Items

- a. Approve the Superintendent Evaluation Tool
- b. Approve the Principal Evaluation Tool
- c. Approve Final Tax Request
- d. Approve the Budget

VII. Future Agenda Items

- a.
- b.
- c.

VIII. Establish Future Board of Education Meeting Date(s) and Time(s): the next scheduled special meeting for the NASB board retreat is on September 28, 2026 at 6:30pm. The next scheduled Regular Board meeting is on October 12, 2026 at 6:30pm.

Closed/Executive Session Available may be necessary during this meeting for:

-protection of public interest; or

-prevention of needless injury to the reputation of an individual, and if the individual has not requested a public meeting

A copy of the "Open Meetings Act," is posted within the meeting room for the public



HAY SPRINGS PUBLIC SCHOOL

407 N. Baker Street

P.O. Box 280

Hay Springs, Nebraska 69347

Dr. Sadie Coffey, District Superintendent

Mrs. Tera Digmann, PK-12 Principal

Mrs. Nichole Marcy, Activities Director



Mission/Vision Statement: Empower students to **S.O.A.R.:** Show pride through success. Own opportunities. Act positively to achieve. Respect all.

Hay Springs Public School Strategic Plan Objectives:

- 1. Student Learning & Growth:** Rigorous, relevant instruction that ensures every student grows and achieves.
- 2. Staff Excellence & Unity:** Effective leadership and a unified, highly effective staff committed to student success.
- 3. Resources & Learning Environment:** Responsible use of resources to sustain a safe, effective, and continuously improving school.

September 2026

Superintendent Report



Staff P.D. Day Agenda Highlights: Completed the Perceptual Survey, Reviewed Behavioural & Academic Data, Held MTSS meetings, and Planned Quarterly Assemblies, Veteran's Day, & Salute the Troops

Continuous School Improvement Goal: 80% of Hay Springs students will meet projected growth and/or 80% of students will be proficient on NWEA MAP assessments in Math, Reading, Language Arts, and Science.

Targeted Improvement Plan (Students): Hay Springs K-11 students with disabilities (students on an IEP) will improve reading proficiency on the NWEA MAP assessment, increasing from a baseline of 20% proficient (Winter 2025-2026) to 60% proficient by Spring 2028.

Targeted Improvement Plan (Adults): By Spring 2028, Hay Springs K-11 staff teaching literacy, including general education, special education, and intervention staff, will demonstrate full implementation of explicit and systematic literacy instruction, as measured by achieving an average score in the Area of Strength (≥ 3.0) across all ten applicable Foundational and ELA Instructional Practice Guide (IPG) Core Action 2 components.

Discussion Items: consider, discuss, and take all necessary action

- **Lister-Sage: Part-Time Position**
 - Discussion: Consider the potential need and feasibility of additional part-time custodial/cleaning support at Lister-Sage. Administration will gather any additional information needed regarding the position, duties, schedule, and staffing.
 - Board Direction Requested: Discuss whether the Board would like administration to further explore a part-time employment arrangement and bring a formal recommendation forward, if appropriate.
- **Grant Updates**
 - RHTP Initiative 1.1 – School Kitchen Modernization: Hay Springs Public Schools applied for approximately \$100,000 to modernize the school kitchen, increase scratch and semi-scratch cooking, incorporate additional locally produced foods, and reduce reliance on heat-and-serve products. The application remains under review. If clarification is requested during the review process, the district anticipates a short response window. If awarded, funds must be fully expended by June 30, 2027, with required reimbursement documentation submitted by July 1, 2027.
 - RHTP Initiative 1.3 – Farm-to-School Partnership: Hay Springs Public Schools partnered with Open 6 Cattle LLC to request approximately \$203,100 in grant funding toward an approximately \$219,350 project, including a proposed \$16,250 district contribution toward the shared-use transportation vehicle. The project includes livestock/poultry production, greenhouse and cold-storage capacity, transportation, and related infrastructure/equipment supporting locally produced foods. The application remains under review. If awarded, funds must be expended by June 30, 2027, with reimbursement documentation due July 1, 2027.
 - FY26 COPS School Violence Prevention Program (SVPP): The district's \$500,000 safety and security grant application remains under review. The anticipated federal review timeline includes administrative review from approximately August–October, programmatic review/funding recommendations from October–December, and rolling award/non-award notifications beginning approximately November–January.
 - Board Direction Requested: Information/discussion only at this time unless additional direction is needed regarding grant implementation planning.
- **Buildings, Grounds & Capital Improvement Projects**
 - Administration would like to begin prioritizing identified facility projects and establishing a process for planning, cost estimates, procurement, and completion.
 - Current items include stairs/steps, gravel depth and related site work, potential work involving Buettner's/Fuller's and a possible false wall/wall reinforcement/etc. For the stairs, roofing needs, HVAC needs, and other projects identified through the district's Capital Improvement Plan. A roofing plan is available for Board review, and additional ALICAP information regarding roofing, HVAC, and vehicles is anticipated.
 - Volunteers are also invited to assist with assembly of playground equipment once a date is established.
 - Board Direction Requested: Establish a date for the Buildings & Grounds Committee to meet with administration, prioritize projects, review the roofing/ALICAP information, determine which projects require estimates or competitive procurement, and develop recommendations for the full Board.
- **Student Representative to the Board of Education**
 - Administration has continued researching the possibility of adding a nonvoting student representative to the Board.

- Neb. Rev. Stat. § 79-559 permits a Class I, II, III, or IV school district board to include at least one nonvoting public high school student. The student serves a one-year term beginning September 1 and must be the student body/student council president, senior class representative, or a representative elected by the entire student body, depending upon the structure designated by the voting Board members. The student may attend all open meetings but is excluded from executive sessions.
- Nebraska districts use several different models. Research reviewed for Hay Springs included models involving appointment/election, standing student reports, student orientation, and formal expectations for participation.
- Board Direction Requested: Discuss whether Hay Springs would like to move forward with establishing a student representative and, if so, provide direction regarding the preferred selection structure and policy development. Administration can then bring a proposed policy to the Board for future action.
- The Board gets to designate whether it will be the student council president, senior class representative, or a representative elected by the entire student body.
- Grand Island and Hemmingford Public Schools' Policies attached
- **Audit Update**
 - The district's annual audit process is underway. Auditors are scheduled to be on site Tuesday, September 22.
 - Board Direction Requested: Information only. Additional information and the completed audit will be provided to the Board as the process progresses.
- **Joint Public Hearing Update**
 - Hay Springs Public Schools participated in the Sheridan County Joint Public Hearing on September 18, 2026 as required under the current property tax request process. The hearing provided an opportunity to explain the district's proposed 2026–27 property tax request and respond to taxpayer questions.
 - The proposed non-bond request is \$2,234,490, compared with \$2,081,529 in 2025–26, an increase of \$152,961 (7.35%). The district's patron information provides additional context regarding the General Fund, Special Building Fund, QCPUF, valuation, levy, and Capital Improvement Plan.
 - Board Direction Requested: Information/discussion. Patron handout attached for reference.
- **School District Boundary Changes / Land Transfer Information**
 - Administration has researched questions regarding property that was historically transferred out of the Hay Springs district and whose owners may now wish to pursue transfer back into the district.
 - Under Neb. Rev. Stat. § 79-413, one available procedure permits the transfer of a parcel of no more than 640 acres between qualifying school districts when the petition receives approval of at least 65% of the school board of each affected district; the State Committee for the Reorganization of School Districts then acts on the boundary change as provided by statute. For other boundary-change petitions, different petition and approval requirements apply.
 - The fact that property was historically part of Hay Springs does not itself automatically return the property to the district. The appropriate statutory procedure depends upon the acreage, current district, configuration of the property, and other circumstances.
 - Board Direction Requested: Information/discussion only. If specific landowners express interest in pursuing a transfer, administration will obtain parcel-specific information and coordinate with NDE/State Committee staff before bringing any required Board action forward.

- **Policy Review – Purchasing and Procurement**
 - As the district begins planning facility and capital improvement projects, administration would like the Board to review applicable Purchasing and Procurement policy requirements to ensure appropriate procedures are followed when obtaining quotes, bids, purchasing materials, contracting for services, and undertaking larger projects.
 - Board Direction Requested: Review and discuss existing policy requirements as they relate to upcoming projects. Administration will identify projects that may trigger specific procurement or bidding requirements before commitments are made.
- **Upcoming Board Professional Development**
 - Upcoming Board professional development opportunities include:
 - NASB Workshop/Meeting: 2 of the 3 new Board members are able to attend
 - New Board Member Workshops: 2 of the 3 new Board members are able to attend (potentially all 3)
 - State Education Conference: Katy and Sadie currently plan to attend. Other Board members interested in attending should notify administration as soon as possible.
 - Board Direction Requested: Confirm anticipated attendance so registrations and related arrangements can be completed.

Action Items

Executive Summary for Agenda Item: Approve the Superintendent Evaluation Tool

Prepared by: Superintendent

Proposed Action:

☐ Information Only

☐ Presentation/Discussion

☒ Discussion/Action by Board of Education

☐ Presentation/Discussion/Future Board Action

Proposed Need: To formally adopt the Superintendent Evaluation Tools that will be used by the Board of Education to evaluate the Superintendent during the transition year and in subsequent school years.

Authority for Item: Simple majority

Data/Alternatives: The Board may approve the proposed Transition and Standard Superintendent Evaluation Tools as presented, approve either or both with revisions, or direct that additional revisions be made for future consideration.

Fiscal Impact: No direct fiscal impact.

Building Level: District-wide

Goal Impact: Supports Staff Excellence & Unity by establishing clear expectations, accountability, professional growth, and alignment between Board priorities and superintendent leadership.

Summary: The proposed Superintendent Evaluation Tools provide consistent frameworks for evaluating superintendent performance and facilitating constructive communication between the Board and Superintendent. The Transition Superintendent Evaluation Tool is designed for use during the 2026–2027 transition year, with the Standard Superintendent Evaluation Tool providing the framework for evaluation beginning with the 2027–2028 school year. Both tools are intended to support professional growth, accountability, and alignment with district goals and Board expectations.

Superintendent Recommendation: Approve the Transition Superintendent Evaluation Tool for the 2026–2027 school year and the Standard Superintendent Evaluation Tool beginning with the 2027–2028 school year.

Suggested Motion: I move to approve the Transition Superintendent Evaluation Tool as presented for the 2026–2027 school year and the Standard Superintendent Evaluation Tool as presented beginning with the 2027–2028 school year.

Executive Summary for Agenda Item: Approve the Principal Evaluation Tool

Prepared by: Superintendent

Proposed Action:

- ☐ Information Only
- ☐ Presentation/Discussion
- ☒ Discussion/Action by Board of Education
- ☐ Presentation/Discussion/Future Board Action

Proposed Need: To formally adopt an updated principal evaluation tool aligned with Nebraska's current expectations for effective educational leadership.

Authority for Item: Simple majority

Data/Alternatives: The proposed tool is aligned with Nebraska's SEED framework and provides a structured process for evaluating principal performance. The Board may approve the tool as presented, approve it with revisions, or direct administration to make additional revisions.

Fiscal Impact: No direct fiscal impact.

Building Level: District-wide

Goal Impact: Supports Staff Excellence & Unity and Student Learning & Growth by strengthening instructional leadership, professional growth, accountability, and alignment between building leadership and district priorities.

Summary: The proposed Principal Evaluation Tool updates the district's evaluation process to provide a growth-focused, standards-aligned framework for principal evaluation. It emphasizes feedback, professional development, effective leadership practices, and progress toward district and student achievement goals.

Superintendent Recommendation: Approve the Principal Evaluation Tool as presented.

Suggested Motion: I move to approve the Principal Evaluation Tool as presented.

Executive Summary for Agenda Item: Approve Final Tax Request

Prepared by: Superintendent

Proposed Action:

- ☐ Information Only
- ☐ Presentation/Discussion
- ☒ Discussion/Action by Board of Education
- ☐ Presentation/Discussion/Future Board Action

Proposed Need: To establish the district's final property tax request for the 2026–2027 fiscal year following completion of the required budget and property tax request process.

Authority for Item: Simple majority; record vote required pursuant to Neb. Rev. Stat. § 77-1633.

Data/Alternatives: The proposed 2026–2027 non-bond property tax request totals \$2,234,490, compared with \$2,081,529 in 2025–2026, an increase of \$152,961 (7.35%). The proposed request consists of \$2,048,681 for the General Fund, \$111,111 for the Special Building Fund, and \$74,698 for QCPUF.

Fiscal Impact: Establishes a total 2026–2027 non-bond property tax request of \$2,234,490, an increase of \$152,961 from the prior year. The General Fund request increases by \$89,085, the Special Building Fund by \$60,606, and QCPUF by \$3,270.

Building Level: District-wide

Goal Impact: Supports Resources & Learning Environment by providing the financial resources necessary to maintain district operations, facilities, educational programming, and long-term fiscal stability.

Summary: Following the required public budget and property tax processes, the Board must take final action on the district's property tax request. The proposed 2026–2027 non-bond property tax request is \$2,234,490. The General Fund request increases approximately 4.55%, while district valuation increased approximately 4.58%, resulting in the proposed General Fund tax rate remaining essentially unchanged. A significant portion of the overall increase is attributable to the Special Building Fund, which supports identified facility needs through the district's long-term Capital Improvement Plan.

Superintendent Recommendation: Approve the 2026–2027 Final Tax Request as presented.

Suggested Motion: I move to approve the 2026–2027 Final Tax Request as presented.

Executive Summary for Agenda Item: Approve the 2026–2027 Budget

Prepared by: Superintendent

Proposed Action:

☐ Information Only

☐ Presentation/Discussion

☒ Discussion/Action by Board of Education

☐ Presentation/Discussion/Future Board Action

Proposed Need: To formally adopt the district's budget for the 2026–2027 fiscal year.

Authority for Item: Simple majority pursuant to the Nebraska Budget Act.

Data/Alternatives: The proposed budget reflects anticipated revenues and expenditures, staffing and negotiated compensation obligations, educational programming, special education, transportation, operations, facility needs, and other district financial commitments. The budget has been developed using current financial information and projected district needs.

Fiscal Impact: Establishes the district's authorized budget and spending authority for the 2026–2027 fiscal year and provides the financial framework for district operations.

Building Level: District-wide

Goal Impact: Supports all three Strategic Plan objectives: Student Learning & Growth; Staff Excellence & Unity; and Resources & Learning Environment. The budget provides the financial framework necessary to carry out district priorities and maintain sustainable operations.

Summary: The proposed 2026–2027 budget provides the financial plan necessary to operate Hay Springs Public Schools and support district priorities for the fiscal year. The budget addresses educational programming, staffing, student services, transportation, operations, facilities, and long-term capital needs while emphasizing responsible fiscal stewardship and long-term financial stability.

Superintendent Recommendation: Approve the 2026–2027 Budget as presented.

Suggested Motion: I move to approve the 2026–2027 Budget as presented.



HAY SPRINGS PUBLIC SCHOOL

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P.O. Box 280

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Principal's Board Report

- The district leadership team went to “Circle of Practice” on 9/7 and then met again on Friday 9/11. The team has been working to systemize our processes for MTSS. We are also working on better ways to track data, especially behavioral data.
- We began a 6-8 and 9-12 Horse Race. Each week I run reports on each grade's percent present and percent passing. I then make an announcement of the results. Classes earn points based on how well they do each week, and those points are recorded on the bulletin board in the conference room. Students earn tickets if their class wins the Horse Race each week. The students seem to enjoy the competition and attendance has been improving.
- We are starting “Student of the Week”. Each week one elementary, one middle level and one high school teacher will write up a student for their excellence in the classroom or school. I am working on ways to reward those who are selected.
- We are working on creating Digital Signage. In our WIN journalism class, there is a small group of students who are working on slides that will be displayed throughout the secondary part of the building on TVs.. The signage will include the announcements, sports scores, ASP teachers for the week, Student of the week, senior/teacher/business spotlights and more. We are using the old TVs from the DL lab, and Mr. Reimann is helping with the logistics.
- NWEA testing went well. We will be reviewing the data at our inservice on Friday, September 18.

Technology Report for September 2026 Board Meeting

As prepared by Mr. Larel Reimann

CyberNut

-We looked at and evaluated a product called CyberNut which is a “Phishing Simulation Training and Email Threat Management” tool that is targeted at K-12 schools. The idea is that this will help to train our staff to recognize phishing attempts and take appropriate actions rather than falling for the scamming attempts. The ESU is offering a one year subscription to the service for \$5.70 per user. This product would fulfill our requirement for regular phishing training and testing for ALICAP. We would be looking at potentially 50 users. I will hopefully have more information soon.

Digital Signage

-Digital Signage was discussed at an admin meeting again and so I revisited my earlier research on the topic and was able to find an app(free/open source) that will display the signage on any HDMI display. The Journalism class is responsible for updating the “slideshow” on the display. The app runs on small single board computers. We purchased one of these devices for \$160 with the intention that we will set up a single display in the cafeteria. After we see that everything performs the way we want it to, an additional three displays will be added around the school. Potentially we will need to have an electrician provide us with additional power outlets depending on where the displays will be located.

iPads for Athletic Filming

-Two iPads, protective cases, and mounts were purchased for filming athletic events. These will replace our two video recorders which, while working, weren’t quite as easy for coaches and students filming to upload game footage from.

State Reporting

-I have started to get Infinite Campus set up for this fall’s state reporting. The connection info is set for this year, I am just waiting on the final certification before we start syncing the data. Mrs. Marx and I will be working through this for the next month and a half.



Roof Inspection Report

Hay Springs Public Schools

PROPERTY

Hay Springs Public Schools
Hay Springs, NE

INSPECTION DETAILS

Date: August 18, 2026
Inspector: Zach Williams —
Heartland Roofing
Consultants
Report #:
HRC-INS-2026-0831-001

ROOF OVERVIEW

System: Modified bitumen
with aluminum coating
(Elementary, North, Third
Floor); metal roof
(Community Building)
Age: To be verified by the
District
Area: To be field-verified

OVERALL CONDITION



Fair — 5/10

Inspection Findings

INSPECTOR NOTES

Walk-through inspection of the Elementary, North, and Third Floor roof areas, the elevator shaft roof, and the Community Building. The three modified bitumen areas share the same pattern of deficiencies: improper penetration details (rubber and metal-roof pipe boots where pitch pans belong, sheet-metal conduit chases that cannot be sealed), incompatible silicone sealant at terminations and perimeters, open target patches at drains with rusted cast-iron drain bodies and strainers, weathered aluminum coating, and ponding. The Elementary roof also showed insulation soft underfoot in one area, indicating potential wet insulation. The Third Floor area is in comparatively better condition but has an aged fiberglass skylight that leaks at every rain and a chronic ponding condition along the parapet at the scupper. The Community Building metal roof is relatively new and in good condition apart from three failed pipe boots. Several repairs were completed on site during the visit and are noted by area.

Area 01: Elementary Roof — Conditions (1 of 2)

Poor (3/10)

Location: Elementary Section



Elementary roof overview — modified bitumen with aluminum coating, HVAC curbs, drains and prior patching



Rubber boot on conduit penetration — incorrect detail, pitch pan required



Silicone caulking at perimeter/edge termination — incompatible with this roof system



Open wall flashing at brick inside corner — direct water entry path



Base tie-in seam pushes water out underfoot — moisture in the system



Open target patch at drain; rusted cast-iron drain, debris in sump



Second rubber boot at conduit penetration — pitch pan required

FINDINGS

- Modified bitumen roof with aluminum coating; numerous improper penetration details throughout
- Two rubber boots and one metal-roof-type boot used at conduit/pipe penetrations — incorrect for this system, pitch pans required
- Sheet-metal conduit chase at the HVAC unit is open at the box and cannot be properly sealed — remove and replace with a pitch pan
- Silicone caulking used at the perimeter/edge termination — incompatible with modified bitumen and coating
- Open wall flashing at the brick inside corner, pulled away from the wall (repaired during this visit)
- Base tie-in seam pushed water out underfoot, confirming moisture in the system at that detail (repaired during this visit)
- Target patches open at drain sumps; cast-iron drains with rusted strainers and clamping rings, debris in sumps, standing water in bowls
- Exposed lead flashing at one drain requires a new target patch
- Insulation soft underfoot near the conduit penetration area — potential wet insulation
- Perimeter and parapet inside corner flashings beginning to fail; coating cracked and split

RECOMMENDATION

See continued documentation for this area.

Area 02: Elementary Roof — Conditions (2 of 2)

Poor (3/10)

Location: Elementary Section



Metal-roof-type boot used on modified bitumen — wrong product; insulation soft underfoot in this area



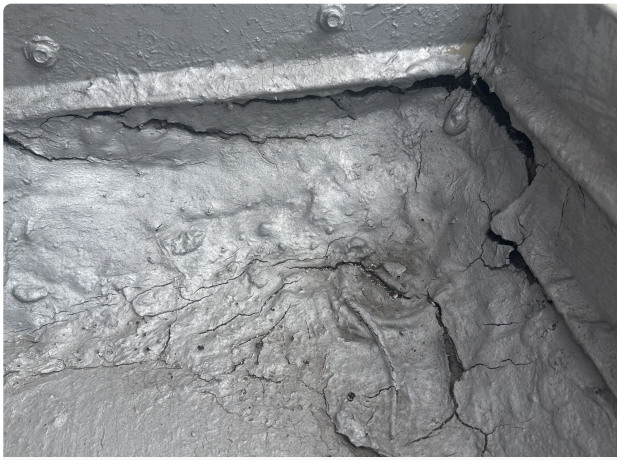
Sheet-metal conduit chase at HVAC unit — cannot be sealed; remove and install pitch pan



Exposed lead flashing at drain — new target patch required



Second open target patch at drain sump



Perimeter/parapet inside corner flashings beginning to fail



Repair performed — mastic repair at open base tie-in seam



Repair performed — open wall flashing at brick corner sealed full height

FINDINGS

- Continued photo documentation for this roof area.

RECOMMENDATION

Complete a moisture survey / core cuts before pricing any overlay. In the near term, install pitch pans at all improper penetrations, install new target patches at the drains, and overlay the roof perimeter with modified bitumen. This section is the leading candidate for a full EPDM overlay once moisture conditions are confirmed.

Area 03: North Roof Section

Location: North Section

Poor (4/10)



North section overview — coating heavily weathered, ponding areas, mini-split condensers on stands



Pipe boot at gas line — pitch pan required



Sheet-metal conduit chase with open box — pitch pan required



Third conduit chase; surrounding coating weathered and peeled, ponding water



Fourth conduit chase at mini-split condenser — patch edges lifting



Coating peeling from wall flashing, exposing EPDM used as wall flashing on a modified bitumen roof

FINDINGS

- Aluminum coating heavily weathered and washed off in streaks across the field
- Ponding and damp areas present throughout the section
- Pipe boot at the gas line requires a pitch pan

- Three sheet-metal conduit chases with open boxes cannot be sealed — remove and install pitch pans
- Patch edges lifting at the mini-split condenser penetration
- EPDM used as wall flashing on a modified bitumen roof, now exposed as the coating delaminates — incompatible materials and a future failure point

RECOMMENDATION

Install pitch pans at the four improper penetrations and address the lifting patch edges as immediate work. Plan an EPDM overlay for this section to resolve the failed coating, incompatible wall flashing, and ponding.

Area 04: Third Floor Roof Area — Conditions (1 of 2)

Location: Third Floor Section

Fair (5/10)



Third floor overview — more uniform condition than the Elementary and North sections



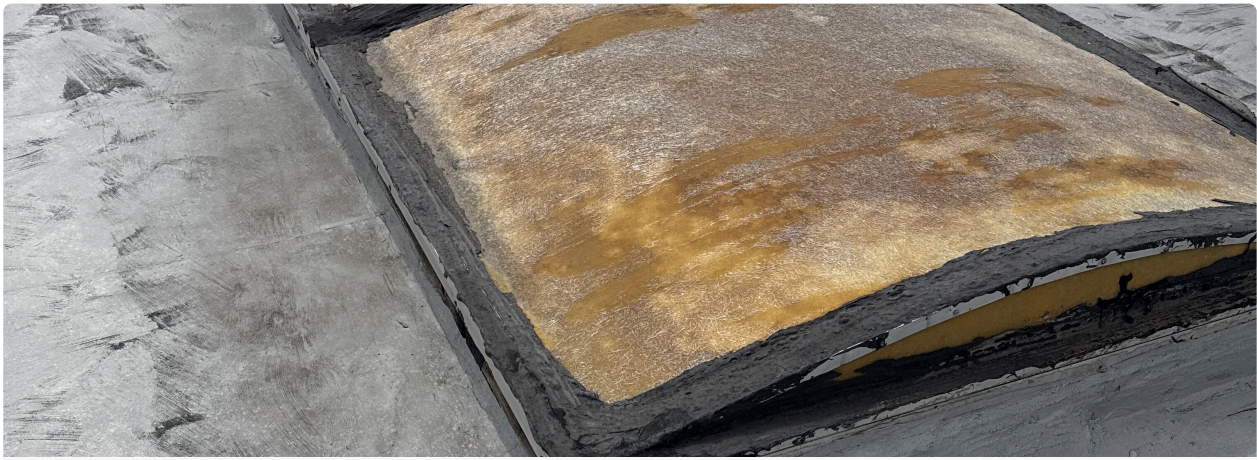
Wall flashing opening at parapet — gap wide enough to insert fingers



Ponding at the scupper with sediment staining



Field seam beginning to fail at the parapet base



Aged fiberglass skylight (approx. 4' x 14', three panels) — leaks at every rain

FINDINGS

- Overall in better condition than the Elementary and North sections, with more uniform coating
- Wall flashing opening at the parapet below the stone coping — open path for water behind the flashing
- Field seam beginning to fail along the parapet base
- Aged fiberglass skylight, approximately 4' x 14' in three panels, yellowed and mastic-smearred; leaks at every rain
- A loose piece of EPDM membrane — an earlier temporary cover over the skylight — has blown off and is wadded in the parapet corner; debris and wind hazard
- Chronic ponding along the full length of the parapet running to the scupper; scupper appears set too high with no sump
- Termination bar at the brick wall was sealed with silicone, incompatible with this system (corrected during this visit); mortar joints above show erosion

RECOMMENDATION

See continued documentation for this area.

Area 05: Third Floor Roof Area — Conditions (2 of 2)

Fair (5/10)

Location: Third Floor Section



Ponding running the full length of the parapet toward the scupper



Loose EPDM sheet — prior temporary skylight cover, blown off into the parapet corner



Loose membrane wadded in the corner — debris and wind hazard



Termination bar sealed with silicone — incompatible



Repair performed — silicone removed, term bar cleaned and resealed with compatible sealant

FINDINGS

- Continued photo documentation for this roof area.

RECOMMENDATION

Remove the fiberglass skylight, frame and deck the opening and cap it with new roofing. Correct the drainage at the parapet with a lowered/added scupper, tapered crickets, or a new drain. Repair the open wall flashing and field seam, and remove the loose membrane debris. Plan an EPDM overlay for this section.

Area 06: Elevator Shaft Roof

Location: Elevator shaft (lower area)

Good (7/10)



Elevator shaft roof — smooth membrane, newer and in better condition; one drain with rusted strainer

FINDINGS

- Smooth-surfaced membrane, newer and in noticeably better condition than the adjacent areas
- One cast-iron drain in a target patch with a rusted strainer
- Some staining and damp spots, but no open details visible from the available vantage point

RECOMMENDATION

Replace the rusted strainer and keep the drain clear. Monitor at routine inspections; no other work indicated at this time.



Community Building overview — metal roof, relatively new and in good condition



Ridge and transition detail — exposed fasteners are a future maintenance item



Pipe boot 1 — collar cracked, dried and smeared sealant, no positive seal



Pipe boot 2 — same condition



Pipe boot 3 — same condition

FINDINGS

- Standing-seam / exposed-fastener metal roof, relatively new and generally in good condition
- Exposed fasteners at the ridge cap and transitions show sealant residue and washer wear — a future maintenance item
- Three pipe penetrations with metal-roof pipe boots in poor condition: collars cracked and split, sealant dried and peeling, no positive seal

RECOMMENDATION

Remove and install three new pipe boots, properly fastened and sealed. Monitor exposed-fastener gasket washers as a routine maintenance item. A longer-term EPDM retrofit budget is included for planning purposes.

Recommendations Summary

PRIORITY	DESCRIPTION	TIMELINE
CRITICAL	Elementary Roof and elevator shaft roof — install new target patches at all four drains documented during the inspection (IMG_4123, IMG_4127, IMG_4128 on the Elementary roof and IMG_4145 at the elevator shaft). Budget \$3,600 per drain — \$14,400 total.	Immediate
CRITICAL	Elementary and North Sections — remove improper boots and sheet-metal conduit chases and install pitch pans at all improper penetrations (8 locations identified). Budget \$1,200 per pitch pan — \$9,600.	Immediate
CRITICAL	Third Floor — remove the fiberglass skylight, frame/deck the opening and cap with new roofing; remove the loose membrane debris from the parapet corner.	Immediate
HIGH	Elementary Roof — modified bitumen overlay at the roof perimeter to address failing perimeter and inside-corner flashings and incompatible silicone. Budget \$36,600.	Near term
HIGH	Community Building — install three new metal-roof pipe boots. Budget \$1,100 each — \$3,300.	Near term
HIGH	Elementary Roof — moisture survey / core cuts to confirm the extent of wet insulation before any overlay is priced or authorized.	Prior to overlay authorization
MODERATE	Third Floor — correct the parapet drainage (lower/add scupper, tapered crickets, or new drain) and repair the open wall flashing and field seam at the parapet base.	Within 60 days
MODERATE	Capital planning — EPDM overlay budgets: North Section \$100,000; Third Floor \$100,000; Elementary Section \$120,000. Community Building EPDM retrofit budget \$300,000.	Multi-year capital plan
MONITOR	Remove silicone sealant wherever it has been used and reseal with compatible materials; monitor exposed-fastener washers on the Community Building metal roof and the rusted drain strainer on the elevator shaft roof.	Ongoing

Disclaimer: This report is based on a visual inspection of accessible roof areas on the date noted above. It does not include destructive testing, core sampling, or infrared moisture scanning unless specifically noted. Hidden conditions beneath the membrane, insulation, or deck cannot be assessed through visual inspection alone. Heartland Roofing Consultants recommends further investigation where noted. This report is not a warranty or guarantee of roof performance.

Heartland Roofing Consultants

service@hrcroof.com · hrcroof.com

2216 - Board of Education Student Member

2216 - Board of Education Student Member

Feb 27 2025

Last Updated Date: 05/11/2023

Adoption Date: 10/14/2021

Revision History: 10/14/2021, 05/11/2023

Related Policies: 2111 (<https://www.gips.org/posts-detailsdefault-board-post-page/~board/2000-board-operations/post/2111-board-operating-principles>)

The Grand Island Public Schools recognizes the need to provide the board with a greater insight into student activities, programs, needs, and to hear about lived experiences from the student perspective. In addition, the student board member will be a visible reminder of why the Board of Education exists and will promote the need for community service and civic engagement early on. The Grand Island Public Schools shall allow one nonvoting student member on the Board of Education.

Selection Process

The Student Board of Education Member shall be the senior class representative(s), as designated by the voting members of the board. The elected student will serve their term as a Student Board of Education Member during their senior year.

Guidelines

- Term of one year beginning at the September Board of Education meeting and ending after the May Board of Education meeting

• Non-voting member

[Skip To Main Content](#)

- Shall not participate in executive or closed sessions
- Shall not introduce motions
- Can be appointed to board committees at the discretion of the Board President
- Shall follow the Board of Education Operating Principles
- Will work with the Board appointed board mentor
- The president of the Board, in consultation with the superintendent, has the right to limit the participation of a student member at the Board's discretion. The decision of the board president is final and is not subject to review

Role Definition

- Attend the monthly board meetings and issue a report approved by GISH administration to include:
 - Updates on Activities
 - Updates on Academies
 - The pulse of student culture

Policy References:

Legal Reference: 79-55

201.08 - STUDENT BOARD REPRESENTATIVE

I. PURPOSE

This policy aims to define the selection and term of office and the rights and responsibilities of the student board representative on the Board of Education.

II. SELECTION AND TERM OF OFFICE

Student representation to the Board of Education is open to all academically eligible students in grades 9-12.

The term of office will be one semester. The first semester will start in September and end in December. The second semester will start in January and end in April.

For the program's initial year, applications will be due by August 26th. The Committee on American Civics will then review applications. Based on a review of applicants, the Committee may select students for interview. The committee will then make a nomination to the Board of Education for appointment by the full board at the September meeting of the Board. If no student applications are received by the deadline, then the Board of Education will work with the High School Principal to appoint a student representative for each semester.

In subsequent years, students must complete the application in full by April 15th to be considered for the next school year. The Committee on American Civics will then review applications. Based on a review of applicants, the Committee may select students for interview. The committee will then make a nomination to the Board of Education of one student board representative for the first semester to be sworn in at the September Board of Education meeting and one student representative for the second semester to be sworn in at the January Board of Education meeting. If no student applications are received by the deadline, then the Board of Education will work with the High School Principal to appoint a student representative for each semester.

The student board representative serves at the discretion of the Board of Education. The Board of Education may remove a student board representative for failure to fulfill his or her duties, for failure to maintain academic standards, or for behaviors that the Board determines unacceptable as a student board representative.

III. RIGHTS AND RESPONSIBILITIES

The student board representative will work to represent the opinions of all students and not solely their own personal interests.

The student board representative will dress and act appropriately while serving on the Board of Education in a manner consistent with the Board Member Code of Ethics, and follow all the rules, policies, and regulations that the Board of Education follows.

The student board representative will attend and sit on all regular meetings of the Board of Education during their semester term and can be appointed to Board committees at the discretion of the Board of Education President.

Following the student board representative's selection, they will attend an orientation session with the Superintendent and the Board of Education President. This session will be held before the student board representative's first Board of Education meeting.

The student board representative will not have the right to make or second motions or vote on agenda items before the Board. The input of the student board representative during discussions will be the primary way the student's perspectives will contribute to the work of the Board.

The student board representative will not be permitted to participate in Board of Education meetings from which the general public is excluded to include: executive/closed sessions, negotiations sessions, or personnel portions of the regular meetings of the Board of Education.

The student board representative will receive all regular meeting agendas, minutes, and other pertinent information, excluding any confidential materials.

The student board representative will communicate with fellow students to obtain input and keep students informed on pertinent issues before the Board of Education in a manner approved by the High School Principal.

The student board representative will submit a monthly report to the Board of Education regarding student activities and other pertinent student information.

The student board representative will be required to develop an initiative for the betterment of the school district to be approved by the High School Principal before being presented to the Board of Education for consideration.

The student board representative will submit a written summary of their experience on the Board of Education after their semester term.

Adopted: 8-16-2022

Reviewed: 2-12-2024, 10-13-2025

Revised:



HAY SPRINGS PUBLIC SCHOOLS

2026-27 PROPERTY TAX & BUDGET AT-A-GLANCE

Understanding the Numbers Behind the "Pink Postcard"

Hawks S.O.A.R.

Show Pride - Own Opportunities
Act Positively - Respect All

WHY IS THE DISTRICT PARTICIPATING IN THE JOINT PUBLIC HEARING?

Nebraska's current process requires participation when the District's proposed non-bond property tax request exceeds its allowable-growth threshold.

2025-26 Non-Bond Property Tax Request	\$2,081,529
Allowable Growth Percentage	3.78%
Property Tax Request Threshold	\$2,160,210.80
Before Triggering the Hearing	
2026-27 Proposed Property Tax Request	\$2,234,490
Amount Above the Statutory Hearing Threshold	\$74,279.20

THE TOTAL REQUEST INCREASES

\$152,961 (7.35%)

The District's proposed non-bond property tax request increases from \$2,081,529 to \$2,234,490. The 7.35% is the District's total property tax request increase; it does not mean every property owner's school taxes increase 7.35%.

WHERE DOES THE \$152,961 INCREASE OCCUR?

Fund	2025-26 Request	2026-27 Proposed Request	Increase
General Fund	\$1,959,596	\$2,048,681	\$89,085
Special Building Fund	\$50,505	\$111,111	\$60,606
QCPUF	\$71,428	\$74,698	\$3,270
TOTAL (Non-Bond Property Tax Request)	\$2,081,529	\$2,234,490	\$152,961



10-YEAR HISTORICAL CONTEXT | 2015-16 TO 2025-26

Over the past 10 years, the District's taxable valuation increased 56.85%, while its total property tax asking increased 30.61%. During that same period, the District's total levy decreased 16.73%.

A 56.85% increase in valuation did not result in a corresponding 56.85% increase in the District's property tax asking.

VALUATION

+56.85%

TAX ASKING

+30.61%

TOTAL LEVY

-16.73%

GENERAL FUND +4.55%

The General Fund property tax request increases from \$1,959,596 to \$2,048,681, an increase of \$89,085. The increase reflects normal inflationary costs, negotiated increases in teacher compensation, and other costs associated with operating the District. The property tax request also accounts for the 1% County Treasurer collection fee.

VALUATION AND TAX RATE CONTEXT

The District's total property valuation increased approximately 4.58%, from \$238,089,956 to \$248,993,909. Because valuation growth (4.58%) is slightly more than the General Fund request increase (4.55%), the proposed General Fund tax rate remains essentially unchanged, moving slightly from 0.823043 to 0.822784.

SPECIAL BUILDING FUND +\$60,606

The Special Building Fund property tax request increases from \$50,505 to \$111,111, an increase of \$60,606. That increase accounts for nearly 40% of the District's entire \$152,961 increase in non-bond property tax asking.

CAPITAL IMPROVEMENT PLAN

Roof rotation - Shop improvements
Windows and doors - Concrete work
HVAC - Bathrooms
Rotating classroom refreshes

Plan ahead. Maintain what we have. Spread costs over time.

Avoid major financial surprises.

WHAT DOES THIS MEAN FOR AN INDIVIDUAL TAXPAYER?

The District's 7.35% overall request increase does NOT mean every property owner's school taxes will increase 7.35%. Individual impacts vary based on property valuation and other applicable factors.

ACTUAL PINK POSTCARD EXAMPLE

	2025	2026
Assessed Value	\$124,850	\$124,862
Estimated Hay Springs School Tax	\$1,091.52	\$1,120.52
Estimated Annual Change		+\$29.00

OUR COMMITMENT

Hay Springs Public Schools recognizes the very real impact property taxes have on our farmers, ranchers, families, homeowners, businesses, and all taxpayers.

Our goal is to balance the needs of today's students, responsible compensation and staffing, maintaining our community's facilities, long-term financial stability, and respect for our taxpayers.

Investing Today. Building Tomorrow.

Questions?

Dr. Sadie Coffey, Superintendent
Hay Springs Public Schools



≡ MENU

Understanding Your “Pink Postcard”

September 15, 2026 - 3:02 pm | Community, Informational

Understanding Your “Pink Postcard”: Hay Springs Public Schools’ 2026-27 Property Tax Request

Many property owners recently received a pink “Notice of Proposed Tax Increase” that includes Hay Springs Public Schools.

We understand that receiving a bright pink postcard with “PROPOSED TAX INCREASE” printed across the top can immediately cause concern. We believe our taxpayers deserve more than a number on a postcard; they deserve to understand why Hay Springs Public Schools is included, what the numbers actually mean, and how the Board and administration approached the 2026-27 budget.

Why did Hay Springs Public Schools receive a “Pink Postcard”?

Under Nebraska’s current Property Tax Request Act, counties, cities, and school districts proposing to increase their property tax request by more than their statutory allowable growth percentage must participate in a Joint Public Hearing. The allowable growth percentage is calculated as a 2% base plus the political subdivision’s percentage of “real growth.”

For Hay Springs Public Schools, the 2026-27 calculation is:

Prior-Year Non-Bond Property Tax Request	\$2,081,529.00
Base Limitation Percentage	2.00%
Real Growth Percentage	1.78%
Total Allowable Growth Percentage	3.78%
Allowable Dollar Increase	\$78,681.80
Property Tax Request Threshold Before Triggering Joint Hearing	\$2,160,210.80
Proposed 2026-27 Non-Bond Property Tax Request	\$2,234,490.00

Amount Above Joint-Hearing Threshold	\$74,279.20
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Because the District’s proposed property tax request is approximately \$74,279 above the statutory threshold, Hay Springs Public Schools is required to participate in the Joint Public Hearing process this year.

Yes, our total request is increasing, but the reason matters.

Our total proposed non-bond property tax request is increasing from \$2,081,529 to \$2,234,490, an increase of \$152,961, or approximately 7.35%.

We want to be transparent about that number.

However, that 7.35% does not mean that the operating costs of the District simply increased 7.35%, nor does it mean every individual’s school property taxes will increase 7.35%.

There are three funds that make up this year’s non-bond property tax request, and understanding where the increase occurs provides important context.

Fund	2025-26 Tax Request	2026-27 Tax Request	Increase
General Fund	\$1,959,596	\$2,048,681	+\$89,085
Special Building Fund	\$50,505	\$111,111	+\$60,606
QCPUF	\$71,428	\$74,698	+\$3,270
TOTAL	\$2,081,529	\$2,234,490	+\$152,961

1. Our General Fund

The proposed General Fund property tax request increased from \$1,959,596 to \$2,048,681: an increase of \$89,085, or approximately 4.55%.

The property tax request also accounts for the 1% County Treasurer collection fee that Nebraska school districts must include when calculating their property tax levy. The General Fund increase reflects normal inflationary costs, negotiated increases in teacher compensation, and other costs associated with operating the District.

There is another important number for context. Hay Springs Public Schools’ total property valuation increased from \$238,089,956 to \$248,993,909, an increase of approximately 4.58%.

In comparison, the General Fund property tax request increased approximately 4.55%: slightly less than the percentage increase in the District’s overall valuation.

As a result, the proposed General Fund tax rate remains essentially unchanged, moving slightly from 0.823043 to 0.822784.

2. Our Special Building Fund

This is an especially important part of the story and helps explain why the District's total property tax request exceeded the pink-postcard threshold.

The District's 2025-26 Special Building Fund property tax request was \$50,505. For 2026-27, the proposed request is \$111,111, an increase of \$60,606.

That \$60,606 represents approximately 40% of the District's entire \$152,961 increase in non-bond property tax asking.

Because Nebraska's current pink-postcard calculation is based on the District's prior-year property tax request and its allowable growth percentage, last year's lower Building Fund request is part of the starting point for this year's calculation. This year, the District is intentionally rebuilding the amount budgeted for facility needs identified through our long-term Capital Improvement Plan.

Those needs include projects such as:

- Roof rotation and replacement
- Improvements to the shop
- Window and door replacement/improvements
- Concrete work
- HVAC improvements
- Bathroom improvements
- Rotating classroom refreshes and improvements

These are not intended to be one-time cosmetic expenditures. They represent an effort to establish a planned, sustainable cycle of maintaining the facilities our community already owns.

Why budget for these projects annually?

Our Board and administration believe there are two ways to approach aging facilities.

We can postpone maintenance until roofs, HVAC systems, windows, doors, bathrooms, classrooms, and other infrastructure reach the point where major work must be completed immediately.

Or, we can identify those needs ahead of time and intentionally budget for them over multiple years.

We believe the second approach is more responsible.

By incorporating capital improvements into our annual financial planning, our goal is to avoid a situation in which numerous major projects become necessary simultaneously and create a much larger financial burden for taxpayers.

Plan ahead. Maintain what we have. Spread costs over time. Avoid major financial surprises.

That is the philosophy behind our Capital Improvement Plan.

3. Qualified Capital Purpose Undertaking Fund (QCPUF)

The remaining portion of the increase is relatively small. The District's QCPUF property tax request increases from \$71,428 to \$74,698, an increase of \$3,270.

We understand who pays the bill.

Hay Springs Public Schools is proud to serve a rural Nebraska community where farming and ranching remain central to our local economy and way of life.

The Board of Education and District administration recognize that property taxes represent a very real expense for our farmers and ranchers, homeowners, families, businesses, and other property owners.

We do not take that responsibility lightly.

The same fundamental costs of operating a PK-12 school: educators, transportation, utilities, insurance, curriculum, technology, facilities, special education, maintenance, and other services, must be supported across that valuation.

That makes careful financial planning especially important for our District.

Our goal is not simply to collect the maximum amount available. Our goal is to balance: *the needs of today's students + responsible compensation and staffing + maintaining our community's facilities + long-term financial stability + respect for our taxpayers.*

What does the postcard mean for MY taxes?

The pink postcard provides an estimate based on the assessed value of an individual property and the proposed tax requests of the political subdivisions listed.

It does not mean that every property owner's taxes will increase by the District's overall percentage increase.

The postcards themselves state that "the actual tax on your property may increase or decrease."

For example, one of the actual postcards pictured with this information shows:

- 2025 Assessed Value: \$124,850
- 2026 Assessed Value: \$124,862

Estimated Hay Springs Public Schools taxes:

- 2025: \$1,091.52
- 2026: \$1,120.52
- Estimated annual change: +\$29.00

A second example shows:

- 2025 Assessed Value: \$2,850
- 2026 Assessed Value: \$2,910

Estimated Hay Springs Public Schools taxes:

- 2025: \$24.92

- 2026: \$26.11
- Estimated annual change: +\$1.19

These are simply examples. The impact on an individual taxpayer depends upon that property’s valuation and other applicable factors.

The “Pink Postcard” system is changing next year.

There is another important piece of context this year.

2026 is the final year of Nebraska’s current joint-hearing/pink-postcard structure.

The Legislature passed LB 803 in 2026, which repeals the current allowable-growth-triggered joint-hearing statute effective January 1, 2027.

Beginning in 2027, Nebraska law requires each county and each city or school district levying a property tax within the county to participate in a Joint Public Hearing. The hearing will occur between July 1 and July 15 and will focus on the participating subdivisions’ budget processes and preliminary information affecting their budgets.

This is an important distinction.

- This year: Hay Springs is participating because our proposed request crossed the current allowable-growth threshold.
- Beginning next year: participation in the Joint Public Hearing will be required of counties, cities, and school districts that levy property taxes; not merely those that cross this type of threshold.

Transparency matters.

We understand that a taxpayer may open a pink postcard, see “NOTICE OF PROPOSED TAX INCREASE,” and understandably wonder:

“Why is the school raising my taxes?”

That is exactly why we want to provide the complete picture.

Our proposed budget does include an increased property tax request. We are not trying to hide or minimize that fact.

But the story behind that increase matters.

- The proposed General Fund property tax request increased from \$1,959,596 to \$2,048,681—an increase of \$89,085, or approximately 4.55%.
- The property tax request also accounts for the 1% County Treasurer collection fee that Nebraska school districts must include when calculating their property tax levy. The General Fund increase reflects normal inflationary costs, negotiated increases in teacher compensation, and other costs associated with operating the District.
- There is another important number for context. Hay Springs Public Schools’ total property valuation increased from \$238,089,956 to \$248,993,909, an increase of approximately 4.58%.

- In comparison, the General Fund property tax request increased approximately 4.55%: slightly less than the percentage increase in the District's overall valuation.
- Another significant component of the overall increase is the Special Building Fund. Its property tax request increased \$60,606, accounting for nearly 40% of the District's total \$152,961 increase, as the District intentionally budgets for known facility needs through its long-term Capital Improvement Plan.

The Board and administration are working to maintain the school facilities our taxpayers have already invested in without waiting until numerous expensive projects become emergencies and without unnecessarily placing a large financial burden on taxpayers all at once.

Please join us or reach out with questions.

Sheridan County Joint Public Hearing

Friday, September 18, 2026

7:00 p.m.

Sheridan County Commissioner's Room

301 E. 2nd Street

Rushville, NE 69360

Under current law, members of the public must be provided an opportunity to speak for a reasonable amount of time at the Joint Public Hearing.

Hay Springs Public Schools 2026-27 Budget Hearing

Monday, September 21, 2026

7:00 p.m.

Hay Springs Public School Cafeteria

The Regular Board of Education Meeting will be held immediately following the conclusion of the Budget Hearing. The agenda for the regular meeting is kept continually current and is available for public inspection at the Office of the Superintendent of Schools.

We welcome questions about the District's budget, tax request, Capital Improvement Plan, and the pink-postcard process.

Hay Springs Public Schools remains committed to providing an excellent education for our students, maintaining the facilities our community has invested in, planning responsibly for the future, and being good stewards of every taxpayer dollar entrusted to our District.

Parcel Number: [REDACTED]
 Owner Information: [REDACTED]
 Situs Address: [REDACTED]
 Legal Description: [REDACTED]
 Section: [REDACTED]
 Township: [REDACTED]
 Range: [REDACTED]
 Acres: 4.920

The following political subdivisions are proposing a revenue increase which would result in an overall increase in property taxes in 2026. THE ACTUAL TAX ON YOUR PROPERTY MAY INCREASE OR DECREASE. This notice contains estimates of the tax on your property as a result of this revenue increase. These estimates are calculated on the basis of the proposed 2026 data. The actual tax on your property may vary from these estimates. This notice does not reflect the total of all property taxes due for this parcel.

2025 Assessed Value	\$ 2,850	2025 Assessed Value	\$ 2,910		
Political Subdivision	2025 Taxes	2026 Estimated Tax	Estimated Change	Hearing	
COUNTY	\$ 8.53	\$ 8.98	\$ 0.45	1	
HAY SPRINGS 3	\$ 24.92	\$ 26.11	\$ 1.19	1	
(308)338-4434					

PUBLIC HEARINGS
 Hearing: 1 Date: Sep 18, 2026 Location: SHERIDAN COUNTY COMMISSIONER'S ROOM
 Time: 07:00 PM 301 E 2ND STREET, RUSHVILLE, NE 69360

Parcel Number: [REDACTED]
 Owner Information: [REDACTED]
 Situs Address: [REDACTED]
 Legal Description: [REDACTED]
 Section: [REDACTED]
 Township: [REDACTED]
 Range: [REDACTED]
 Acres: 2.940

SHERIDAN COUNTY
 The following political subdivisions are proposing a revenue increase which would result in an overall increase in property taxes in 2026. THE ACTUAL TAX ON YOUR PROPERTY MAY INCREASE OR DECREASE. This notice contains estimates of the tax on your property as a result of this revenue increase. These estimates are calculated on the basis of the proposed 2026 data. The actual tax on your property may vary from these estimates. This notice does not reflect the total of all property taxes due for this parcel.

2025 Assessed Value	\$ 124,850	2025 Assessed Value	\$ 124,862		
Political Subdivision	2025 Taxes	2026 Estimated Tax	Estimated Change	Hearing	
COUNTY	\$ 373.85	\$ 385.49	\$ 11.64	1	
HAY SPRINGS 3	\$ 1,091.52	\$ 1,120.52	\$ 29.00	1	
(308)338-4434					

PUBLIC HEARINGS
 Hearing: 1 Date: Sep 18, 2026 Location: SHERIDAN COUNTY COMMISSIONER'S ROOM
 Time: 07:00 PM 301 E 2ND STREET, RUSHVILLE, NE 69360

PURCHASING PROCEDURES

The Board recognizes the importance of a sound fiscal management program and expects the district to maintain an efficient and consistent procedure in purchasing materials and services for the school district.

All purchasing for the district will adhere to an approved purchase process that clearly establishes the contractual arrangement between the supplier and the school district.

Requests for equipment, materials, books, supplies, reimbursement claims and subsidiary accounts shall be made through the principal to the superintendent. No payment of a bill will be made without proper purchase documentation. The board may enter into multi-year contracts for periods not to exceed seven years, for the provision of utility services, refuse disposal, transportation services, maintenance services, financial services, insurance, security services, and instructional materials, supplies, and equipment.

The superintendent shall have the authority to authorize purchases costing under \$5,000 without prior board approval. When it is reasonable and practical to do so, the superintendent will request competitive bids for goods and services to ensure the best use of the district's financial resources. Competitive sealed bids are required in many instances for construction remodeling or repair of school-owned buildings or site improvements that cost \$40,000 or more.

When obtaining competitive bids, the purchase will be made from the lowest responsible bidder based upon total cost considerations including, but not limited to, the cost of the goods and services being purchased, availability of service and/or repair, delivery date, the targeted small business procurement goal and other factors deemed relevant by the board.

The district will follow NDE guidelines and applicable state statutes for any purchases made through the Nebraska Department of Administrative Services.

Legal Reference: Neb. Statute 73-106
 Neb. Statute 79-515
 Neb. Statute 79-10,104

Approved August 10th 2020 Reviewed Mr. L. June 2020 _ Revised _____

NEW BOARD MEMBER WORKSHOPS

Leadership

Innovation

Vision

Engagement

#liveNASB



2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



DECEMBER 2026 & JANUARY 2027

AINSWORTH
ALLIANCE
BEATRICE
BELLEVUE
HASTINGS
KEARNEY
MCCOOK
OGALLALA
O'NEILL
WAYNE

JOIN US ...

Congratulations, and welcome to the board table! The NASB New Board Member Workshops will help you be a driver for student success by strengthening your understanding of board governance and superintendent leadership. Content is designed for newly elected and first-term board members and superintendents, but individuals of all experience levels will benefit.

CALL TO ORDER:

WELCOME TO THE BOARD TABLE

Ainsworth - Alliance - Beatrice - Bellevue - Hastings - Kearney - McCook - Ogallala - O'Neill - Wayne
Workshops begin Monday, December 7th



www.NASBonline.org

REGISTRATION

REGISTER NOW FOR THE WORKSHOP NEAREST YOU

Monday, December 7	Ainsworth	Register by December 1
Monday, December 7	Alliance	Register by December 1
Monday, December 7	Kearney	Register by December 1
Tuesday, December 8	O'Neill	Register by December 1
Wednesday, December 9	Ogallala	Register by December 1
Wednesday, December 9	Beatrice	Register by December 1
Tuesday, January 5	McCook	Register by December 23
Tuesday, January 5	Wayne	Register by December 23
Wednesday, January 6	Hastings	Register by December 23
Wednesday, January 6	Bellevue	Register by December 23

TO REGISTER

Contact your school district office and ask them to register you.

Registration fee for the workshop and lunch are as follows:

NASB Member Registration Fee	\$160*
Cancellation Fee (After Registration Deadlines)	\$50

*Fee includes one copy of the NASB "Standards of Effective Board Governance" publication.

Onsite Registration is available at each location.

No refunds after the registration deadlines.

Dietary restrictions can be emailed to bsmith@NASBonline.org
15 awards of achievement points will be earned for attending

SUGGESTED AUDIENCE

Newly Elected Board Candidates
School or ESU Board Members in their First Term
Experienced Board Members
Superintendents, and ESU Administrators

NASB Better for Being There
Nebraska Association of
SCHOOL BOARDS

AGENDA

THIS WILL BE AN INTERACTIVE WORK SESSION FOR NEWLY ELECTED BOARD MEMBERS COVERING BOARD GOVERNANCE ROLES AND RESPONSIBILITIES AND MORE. THE SESSION ALSO PROVIDES A GREAT REVIEW FOR THOSE WHO HAVE EXPERIENCE SERVING ON THE BOARD.

I. MISSION, VISION, AND GOALS

Content to be covered: District-Board Vision, Goals, and Strategic Planning

II. POLICY GOVERNANCE

Content to be covered: Monthly Policy Review, Adopted Policy Review Schedule, Handbooks, and Public Access

III. STAKEHOLDER AND COMMUNITY ENGAGEMENT

Content to be covered: Purposeful Engagement of Staff, Students, Parents, Community, and Business Leaders, to Sustain Long-Term Partnerships to Serve Education and Community Alignment

IV. ACCOUNTABILITY AND STUDENT SUCCESS

Content to be covered: District Data Review, Board's Commitment to Improved Instruction and Learning for all Students

V. ADVOCACY

Content to be covered: Advocacy at the State and Local Community Level, Engaging Patrons to Better Understand the Challenge or Value of Legislative Initiatives

VI. DISTRICT RESOURCES

Content to be covered: Finance Committee, Budget Development and Monthly Review of District Financials, and Negotiations

VII. BOARD OPERATIONS

Content to be covered: Open Meetings Law, Board Meeting Protocol and Procedures, Committee Assignments, Board Member Conduct

VIII. BOARD – SUPERINTENDENT RELATIONS

Content to be covered: Board-Superintendent Relations, Superintendent Evaluation, Transparency Act, Board Self-Assessment, and Effective and Collaborative Leadership

IX. PROFESSIONAL DEVELOPMENT

Content to be covered: NASB Calendar of Events, Learning Workshops, and NASA/NASB State Education Conference

8:00 AM
Registration

8:30 AM
Welcome & Introductions

8:45 AM
Board Role & Responsibilities

10:00 AM
Break

10:15 AM
Board Role & Responsibilities
(continued)

11:30 AM
Lunch

12:15 PM
Standards of Effective
Board Governance
Board Standards I through IX
I: Mission, Vision, & Goals
II: Policy Governance
III: Community & Stakeholder Engagement
IV: Accountability & Student Achievement

1:30 PM
Break

1:45 PM
Board Standards I through IX
(continued)
V: Advocacy
VI: District Resources
VII: Board Operations
VIII: Board-Superintendent Relations
IX: Professional Development

3:00 PM
NASB Event Calendar,
Workshop Evaluation, Dismissal



1311 STOCKWELL STREET
LINCOLN, NE 68502
WWW.NASBONLINE.ORG

RETURN SERVICE REQUESTED

NEW BOARD MEMBER WORKSHOPS

**CALL TO ORDER:
WELCOME TO THE BOARD TABLE**

Ainsworth - Alliance - Beatrice - Bellevue - Hastings - Kearney - McCook - Ogallala - O'Neill - Wayne
Workshops begin Monday, December 7th



www.NASBonline.org



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



Building Strong Futures



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



Registration & Reservations

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

To register, go to
www.NASBOnline.org

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

Registration fees for the conference are as follows:

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

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



Hotel Reservations

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

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

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

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

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

Hilton Omaha - 1001 Cass Street
\$162 per night

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

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

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

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



Building Strong Futures

2026 Schedule At A Glance 3

WEDNESDAY, NOVEMBER 18

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

THURSDAY, NOVEMBER 19

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

Opening General Session
8:30 to 9:45 AM

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

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

Thursday Luncheon Session
12:15 to 1:45 PM

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

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

Super Session 1
4:00 to 5:00 PM

Exhibitor Reception
5:00 to 6:30 PM

FRIDAY, NOVEMBER 20

Classroom Showcase
8:00 to 11:30 AM

NASB Delegate Assembly
8:00 to 9:30 AM

NASA Membership Meeting
8:00 to 9:30 AM

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

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

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

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

Wed

DAY 1

WEDNESDAY, NOVEMBER 18

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

Thurs

DAY 2

THURSDAY, NOVEMBER 19

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



FriYAY

DAY 3

FRIDAY, NOVEMBER 20

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



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

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



Register Now at www.NASBonline.org



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

Donnie Campbell

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

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



BE RELENTLESS

Hamish Brewer

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

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



I AM THE DIFFERENCE

Danny Steele

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

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



Building Strong Futures

Pre

PRE-CONFERENCE SESSION

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

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

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

PRESENTERS: Perry Law Firm & KSB School Law

Super

SUPER SESSIONS (NEW!)

THURSDAY & FRIDAY



HOT TOPICS WITH KAREN & JIM

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



A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF ED

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



SCHOOL FINANCE REVIEW COMMISSION UPDATE

PRESENTERS: Members of Finance Review Commission



JOIN US THURSDAY!!! - EXHIBITOR RECEPTION

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



Register Now at www.NASBOnline.org



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

Previous Winners Include:

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

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

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



SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE FRIDAY LUNCHEON

Previous Winners Include:

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

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

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

BREAKOUT SESSION TRACKS



BOARDSMANSHIP



CAREER & COLLEGE READINESS



COMMUNITY ENGAGEMENT



CURRICULUM



ESU



FACILITIES



LEGAL & POLICY



LEGISLATIVE & ADVOCACY



MANAGEMENT/ADMINISTRATION



NEW BOARD MEMBER/NEW SUPERINTENDENT



SAFETY



STUDENTS/EARLY CHILDHOOD



TECHNOLOGY



WELLNESS & RETENTION

Breakout Sessions - Quick Glance 7

THURSDAY 11/19

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

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

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

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

- SS1 HOT TOPICS WITH KAREN & JIM

FRIDAY 11/20

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

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

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

BOARD MEMBER BOOT CAMP

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

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



Register Now at www.NASBonline.org

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

A

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



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

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

PRESENTERS: Colby Coash - NASB, Mike Dulaney - NCSA



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

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

PRESENTER: Josh McDowell - Crete Public Schools



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

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

PRESENTER: Justin Knight - Perry Law Firm



A4 LET’S GET FISCAL

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

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



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

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

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



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

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

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

Building Strong Futures

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



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

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

PRESENTERS: Sydney Kobza & Katie Graham - NDE



A8 SO YOU ARE A NEW BOARD MEMBER

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

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



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

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

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



A10 BEYOND THE BUZZWORDS: ELKHORN'S LAYERED SECURITY ARCHITECTURE

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

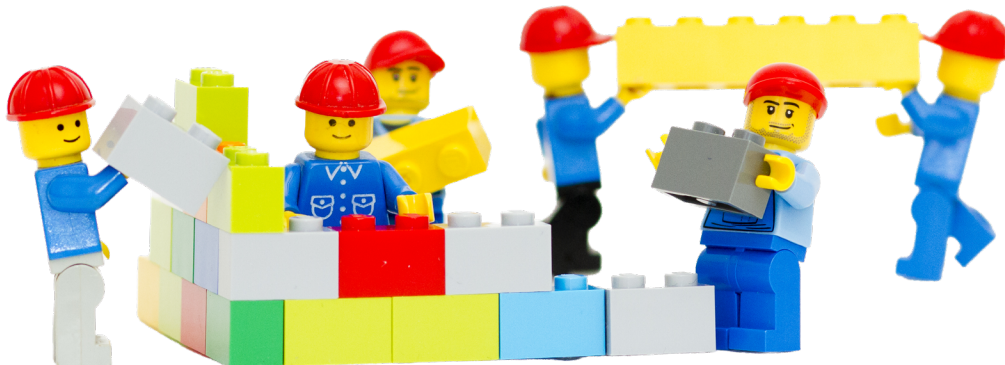
PRESENTERS: Bary Habrock & Brian Kempf - Elkhorn Public Schools



A11 FROM LOW ACHIEVING TO BLUE RIBBON SCHOOL

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

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



Register Now at www.NASBonline.org

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

B

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



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

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

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



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

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

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



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

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

PRESENTER: Derek Aldridge - Perry Law Firm



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

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

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



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

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

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



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

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

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



B7 CAN THEY SUE ME FOR THAT?

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

PRESENTER: Josh Schauer - Perry Law Firm

Building Strong Futures

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



B8 AT THE BOARD TABLE

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

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



B9 CULTIVATING NEBRASKA'S NEXT GENERATION OF TEACHERS

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

PRESENTER: Katie Soto - ESU 9



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

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

PRESENTER: Deanne Bishop - Perkins County Schools



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

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

PRESENTERS: Ann Foster & Ryan Stearns - Brady Public Schools



Register Now at www.NASBonline.org

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



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



C1 STUDENT VOICES

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



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

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

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



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

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

PRESENTERS: Josh Schauer & Derek Aldridge - Perry Law Firm



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

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

PRESENTERS: Kevin Wingard & Tyler Dahlgren - NCSA



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

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

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



C6 WHEN CRISIS STRIKES

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

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



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

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

PRESENTER: Justin Knight - Perry Law Firm

Building Strong Futures

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



C8 ALIGNING VISION TO ACTION: GOAL SETTING AND COMMUNITY ENGAGEMENT

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

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



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

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

PRESENTER: Jay Martin - NDE



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

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

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



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



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

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



Register Now at www.NASBonline.org

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

D

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



D1 REDUCING CHRONIC ABSENTEEISM AND INCREASING AVERAGE DAILY ATTENDANCE

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

PRESENTER: Jason Buckingham - Ralston Public Schools



D2 A SNAPSHOT OF CONSOLIDATION

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

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



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

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

PRESENTER: Justin Knight - Perry Law Firm



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

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

PRESENTER: Christopher Knoell - UNK



D5 CONTRACT CONFUSION: THE BOARD'S ROLE

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

PRESENTERS: Karen Haase & Steve Williams - KSB School Law



D6 EHA PLAN UPDATES

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

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

Building Strong Futures

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



D7 THE DISTRICT BOND EXPERIENCE ROUNDTABLE

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

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



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

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

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



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

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

PRESENTER: Terri Burchell - North Platte Public Schools



D10 SEEING TEACHER APPRENTICESHIP THROUGH MULTIPLE LENSES

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

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

Super

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



SS1 HOT TOPICS WITH KAREN & JIM

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

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



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



Register Now at www.NASBonline.org

E

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

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

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

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

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

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

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

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

PRESENTER: Haleigh Carlson - Perry Law Firm

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

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

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

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

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

PRESENTERS: KSB School Law



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

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

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



E7 CLOSED SESSION WITHOUT LEGAL MISSTEPS

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

PRESENTER: Justin Knight - Perry Law Firm



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

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

PRESENTERS: Marcia Herring & Josh Wall - NASB



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

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

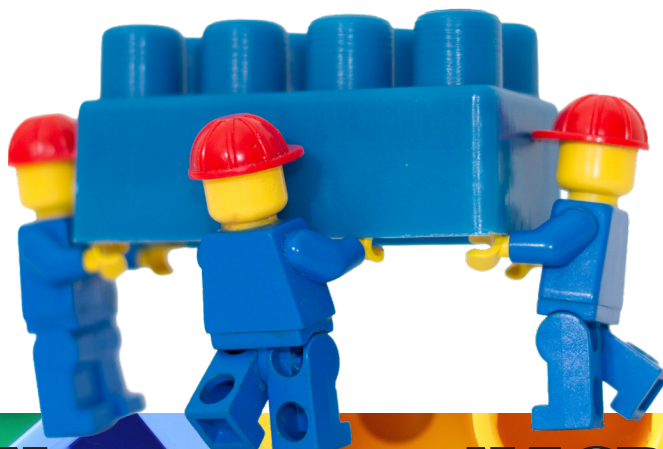
PRESENTERS: Abigail Ott, Amy Mancini & Marni Danhauer - Central Community College



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

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

PRESENTERS: Darion Miller & Nicole Kobus - Sparq Data Solutions



Register Now at www.NASBonline.org

F

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

FRIDAY, NOVEMBER 20

**F1 STUDENT ENGAGEMENT AND INSTRUCTIONAL LEADERSHIP**

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

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

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

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

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

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

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

PRESENTER: Haleigh Carlson - Perry Law Firm

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

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

PRESENTERS: Andrew Easton & Dorann Avey - ESUCC

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

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

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

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

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

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



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

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

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



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



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

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



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

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

PRESENTERS: Jamie Cook & Jane Stavem - NDE

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

FRIDAY, NOVEMBER 20



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

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

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



SS2B SCHOOL FINANCE REVIEW COMMISSION UPDATE

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

PRESENTERS: Members of Finance Review Commission



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RETURN SERVICE REQUESTED

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



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





Nebraska Rural Community Schools Association

Member Update

September 10, 2026



Photo Credit: Ansley Public Schools



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NRCSA Calendar

NRCSA Events

NRCSA District Meetings (September & October 2026)

South Central District Meeting
1:00 PM, September 2, 2026
At ESU 11 in Holdrege

Northeast District Meeting
11:00 AM, September 21, 2026
At Wayne State College

Southwest District Meeting
12:00 PM, September 24, 2026
At Hershey Public Schools

Southeast District Meeting
10:00 AM, September 28, 2026
At the NCSA office in Lincoln

North Central District Meeting
10:30 AM, October 14, 2026
At Jubilee Catering in Ord

West District Meeting
1:30 PM (MT), October 28, 2026
At ESU 13 in Scottsbluff

NRCSA Legislative Forum

February 24, 2027
Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

April 1 & 2, 2027
Crowne Plaza & Younes North Convention Center in
Kearney

[More about this event](#)

NRCSA Golf Tournament

July 27, 2027
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Committee Meetings

November 18, 2026
CHI Center in Omaha

9:00 AM - NRCSA Executive Committee
10:00 AM - NRCSA Scholarship & Recognition Cmte
11:00 AM - NRCSA Closing the Achievement Gap Cmte
12:00 PM - NRCSA Leaders Lunch
1:00 PM - NRCSA Legislative Committee
3:00 PM - NRCSA Rural Teacher Committee

NRCSA Search Service



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

Arapahoe Public Schools

[Announcement of Vacancy](#)

[Apply for this Vacancy](#)

Application Deadline: **Sept. 25, 2026**

Finalists Selected: **Oct. 12, 2026**

Interviews: **Oct. 24, 2026**

Contract Starts: **July 1, 2027**



Clarkson Public Schools

Search starting soon!



Educational Service Unit 17

Search starting soon!



Access the Members area of www.nrcsa.net anytime.

Login: member Password: learning

From the Executive Director



Stickiness

Have you ever wondered why certain ideas stick while others quickly fade away? Why do some concepts thrive while others die out? More importantly, how can we improve the chances of our own worthy ideas taking hold? To demonstrate this concept of “stickiness,” let’s take a short quiz. Below are several commercial jingles and one-

liners from the past decades—can you identify the products they advertised?

“A little dab’ll do ya”

“How do you spell relief?”

“Like a good neighbor, _?_”

“Ancient Chinese secret, huh?”

“Mr. Whipple, please don’t squeeze the _?_!”

“Silly rabbit, _?_ are for kids.”

“Plop, plop, fizz, fizz oh what a relief it is.”

“Sometimes you feel like a nut, sometimes you don’t”

“He likes it, hey Mikey!”

“This is a good place for a _?_.”

How many did you recognize? The answers are provided at the end of this article. As you read through those phrases, did you find yourself humming the tunes or visualizing the commercials? What makes these specific messages so durable that we remember them years, or even decades, later? What, exactly, made them “stick”?

This phenomenon is explored in the book *Made to Stick* by Chip and Dan Heath. The authors identify six key principles that help ideas win and explain how we can apply these rules to ensure our own messages resonate. As educators and parents, this is a challenge we face every single day.

The first principle is **Simplicity**. The more simple and profound an idea, the better its chance of survival. This aligns with the “KISS” method—Keep It Simple, Stupid. If a concept can be condensed into a single, punchy phrase, it is far more likely to be remembered. For example, the USA Today newspaper was built on this premise: keep articles short, sweet, and visual with charts and easy-to-read statistics.

The second concept is **Unexpectedness**. There is no better way to generate curiosity than by introducing a surprise or something totally counterintuitive. This “shock value” grabs interest and, more importantly, helps hold attention long enough for the message to take root.

The “Velcro theory of learning” describes the third concept: **Concreteness**. The more “hooks” an idea has, the better it sticks to our memory. Concrete language makes abstract concepts tangible and real, giving us something we can actually

NRCSA Leadership

Stephanie Kaczor, President.
Riverside Public Schools

Chris Kuncel, Past President.
Mullen Public Schools

Dale Hafer, Pres-Elect.
Ainsworth Community Schools

Dr. Jeremy Braden, Secretary.
Doniphan-Trumbull Public Schs

District Representatives:

Ginger Meyer, West
Chadron Public Schools

Dr. Heather Nebesniak, North
Central
Ord Public Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Andrew Havelka, Southeast
Freeman Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Paul Sheffield

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Jessica Bland,
Oakland-Craig Public Schools

Jim Widdifield
Minden Public Schools

“sink our teeth into.”

Next is **Credibility**. We tend to believe people we are familiar with or those who present themselves as authorities. Whether it’s a trusted expert or a persuasive late-night pitchman, we need a reason to believe the message is true and that the product or idea will actually work.

Appealing to the **Emotional** side is another vital step. Making people care requires tapping into the power of association. Think of commercials for animal shelters or children’s charities; they pull at our heartstrings to drive us to action. By appealing to emotions, we connect an idea to a person’s self-interest or identity.

Finally, we have **Stories**. Humans are hardwired for narrative. Stories act as a mental flight simulator, helping us visualize how to act in specific situations. Parables like the Good Samaritan or Daniel in the Lion’s Den stick because they allow us to see the action and draw our own conclusions, rather than just being told a dry set of rules.

Making an idea stick follows a clear process. The most enduring messages usually satisfy these six criteria: they are Simple, Unexpected, Concrete, Credible, Emotional, and told through Stories. Using these concepts might just help the next time you want your thoughts to have a lasting effect. Maybe, just maybe, someone will hear your message and think, “Wow, I should have had a __?__”

Now for those quiz answers! I had many more phrases I wanted to include, but I ran out of space (and time—Jeff was getting a bit impatient with me for being late with my column). Here is how you did:

#1 – *Brylcream (this dates me, but it’s a good one)*

#2 – *ROLAIDS*

#3 – *State Farm*

#4 – *Calgon*

#5 – *Charmin*

#6 – *Trix*

#7 – *Alka Seltzer*

#8 – *Almond Joy and Mounds*

#9 – *Life Cereal*

#10 – *Stick-ups deodorizer.*

Thought for the Month

“Ze plane! Ze plane!”

“Smiles, everyone... smiles. My dear guests, I am Mr. Roarke, your host. Welcome to Fantasy Island!”

NRCSA and outgoing Executive Director Jack Moles were honored to receive the Friend of Education Award at Administrator Days. NRCSA has been a long-time tenant of the Nebraska Council of School Administrators. We were included in the plans for NCSA’s new building, which opened up last summer. NRCSA truly appreciates the partnership that has developed with Dr. Mike Dulaney and his entire staff. Both organizations benefit from the other in many ways. The award from NCSA was in recognition of “distinguished advocacy, counsel and support to Nebraska public schools and school administrators.”



L-R: Jeff Bundy (NRCSA Office Manager), Jack Moles, NRCSA President Stephanie Kaczor, new NRCSA Executive Director Paul Sheffield

NRCSA Updates

From the University of Nebraska-Kearney

We invite you and members of your school team to attend Building Effective Teacher-Paraeducator Partnerships, a free professional learning event designed to strengthen collaborative partnerships between special education teachers and paraeducators.

This interactive event will provide participants with opportunities to work together, explore practical strategies, and engage in hands-on learning experiences focused on effective communication, collaboration, role clarity, flexibility, and consistent support for student success. We especially encourage special education teachers and paraeducators who work together to attend as a team so they can learn, plan, and problem-solve together.

Event Details

Date: **Thursday, September 24, 2026**

Time: **9:00 a.m.–3:00 p.m.**

Location: **Regional Engagement Center, University of Nebraska at Kearney**

Presenters: **Christine Fisher, EdD; Kathy Maxson; and Crystal Warner**

Cost: **Free**

Meals: **Lunch and snacks provided**

Participants will also receive a certificate of attendance and professional resources and materials they can use in their classrooms and with students.

Registration is required and must be completed by **Friday, September 18**. Here is a link to the registration form:

[Building Effective Teacher-Paraeducator Partnerships – Fill out form](#)

Building Effective Teacher-Para Educator Partnerships

PROFESSIONAL LEARNING EVENT

For Paraeducators and
Special Education Teachers



DATE

Thursday, September 24, 2026



TIME

9:00 AM – 3:00 PM



LOCATION

Regional Engagement Center (REC)
University of Nebraska at Kearney

Scan to register



This event is
FREE!
Registration
is required.



Lunch
provided.



Receive a
Certificate of
Attendance.



Professional
resources
to use in the
classroom and
with students.



PRESENTERS

Christine Fisher, EdD • Kathy Maxson • Crystal Warner

Sponsored by UNK College of Education and the Regional Engagement Center

and

Part of the **Qualified Census Tract Recovery Grant Program.**

*This project is being supported, in whole or in part, by federal award number SLFRP1965 awarded to the University of Nebraska, as a subawardee, of the funds awarded to the Department of the Treasury, Office of Economic Policy (OEP), from the U.S. Department of Treasury.

From Sam Stetcher, Franklin Covey Education

There is a free workshop on the FranklinCovey goal attainment framework. It is research proven to help students reach individual academic goals, specifically in literacy, at a statewide scale. Super relevant and valuable to our statewide literacy goals.

It will not be a sales pitch. It will be 3 to 4 hours of PD from my team as well as school tours and presentations from Columbus Public School's students and staff.

It's legit for sups, principals, teachers, and board members.

Registration Link



The 4 Disciplines of Execution® for Educators
Every district has goals. Not every district achieves them.



The challenge isn't having a plan. It's keeping everyone focused on what matters most-long enough to create meaningful results.

You're Not Alone in the Struggle

District leaders across the country face the same frustrations.



Goals are set.
Clear priorities
are established.



Urgent takes over.
Daily demands push
out what matters.



Focus fades.
Momentum slows.
People get pulled in
different directions.



Results stall.
Despite good
intentions, progress
doesn't stick.

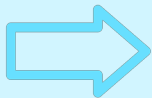
There's a Better Way

4DX® for Educators helps districts build the alignment, discipline, and shared ownership needed to turn goals into results—together.

4DX for Educators Addresses the Real Tensions

- From scattered efforts to focused priorities
- From initiative overload to clear execution
- From doing for people to empowering people
- From short-term wins to lasting impacts

What Changes with 4DX for Educators



Aligned Leadership

Everyone moves in the same direction with clarity and purpose.



Focused Execution

Teams stay focused on what matters most and execute with discipline.



Shared Ownership

Everyone understands their role and works together to drive results.



Stronger Outcomes

Sustained progress that improves outcomes for students every day.

Key Outcomes

- ✓ Build a system that keeps your priorities front and center
- ✓ Create alignment across leadership, staff, and students
- ✓ Empower teams to own their role in the results
- ✓ Sustain momentum from the first day of school to the last
- ✓ See measurable, meaningful improvements for students

\$399 Value - Complimentary registration while seats remain.

Event Details



Columbus, NE | Kramer Education Center
2410 16th Street, Columbus, NE 68601



October 15, 2026



7:30am - 3:00pm
Materials & lunch provided



"The 4DX framework transformed how our leaders approach goal setting and execution. It provided a clear, powerful structure to identify our Wildly Important Goals and track the daily actions that drive real progress. Our team left inspired, focused, and fully equipped to succeed."

—Rhonda Henry, Assistant Superintendent of Innovation & Strategic Initiatives, Farmington Public Schools, MI

Scan to register



From Suzanne Kemp, University of Nebraska-Lincoln

Building Nebraska's Special Education Workforce Through Apprenticeship

In 2023, the University of Nebraska–Lincoln (UNL) was invited by the Nebraska Department of Education (NDE) to serve as one of the pilot institutions for Nebraska's newly approved apprenticeship pathway to special education teacher certification. Recognizing the critical need to address the statewide shortage of special education teachers, faculty in UNL's Special Education Program embraced the opportunity to design an innovative preparation model grounded in the core principles of apprenticeship.

UNL's program was intentionally developed to provide aspiring special educators with a comprehensive, practice-based learning experience. Apprentices are employed as paraeducators or teacher apprentices while completing coursework that is directly connected to their daily classroom experiences. Throughout the program, apprentices receive ongoing coaching from expert mentor teachers and university supervisors, assume increasing instructional responsibilities through a gradual release model, and participate in competency-based assessments that measure their professional growth. Strong partnerships among UNL, Educational Service Units (ESUs), and local school districts ensure that apprentices are supported from recruitment through certification and licensure.

At the heart of the program is the belief that educators learn best by doing. During an intensive six-week summer institute, offered both online and in person, apprentices build foundational knowledge in reading, mathematics, and behavior management. Rather than learning these concepts solely through lectures, apprentices immediately apply evidence-based instructional practices by tutoring students who need additional academic support. This combination of instruction, supervised practice, and timely feedback allows apprentices to develop confidence and competence before entering classrooms in the fall.

Learning continues throughout the apprenticeship year. Weekly seminars provide opportunities for apprentices to deepen their understanding of evidence-based practices, reflect on their classroom experiences, receive individualized coaching from university faculty, and collaborate with fellow apprentices. This ongoing cycle of instruction, application, feedback, and reflection is a defining feature of the apprenticeship model and prepares apprentices to become highly effective special educators.

Since its launch, UNL's apprenticeship program has demonstrated remarkable success. The inaugural pilot cohort included eight apprentices employed by Lincoln Public Schools. All eight successfully completed the program, were hired as special education teachers, and have now completed their first year in the classroom.

Building on the success of the pilot, UNL received additional funding to expand the program into rural Nebraska through partnerships with Educational Service Units 5 and 6. The expanded program now includes school districts in Crete, Waverly, Norris, Centennial, Bruning-Davenport, Beatrice, Seward, and York. Today, approximately 60% of the apprentices serve rural communities, strengthening the special education workforce where shortages are often the greatest. Of the 23 apprentices who entered the expanded program, 21 have accepted positions and will begin their careers as special education teachers during the 2026–2027 school year. The current cohort continues this momentum, welcoming additional district partners from Gothenburg, Fairbury, and Superior.

As UNL prepares to recruit the next cohort of apprentices for the program beginning in January 2027, the goal remains clear: expand access to high-quality teacher preparation while strengthening Nebraska's special education workforce. Although NDE grant funding has enabled many aspiring teachers to participate, available funding is limited and cannot support every qualified paraeducator. To continue growing this successful initiative, UNL welcomes partnerships with school districts interested in sponsoring one of their paraeducators through the apprenticeship program. Together, we can create additional pathways into the profession and ensure that Nebraska's students with disabilities are served by well-prepared, highly effective special education teachers.

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2025-26, over 100 districts/ESUs participated in the program. We currently have 111 entities using the program. In talking with some districts, there is a chance there could be upwards of 115 entities participating. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2025-26, the rebate was over \$40,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Paul Sheffield (psheffield@nrca.net) or Jeff Bundy (jbundy@nrca.net).

NRCSA has partnered with the Holocaust Learning Experience to provide free curriculum for the teaching of the Holocaust and other genocides. LB888, which was adopted into law in 2022, requires school districts to teach about the Holocaust and other forms of genocide. This has been a growing move in many states. The Holocaust Learning Experience, based out of Florida, developed FREE on-line curriculum, which features interviews with survivors of the Holocaust, for Florida school districts.. The lessons are tiered for 5th and 6th grades, 7th and 8th grades, and high school grades. The group has now made it possible for schools in other states to access the materials for the same price: FREE!

From Leigh Routman: I've attached a digital flyer that you can share with your newsletter as well as the link to our website for more information.

[Impactful Lessons from the Holocaust | The Holocaust Learning Experience](#)

Additionally, here is the link to the video with teachers and students in their own words:

[Holocaust Learning Experience | Empowering Classrooms to Combat Hate](#)

And a link to the Heroes of the Holocaust montage:

[Heroes of the Holocaust Demo with Hal_07072025.mov](#)

NRCSA's annual membership drive continues! Membership notices were sent to all of our members in July. We also contacted several non-members who we believe would be great fits in NRCSA. Annual Dues remain at \$850.. You are welcome to pay your dues in this fiscal year or the next. Last year, we had 222 school districts, ESU's, and State colleges and we expect to continue to grow. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

2026 NRCSA Joe Toczek Golf Tournament

The 2026 NRCSA Joe Toczek Golf Tournament was held on Tuesday, July 28, 2026 at Meadowlark Hills Golf Course in Kearney. A beautiful day for golf resulted in some very nice scores. Proceeds from the tournament help to fund NRCSA's scholarship program. Flight winners were:

FIRST FLIGHT:

1st: Coady Pruett, Shari Russell, Bobby Truhe, Steve Williams with a score of 54
2nd: Bo Cribelli, Chris Kunch, Mike Kvanvig, Brett Mauler, 57
3rd: Shane Alexander, Wade Finley, Roger Flohrs, Casey Painter, 57

SECOND FLIGHT:

1st: Blake Beebout, Andrew Cronin, Mike Halley, Troy Keilig, 59
2nd: Andy Havelka, Dade McDonald, PJ Quinn, 61
3rd: Ron Beacom, Dexter Hanzel, Matt Hodgson, Collin Martin, 61

THIRD FLIGHT:

1st: Jeff Koehler, Robert Mock, Nicole Hardwick, Brian Rottinghaus, 63
2nd: Jay Bellar, Clint Kimbrough, Cale Kimbrough, Paul Sheffield, 64
3rd: Greg Barnes, Alan Katzberg, Mark Norvell, Jim Tenopir, 64

Partnerships to Build Readiness for Implementing Trauma-Informed Programs and Practices for Schools (TIPPS). We seek school partners for a two-phase initiative that includes measurement development and in-person or online personalized training and professional development.

In **PHASE 1**, we will partner with selected rural schools in Michigan and Nebraska to develop and test a readiness assessment that will determine a school's preparedness to implement the 10 core pillars of the Trauma-Informed Programs and Practices for Schools (TIPPS) framework. TIPPS helps schools create safe, supportive, and inclusive learning environments by building relationships, increasing trauma awareness, and shifting from punitive to restorative discipline. To develop and test the readiness assessment, we will use a structured interview protocol that solicits input on identified priorities and existing strategies within each school that align with TIPPS objectives; determining professionals' knowledge of trauma and trauma supports; and exploring each school's capacity to onboard new trauma-informed strategies relevant to each core pillar.

In **PHASE 2** of the project, we will provide a 4-part professional training series tailored to the learning needs of each school, drawing on materials from our TIPPS toolkit, which includes a comprehensive assessment tool, program guide, implementation guide, and supplementary case materials designed to deepen understanding of trauma-informed principles and strategies. Content experts from the TIPPS team will provide ongoing consultation and coaching to each school at no cost. Pre-post assessments of the training series will document progress toward established learning goals, as well as school professionals' knowledge and confidence in implementing TIPPS strategies.

Program Information: <https://tipps.ssw.umich.edu/>

Project Period/Milestones: 2026-2027 Academic Year

Spring 2026 – Develop school partnerships

Summer 2026 – Prepare for project launch

Fall 2026 – Phase I

Spring 2027 – Phase II

Contact Information:

Alex Mason

University of Nebraska-Lincoln

amason19@unl.edu

Todd Herrenkohl

University of Michigan

tih@umich.edu

Ideas on how to deal with cancellations for NRCSA events were shared with the Executive Committee several months ago. After receiving input from the Committee members, a policy was presented at the November meeting of the Executive Committee and adopted. Following is the policy that will be followed moving forward:

POLICY ON CANCELLATIONS FOR NRCSA EVENTS

When planning for a large event (i.e. NRCSA Spring Conference or NRCSA Legislative Forum), NRCSA must make financial commitments such as facility rental and costs of meals. Weather sometimes causes a decision to be made by NRCSA in the form of a cancellation or postponement of the event, or for registrants to decide whether or not they can attend the event. Sometimes registrants need to make a decision not to attend due to other reasons. NRCSA has weighed the issues of its financial commitments versus registrants not being able to attend for various reasons. Thus, the following policy has been adopted:

WEATHER CANCELLATION DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the next year's event.

WEATHER POSTPONEMENT DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the re-scheduled event.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA AT LEAST A WEEK PRIOR TO THE EVENT:

Two options will be provided to the registrant, including vendors: A full refund OR carry the registrant amount forward to the following year.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA WITHIN A WEEK PRIOR TO THE EVENT:

For members, an option will be provided to have the registration fee carried forward to the next year's event OR a refund minus the costs to NRCSA for meal(s). (NOTE: In 2026, for the Spring Conference this would be \$105, for the Legislative Forum the cost is \$45.)

For vendors, the option to carry the registration amount to the following year will be provided.

DECISION BY A REGISTRANT TO NOT ATTEND THE EVENT, BUT FAILS TO COMMUNICATE WITH NRCSA PRIOR TO THE EVENT:

No refund will be provided.

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a "para to teacher program" and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester each school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU.

Nebraska Rural Community Schools Association

Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Applications for the Spring, 2027 Semester will be forwarded to Superintendents later in the fall.

Applications for the Summer/Fall semester were received and the three recipients were selected. They were:

- Jemma DeNaeyer, Thedford
- Veronica Schiffbauer, HTRS
- Chelsey Georges, District OR-1, Palmyra-Bennet



Thedford Principal Adam Kuntz, Brooklyn Denaeyer, Jemma Denaeyer, Kloeey Denaeyer, Jack Moles



Director of Student Programs Linde Walter, Dylaney Georges, Justin Georges, Brea Georges, Chelsey Georges, Jack Moles, Logan Georges, Supt. Michael Hart, Elementary Principal Jared Haag



Jack Moles, Veronica Schiffbauer, HTRS Supt. George Griffith

SUPERINTENDENT SEARCH & PLANNING

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

NRCSA has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, Newman Grove, Potter-Dix, Sandy Creek and Superior Boards of Education identify their next Superintendent. We also assisted Red Cloud and Blue Hill in searches for Interim Superintendents.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education. Our consultants for the coming year will include: Dan Bird, Fred Helmink, Caroline Winchester, Curtis Cogswell, Mo Hanks, Jay Bellar, Holly Herzberg, Jon Cerny, and Jack Moles.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Paul Sheffield at psheffield@nrca.net or by phone at 402-759-1609.

Another service that is offered is a planning service. It is a common practice for Boards of Education and the Superintendent to develop short and long-term plans. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Elect Paul Sheffield.

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) has released a new research brief examining chronic absenteeism in Nebraska’s K–12 schools and its effect on student outcomes, including assessment scores, graduation rates, and college enrollment.

The analysis highlights that chronic absenteeism—defined as missing 10 percent or more of the school year for any reason—has risen sharply in Nebraska since the COVID-19 pandemic and remains persistently high. Rates jumped from 10 percent in 2019–2020 to nearly 24 percent the following school year and have since remained above 20 percent statewide.

Key Findings from the NSWERS brief:

- Nebraska’s chronic absenteeism rate has stabilized but remains elevated at more than one in five students.
- Disparities exist across student race/ethnicity, with Indigenous/Native American and Black students showing the highest rates of chronic absenteeism.
- Chronically-absent students consistently score lower on statewide assessments (NSCAS and ACT) compared to their peers.
- Chronic absenteeism greatly reduces the likelihood of graduating on time; students with regular attendance are nearly six times more likely to graduate high school than their chronically-absent peers.
- College-going rates show a significant divide: nearly 71 percent of non-chronically absent graduates enroll in postsecondary education compared to just 49 percent of chronic absentees.

“These findings underscore the lasting impact of chronic absenteeism on students’ academic progress and future opportunities,” said Dr. Jay Jeffries, author of the brief. “Addressing absenteeism requires not only monitoring the type of absence but also understanding the characteristics of students who are chronically absent.”

The full report, NSWERS Brief on the Impact of Chronic Absenteeism on Academic Outcomes in Nebraska, is available at:

<https://insights.nswers.org/briefs/2025-chronic-absenteeism>

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

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

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

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

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

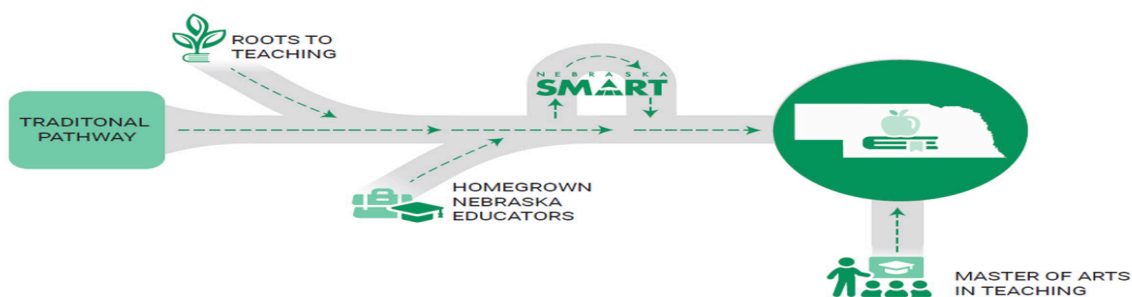
scheduling, community engagement and monthly performance reports.

A few more NRCSA-member districts have since started working with A-Plum Creative. This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at anna@a-plum.com or visit www.a-plum.com.

[Good Life EDU Podcast Featuring Anna Weber & Jane Davis](#)

Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

Educator Preparation Pathways



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

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

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

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

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

educators committed to serving Nebraska's rural schools and communities.

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor's degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

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

Chris Prososki, formerly the Superintendent at Southern and Hastings, shared a sample Superintendent Checklist that he has used. The checklist has not been updated, but still could be of great help to Superintendents. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

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

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

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

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

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

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

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

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

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

[New Leaf PowerPoint Presentation](#)

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



[New Leaf Flyer](#)

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

NRCSA has developed a “resource” document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of the list. If you would be willing to be listed as a resource or if you would like to suggest other topics for inclusion, please contact Jack Moles.

[NRCSA School Programs](#)



NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

September 2026:

*** Nebraska FCCLA chapters attended the National Conference in Washington DC earlier this summer. Awards won and Top 4 finishes by those from NRCSA-member districts included:**

- Acting for Community Traffic Safety (FACTS) National Program High School Award Winner–Twin River FCCLA
- 2026 Spirit of Advising Award–Suzanne Neef, Hemingford FCCLA advisor
- Adviser Mentor Award–Tamara Nelson, Northwest FCCLA advisor
- FCCLA Member of the Year Semifinalist: Jaiden Ertzner of Battle Creek

Top 4 placers:

1st Place:

- Jordee Johnston, Burwell – Impromptu Speaking, Level 2
- Savannah Zeisler, Boyd County – Interpersonal Communications, Level 1
- Taelyn Baumert, Clarkson – Repurpose and Redesign, Level 2
- Catherine Stock & Erin Hynes, Elmwood-Murdock – Promote and Publicize FCCLA, Level 2
- Suhani Chaudhari, O'Neill – Job Interview, Level 3
- Bennet Phillips, Hugh York, & Noah Wiekamp, O'Neill – Sports Nutrition, Level 1
- Paige Walahoski, Overton – Chapter Service Project Portfolio, Level 2
- Meagan Lassen, Overton – Personal Finance, Level 2

2nd Place:

- Bradley Lott, Cross County – Math for Financial Literacy Challenge, Level 2
- EveLynn Schroeder, Cozad – Technology in Teaching, Level 2
- Claire Reiman, Boyd County – Promote and Publicize FCCLA, Level 3
- Bentley Dexter & Jake Ehlers, Chambers – Nutrition and Wellness, Level 1
- Raena Lansman, Ord – Hospitality, Tourism, & Recreation, Level 1
- Devynn Vela, Kailey Wheatley, & Laila Miller-Hilliker, Palmyra – Entrepreneurship, Level 2
- Brooke Christensen & Brylee Ramaekers, Twin River – National Programs in Action, Level 1

Nebraska Rural Community Schools Association

- Josie Urban, Twin River – National Programs in Action, Level 2
- Evelyn Sanchez, West Point-Beemer – Personal Finance, Level 2

3rd Place:

- Calob Troy, Cross County – Nutrition & Wellness for Lif Challenge, Level 3
- Alaina Rogat, Battle Creek – Say Yes to FCS Education, Level 2
- Brynlee Janousek & Emma Ohri, Boyd County – Instructional Video Design, Level 1
- Gracen Eckert, Boyd County – Professional Presentation, Level 3
- Brittin Fink & Sophie Trimble, Medicine Valley – Chapter in Review Display, Level 1

4th Place:

- Grace Hoffman, Chambers – Teach or Train, Level 2
- Evelyn Hu & Maya Ekbote, Elkhorn South – Fashion Design, Level 2
- Gemma Zoz & Millie Hendricks, Elmwood-Murdock – Promote and Publicize FCCLA, Level 1
- Lee-anne Joson, Medicine Valley – Career Investigation, Level 3
- Aubrey Burton & Ella Montgomery, Milford – Interpersonal Communications, Level 3
- Jozy York, O'Neill – Chapter Service Project Display, Level 2
- Emerson Yantzie, Ord – Say Yes to FCS Education, Level 2

*** The Nebraska Farm Bureau Foundation recently recognized 40 teachers from across the state as 2026 Agriculture in the Classroom Champions. Those from NRCSA-member districts include:**

- Arlyss Cupp, Chase County
- Stephanie Evans, Ansley
- Kelsey Gabel, Shelby-Rising City
- Lisa Hermann, Centura
- Madisyn Jakub, East Butler
- Nicolette Koch, Wynot
- Abby Kuhn, Shelby-Rising City
- Kristi Lindburg, High Plains
- Kim Loseke, Leigh
- Danielle Luettel, Shelby-Rising City
- Kierra O'Brien, High Plains
- Tabitha Rieken, High Plains
- Kristi Riley, Ansley
- Becky Streff, North Bend Central
- Valerie Vandenberg, East Butler

Updates from Members & Other Entities

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

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

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

[Strengthening Rural Communities Through Public Education](#)

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

[State by State Fact Sheet](#)

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

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

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

[Board Member Onboarding](#)

[From Jay Martin, NDE Director of School Safety & Security](#)

Hello All,

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

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

survey by April 15, 2025.

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

Thanks for all you do in school safety.

[School Safety Newsletter](#)

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

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

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

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

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy, Water, and Societal Systems (FEWSS) throughout K-12 education,
- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

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

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

The National Rural Education Association (NREA) is proud to release Why Rural Matters 2025—the 11th edition in a long-standing series of reports that examine the contexts and conditions of rural education across all 50 states. This report continues the critical mission of drawing attention to the urgent need for policymakers, educators, and communities to address rural education challenges and opportunities within their own states.

Since its inception, the Why Rural Matters series has sought to make publicly available data more accessible and actionable. The overarching goal remains clear: to promote informed, civil dialogue about our shared civic responsibility to ensure that every student—rural or urban—has access to high-quality educational opportunities.

New in this year’s edition is the inclusion of Bureau of Indian Education (BIE) schools. In his topical essay, Alex Red Corn provides critical insights into the significance of BIE schools, which educate students from multiple tribes and nations with unique histories and cultures. The report carefully distinguishes between “states” proper and BIE schools while underscoring their shared place in the broader rural education landscape. The analyses and data presented in Why Rural Matters 2025 are intended to inform policy discussions, guide decision-making, and inspire action. The report highlights states that have demonstrated measurable progress over time, highlighting examples where thoughtful policy interventions have led to improved outcomes for rural students. These stories of progress offer valuable lessons and serve as evidence that strategic, context-sensitive policies can make a tangible difference in the lives of rural learners.

Data used in Why Rural Matters 2025 come from public sources: the National Center for Education Statistics (NCES), the United States Department of Education, the U.S. Health Resources & Services Administration, and the U.S. Census Bureau.

The National Rural Education Association is proud to launch the 2025 Why Rural Matters report, a project with a more than 20-year history of shaping the conversation about rural education. First conceptualized by the Rural Schools and Community Trust, the report has evolved into a vital resource for policymakers, educators, and communities. Today, NREA carries this important work forward, ensuring that the voices, needs, and strengths of rural schools and students remain at the forefront of education policy and practice nationwide. We are also grateful to the Rural Schools Collaborative, whose continued support strengthens NREA’s work on behalf of rural schools, educators, and students across the country.

I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters 2025](#)

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

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

[Understanding REAP](#)



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

Book your School's
Presentation

Parent Meetings
or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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



Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

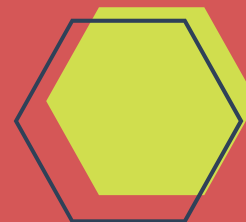


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





Nebraska School Administrators & School Board Members,

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

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

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



Three years ago, NRCSA began a Principal Search Service. This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

[NRCSA Principal Search Brochure](#)

Chadron State College Special Education Para-to-Teacher Program Initiative.

Purpose: This “Grow Your Own” Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate’s Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district. **What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor’s in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief

and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State’s education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate’s Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at afette@csc.edu.

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

We are very pleased to partner with our corporate sponsors, and NRCSA is so very thankful that each of you has chosen to partner with us.

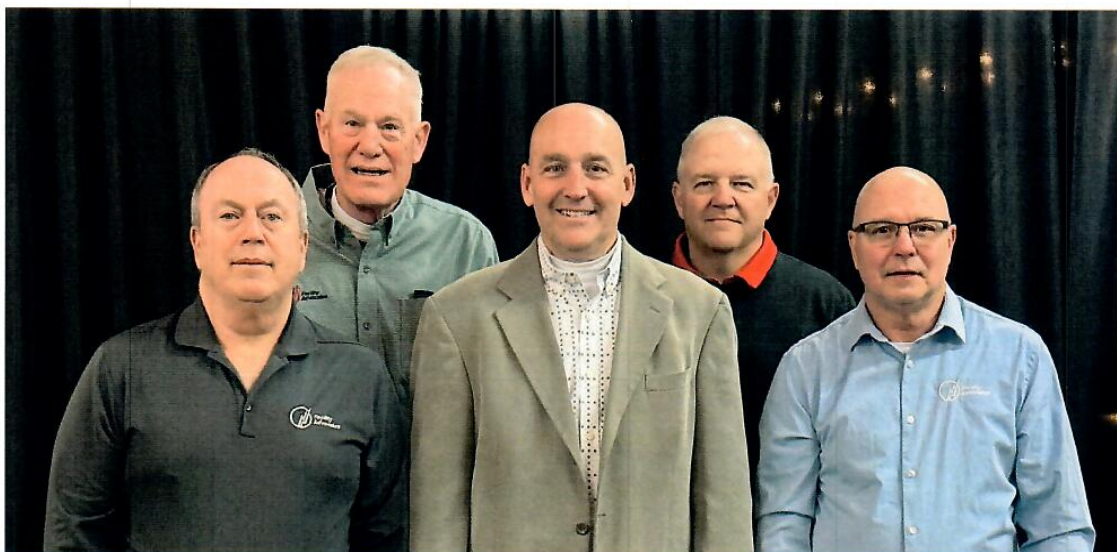


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- We partner with districts on long term remodeling and/or new square footage needs.



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Larry Cihal (402) 699-8755
Dave Raymond (402) 206-8777
Greg Barnes (402) 643-1294
Byron Copeland (402) 719-1829
Rex Pfeil (no pic.) 402-533-0679

Located:

3738 S. 149th Street
Suite 102
Omaha, NE 68144

draymond@facilityadvocates.com

<https://www.facilityadvocates.com>



Purple Ribbon Partners



Apptegy

Alex Brownstein
2201 Brookwood Dr, Suite 115
Little Rock, AR 72202
Phone: (832) 722.3053
conferenceteam@apptegy.com



Cheever Construction

Britt Kurtzer
3425 N 44th St
Lincoln, NE 68504
Phone: (402) 477-6745
bkurtzer@cheeverconstruction.com



Clark Enersen Partners

Steve Miller
1010 Lincoln Mall, Suite 200
Lincoln, NE 68508
Phone: (402) 430-3803
steve.miller@clarkenersen.com



CMBA Architects

Troy Keilig
208 N Pine ST, Ste 301
Grand Island, NE 68801
Phone: (308) 384-4444
keilig.t@cmbaarchitects.com



Cornhusker International Trucks

Russ Folts
3131 Cornhusker Hwy
Lincoln, NE 68504
Phone: (402) 304-4016
russ.folts@cornhuskerinternational.com



DA Davidson

Paul Grieger
450 Regency Parkway, Suite 400
Omaha, NE 68114
Phone: (402) 392-7984
pgrieger@dadco.com



DLR Group

Emily O'keeffe
6457 Frances St, Suite 200
Omaha, NE 68106
Phone: (402) 393-4100
eokeeffe@dlrgroup.com



Facility Advocates

Dave Raymond
3738 S 149th St, Suite 102
Omaha, NE 68144
Phone: (402) 206-8777
draymond@facilityadvocates.com



Purple Ribbon Partners



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Travis Justice
14558 Portal Circle
Omaha, NE 68138
Phone: (402) 339-2221
tkj@mclconstruction.com



Network For Educator Effectiveness (NEE)

Marc Doss
288 Maguire Blvd
Columbia, MO 65211
Phone: (844) 793-4357
dossm@missouri.edu



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Tremco Roofing

Jim Wolfsohn
3735 Green Road
Beachwood, OH 44122
Phone: (909) 302-0617
jim.jwolfsohn@tremcoinc.com



Voss Lighting

Mike Little
4624 S 140th St
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Phone: (402) 850-9789
mike.little@vosslighting.com



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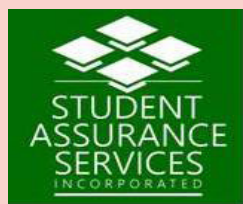
On to College



RMV Construction



Sampson Construction



Student Assurance Services



Trane Technologies

Contact Information

NRCSA

Paul Sheffield, Executive Director
(402) 759-1609
psheffield@nrcca.net

Jeff Bundy, Office Manager
(402) 202-6028
jbundy@nrcca.net

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Bob Andersen, Dist 49](#)

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[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

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[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

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[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

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[Dan Lonowski, Dist 33](#)

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[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

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[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)

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SEPT
2026

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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

JOIN US *For the*

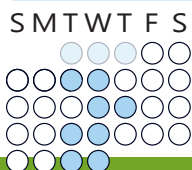
To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.
All Dates & Locations Tentative & Subject to Change

Events & Networking - <https://members.nasbonline.org/events>

Where Will NASBe This Month?*

Banner County; Blair; David City; Elba; Fremont; Harrisburg, PA;
Hayes Center; Kearney; Lincoln; Maywood; Milford; North Platte; Omaha;
Potter-Dix; Sutherland; Valentine; Wichita, KS; York

For ... Board Retreats, Candidate Meetings, Engagement, Events, Regional & National Meetings, Strategic Planning, and more! *Items currently scheduled



SEPTEMBER
2026

SEPTEMBER

Area Membership Meetings

Wednesday, September 9 - York
Wednesday, September 23 - Fremont

Legislative Candidate Meet & Greets

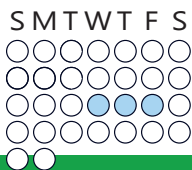
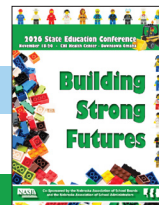
Tuesday, September 8 - State Board of Education District 5 - Milford

State Education Conference Registration Opens Wednesday, September 16

Sparq Meetings Webinar - Thursday, September 17 at 11:00 AM CT

Thriving Children, Families, and Communities Conference - Tuesday, September 22 - Kearney

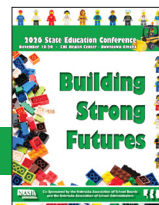
Labor Relations - September 29-30 - Lincoln



NOVEMBER
2026

NOVEMBER

State Education Conference - November 18-20 - Omaha



NASB *Better for Being There*
Nebraska Association of
SCHOOL BOARDS

NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

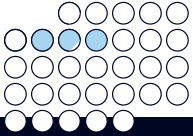
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PAGE 2

SMTWTF S



DECEMBER
2026

DECEMBER

New Board Member Workshops (2026)

Monday, December 7 - Ainsworth, Alliance & Kearney

Tuesday, December 8 - O'Neill

Wednesday, December 9 - Ogallala & Beatrice

New Board Member Workshops (2027)

Tuesday, January 5 - McCook & Wayne

Wednesday, January 6 - Hastings & Bellevue



2027 Legislative Issues Conference - January 24-25, 2027 - Lincoln ... JOIN US!

YOUR 2026 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit:

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

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**Facility
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Helm

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NASB TRANSITION SUPERINTENDENT EVALUATION



NASB TRANSITION SUPERINTENDENT EVALUATION

Developed from the **NASB Standard Superintendent Evaluation**, the **NASB Transition Superintendent Evaluation** is designed to support new superintendents during their first year in the district.

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

I. MISSION, VISION, AND GOALS

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

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I.a.	Develops, implements, and monitors district goals/strategic plan.					
I.b.	Updates the board on progress of district goals/strategic plan.					
I.c.	Engages board in long-range discussion and decision-making.					
Comments (Optional):						

II. POLICY

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

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
II.a.	Collaborates with the board to develop, align, and sustain a policy process and schedule to support monthly policy review.					
II.b.	Monitors and ensures policies are followed and implemented effectively.					
II.c.	Maintains districtwide handbooks aligned to adopted policies.					
II.d.	Provides public access to policy and handbooks.					
Comments (Optional):						



III: COMMUNITY RELATIONS

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

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
III.a.	Serves as spokesperson for the school district.					
III.b.	Maintains meaningful community partnerships.					
III.c.	Maintains a visible presence at district activities and community events.					
Comments (Optional):						

IV: BUDGET PLANNING AND MANAGEMENT

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

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
IV.a.	Provides ongoing discussion of budget related development and management of the budget throughout the year.					
IV.b.	Forecasts and aligns resources to goals and objectives.					
IV.c.	Supports financial accountability with data.					
IV.d.	Maintains short-long-term facility and grounds plans.					
IV.e.	Completes the annual Audit and discloses findings to board.					
Comments (Optional):						



V: EDUCATIONAL LEADERSHIP

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

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
V.a.	Promotes a student-centered culture to support student success.					
V.b.	Aligns resources to support effective instruction and learning.					
V.c.	Ensures curriculum is aligned vertically and horizontally and aligned to NDE Learning Standards.					
V.d.	Updates board regarding NDE Accreditation compliance annually.					
V.e.	Validates teacher evaluation is aligned to framework and completed per board policy.					
V.f.	Supports college/career readiness.					
Comments (Optional):						

VI: BOARD-SUPERINTENDENT RELATIONS

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

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
VI.a.	Supports effective board governance.					
VI.b.	Provides timely and accurate information to the board to support informed decision-making.					
VI.c.	Supports board committee and processes.					
Comments (Optional):						



SUMMARY SECTION

Overall Comments on Superintendent's Performance:
Provide specific strengths and areas for growth based on the evaluation above.



Superintendent’s Response:

Superintendent Evaluation Summary

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

The Performance Plan should consist of:

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

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

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



NASB STANDARD SUPERINTENDENT EVALUATION



STANDARD 1: MISSION, VISION, & GOALS

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

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

The Superintendent . . .

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



STANDARD II: POLICY

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

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

The Superintendent . . .

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

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



STANDARD III: BUDGET PLANNING & MANAGEMENT

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

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

The Superintendent . . .

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

NASB STANDARD SUPERINTENDENT EVALUATION

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

STANDARD IV: EDUCATIONAL LEADERSHIP

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

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

The Superintendent . . .

Excellent

The supt. does an outstanding job at this task.

Good

The supt. performs this task as required.

Average

The supt. does an adequate job performing this task.

Fair

The supt. does a passable job performing this task.

Poor

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

Unsure

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

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

NASB STANDARD SUPERINTENDENT EVALUATION

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

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

STANDARD V: ORGANIZATIONAL & CULTURAL LEADERSHIP

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

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

The Superintendent . . .

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

Good
The supt. performs this task as required.

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

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

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

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

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

NASB STANDARD SUPERINTENDENT EVALUATION

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



STANDARD VI: COMMUNITY RELATIONS

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

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

The Superintendent . . .

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

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

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

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

The Superintendent . . .

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

Good
The supt.
performs this
task as
required.

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

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

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

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

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

NASB STANDARD SUPERINTENDENT EVALUATION

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

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

STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

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

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

The Superintendent . . .

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

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

STANDARD IX: STRATEGIC PLANNING

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

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

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



SUPERINTENDENT GOALS

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



Superintendent’s Response:

Superintendent Evaluation Summary

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

The Performance Plan should consist of:

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

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

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



Hay Springs Public Schools

Principal Evaluation

Introduction

The purpose of principal evaluation is to promote continuous professional growth, strengthen instructional leadership, and improve outcomes for every student. Effective school leadership is one of the most significant school-based factors influencing student learning, educator effectiveness, school culture, and organizational success.

The Hay Springs Public Schools Principal Evaluation System is aligned with the Nebraska Department of Education's School Excellence and Educator Development (SEED) framework for school leadership. The evaluation process recognizes that effective leadership extends beyond management responsibilities to include establishing a shared vision, leading continuous improvement, developing staff capacity, fostering a positive culture for learning, ensuring effective operations, and modeling professional ethics.

Principal evaluation is intended to be a collaborative, growth-oriented process that provides meaningful feedback through ongoing dialogue between the superintendent and principal. The process emphasizes reflection, evidence-based decision making, and continuous improvement rather than a single annual event. Multiple sources of evidence—including artifacts, student and school performance data, observations, professional reflections, and progress toward district and school improvement goals—are used to provide a comprehensive picture of leadership effectiveness.

The evaluation process is designed to:

- Support continuous professional growth and leadership development.
- Strengthen instructional leadership that improves student learning and well-being.
- Align individual leadership goals with district strategic priorities and school improvement efforts.
- Promote accountability through clear expectations, measurable evidence, and ongoing communication.
- Foster a culture of collaboration, reflection, and continuous improvement.

The evaluation process is developmental in nature. Its primary purpose is to improve leadership practice and organizational effectiveness through timely feedback, coaching, and professional learning. When concerns regarding employment status or contract renewal arise, separate personnel procedures may be necessary.



Operating Principles

A comprehensive principal evaluation system should:

1. Align with the Nebraska SEED Principal Performance Standards.

Rationale: The evaluation system reflects Nebraska's statewide expectations for effective instructional leadership through the six SEED leadership domains.

2. Focus on continuous growth and improvement.

Rationale: Evaluation is intended to strengthen leadership practice through reflection, coaching, feedback, and professional learning rather than simply judge performance.

3. Center decisions on improved outcomes for students.

Rationale: Effective leadership promotes academic achievement, student growth, equitable opportunities, and the overall well-being of every learner.

4. Emphasize instructional leadership.

Rationale: The principal's most important responsibility is creating the conditions for high-quality teaching, learning, and continuous instructional improvement.

5. Utilize multiple sources of evidence.

Rationale: Meaningful evaluation includes professional observations, student and school performance data, artifacts, stakeholder input, implementation evidence, self-reflection, and progress toward district and school improvement goals.

6. Promote collaboration and ongoing communication.

Rationale: Effective evaluation is an ongoing conversation built on trust, transparency, shared expectations, and regular feedback throughout the evaluation cycle.

7. Support continuous school improvement.

Rationale: Individual leadership goals should align with district strategic priorities, school improvement plans, accreditation requirements, and continuous improvement efforts.

8. Reflect ethical, equitable, and student-centered leadership.



Rationale: Principals are expected to model integrity, professionalism, equity, legal compliance, and advocacy while creating safe, inclusive learning environments where all students and staff can thrive.

9. Recognize leadership as a systems responsibility.

Rationale: Effective principals build organizational capacity by developing staff, strengthening collaborative structures, engaging families and the community, and ensuring effective management of resources in support of student success.

10. Encourage innovation while maintaining accountability.

Rationale: Continuous improvement requires thoughtful innovation, informed decision making, responsible stewardship of resources, and a commitment to measurable results.

Leadership Standards

The Principal Evaluation System is organized around six Nebraska SEED leadership standards:

- 1. Vision for Learning – Establishes and sustains a shared vision focused on high-quality teaching, learning, and student success.**
- 2. Continuous Improvement – Leads systematic improvement through evidence-based decision making and strategic planning.**
- 3. Staff Support & Development – Develops educator capacity through coaching, evaluation, collaboration, and professional learning.**
- 4. Operations & Management – Ensures effective systems, resources, safety, and organizational management that support learning.**
- 5. Culture for Learning – Creates a positive, inclusive, and student-centered environment that promotes academic success and well-being.**
- 6. Professional Ethics & Advocacy – Models ethical leadership, professionalism, integrity, and advocacy for students, staff, and public education.**



Principal Evaluation Performance Frameworks

Vision for Learning: The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.

Continuous Improvement: The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.

Staff Support & Development: The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Operations & Management: The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Culture for Learning: The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.

Professional Ethics & Advocacy: The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

The principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the job descriptors for each standard at a satisfactory level.



Timeline for Principal Evaluation

<u>SUGGESTED TIMELINE</u>	<u>ACTION</u>
Late Spring	1. Principal and superintendent review vision, mission and district goals.
Late Spring	2. Superintendent and principal will review the job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.
Early Summer	3. Principal creates an Action Plan, which is measurable and has timelines. The Action Plans are mutually agreed to by the principal and superintendent.
Early Summer	4. A Professional Growth Plan is developed by the principal to support his/her learning goals and shared with the superintendent.
Prior to the Start of School	5. Evaluation processes and forms are reviewed with new administrators.
Quarterly or Early Winter	6. Principal makes interim reports regarding Action Plan progress.
Quarterly or Early Winter	7. Principal completes a self-assessment of the evaluation form(s) including Action Plans and/or Growth Plan. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent.
Early Spring	8. The official evaluation document(s) is shared, clarified and discussed with the principal. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record.
Early Spring	9. A copy of the final written evaluation form is placed in the principal's personnel folder.



Part #1 - Job Responsibilities and Effective Practices

Vision for Learning: The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.

Indicators:

- a. Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies
- b. Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates how the vision, mission and goals of the school align with those expectations.
- c. Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community
- d. Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff members.
- e. Ensures each student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students
- f. Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs
- g. Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
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Superintendent's Comments:



Continuous Improvement: The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.

Indicators:

- a. In collaboration with the educational community, develops, implements, monitors, and revises a school improvement plan that is aligned with district, state, and federal guidelines and goals
- b. Adopts a systems perspective and promotes coherence among improvement efforts in all aspects of school organization, programs, and services to align with the school's vision, mission, and goals.
- c. Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data.
- d. Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community
- e. In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning.
- f. Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school.
- g. In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement.
- h. Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning.
- i. Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform school improvement efforts

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
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Superintendent's Comments:



Staff Support & Development: The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Indicators:

- a. Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member
- b. Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices
- c. Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed
- d. Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members
- e. Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement
- f. Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student
- g. Mentors emerging staff leaders to build leadership capacity within the school community

Evidence:	<u>Summary Rating</u>
	Standard Met
	Standard Not Met

Superintendent's Comments:



Operations & Management: The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Indicators:

- a. In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school
- b. Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school
- c. Promotes the school as a community center and resource for families and community members
- d. Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and school improvement with the educational community
- e. In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student
- f. Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment
- g. Engages in responsible, ethical, and accountable budgeting and accounting practices
- h. Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment
- i. Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
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Superintendent's Comments:



Culture for Learning: The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.

Indicators:

- a. Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner
- b. Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self
- c. Implements a systematic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student
- d. Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals
- e. Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community
- f. Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systematic instructional protocols and practices that confront and eliminate institutional bias and student marginalization
- g. Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community
- h. Utilizes and promotes the cultural, social, and intellectual resources of the community

Evidence:	Summary Rating Standard Met Standard Not Met
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Superintendent's Comments:

Professional Ethics & Advocacy: The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.



Year: _____

Principal: _____

Indicators:

- a. Places students at the center of education and shares a collective responsibility for each student's academic success and well-being
- b. Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals
- c. Protects the established rights and confidentiality of students and staff
- d. Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement
- e. Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism
- f. Engages in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities
- g. Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect
- h. Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
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Superintendent's Comments:

Part #2 - Overall Summative



Year: _____

Principal: _____

Job Responsibilities	Meets Standard	Does Not Meet Standard
Vision for Learning		
Continuous Improvement		
Staff Support and Development		
Operations & Management		
Culture for Learning		
Professional Ethics & Advocacy		

Significant Achievements:

Areas for Growth:

Principal's Summative Comments:

Superintendent's Summative Comments:

Recommendation for Continuous Improvement:

- _____ Professional Growth Plan
- _____ Action Plans
- _____ New/Modified Job Targets
- _____ Improvement Plan & Remediation Targets

Principal's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Part #3 - Target Goals & Action Plans

List up to 3 significant job targets and measurable outcomes, in the context of the district and building school improvement plans, to be accomplished in the next school year.



Year: _____

Principal: _____

Target	Standard	Outcome & Data Source
		Outcome:
		Data Source:
		Outcome:
		Data Source:
		Outcome:
		Data Source:

Principal's Comments:

Superintendent's Comments:

Signatures:

Principal

Date

Superintendent

Date



Notice of Special Hearing To Set Final Tax Request

Hay Springs Public Schools (81-0003) in Sheridan County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 18th day of, September 2026 at 7:00 o'clock P.M., at Commissioner's Room of the Sheridan County Courthouse for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2025-2026	2026-2027	Change
Property Valuations	238,089,956	248,993,909	5%

2025-2026 Budget Information

2026-2027 Budget Information

Fund	2025-2026 Operating Budget	2025-2026 Property Tax Request	2025 Tax Rate	Property Tax Rate (2025-2026 Request Divided By 2026 Valuation)	2026-2027 Operating Budget	2026-2027 Proposed Property Tax Request	Proposed 2026 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	4,581,303.00	1,959,596.00	0.823049	0.787006	5,177,611.00	2,048,681.00	0.822784	0%	13%
Bond Fund(s) K - 12			0.000000	0.000000	-	-	0.000000	0%	0
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	0%	0
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	0%	0
Bond Fund _____			0.000000	0.000000			0.000000	0%	0
Special Building Fund	612,892.00	50,505.00	0.021213	0.020284	716,903.00	111,111.00	0.044624	110%	17%
Qualified Capital Purpose Undertaking Fund K - 12	70,714.00	71,428.00	0.030000	0.028687	96,187.00	74,698.00	0.030000	0%	36%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	0%	0
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	0%	0
Total	5,264,909.00	2,081,529.00	0.874262	0.835977	5,990,701.00	2,234,490.00	0.897408	3%	14%

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Hay Springs Public Schools (81-0003) in Sheridan County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 21st day of September, 2026 at 7:00 o'clock, P.M., at Cafeteris of the Hay Springs Public Schools for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2024-2025 (1)	2025-2026 (2)	2026-2027 (3)			
General	\$ 4,091,059.00	\$ 3,939,315.00	\$ 5,177,611.00	\$ 813,995.00	\$ 3,920,972.00	\$ 2,048,681.00
Depreciation	\$ -	\$ -	\$ 309,295.00		\$ 309,295.00	
Employee Benefit	\$ -	\$ -	\$ -	\$ -	\$ -	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 182,677.00	\$ 84,888.00	\$ 348,713.00	\$ -	\$ 348,713.00	
School Nutrition	\$ 204,567.00	\$ 154,447.00	\$ 212,571.00	\$ -	\$ 212,571.00	
Bond	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Building	\$ 11,011.00	\$ 54,832.00	\$ 716,903.00		\$ 606,903.00	\$ 111,111.00
Qualified Capital Purpose Undertaking	\$ 66,189.00	\$ 50,000.00	\$ 96,187.00	\$ -	\$ 16,187.00	\$ 74,698.00
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 100.00	\$ 3,536.00	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 4,555,603.00	\$ 4,287,018.00	\$ 6,861,280.00	\$ 813,995.00	\$ 5,414,641.00	\$ 2,234,490.00

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ -	\$ 2,234,490.00	\$ 2,234,490.00