

Learning Community Coordinating Council Meeting Agenda

January 15, 2026 – 6:00 p.m.

1612 North 24th Street, Omaha, Nebraska 68110

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

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

1. Opening the Meeting:

- a. **Call to order:** The regular meeting of the Learning Community Coordinating Council is called to order on January 15, 2026, at _____ p.m.
- b. **Council Mission Statement:** Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.
- c. **Public Notice and Compliance with the Nebraska Open Meetings Law:** Public Notice was published in The Daily Record on January 9, 2026 and on the Learning Community Website.
- d. **Council Roll Call:** Present: _____ Excused: _____ Absent: _____ Quorum: _____
- e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.
- f. **Elections of Officers:**

2. Public Comment: Are there any public comments?

3. Reports:

- 1. Good News Report.
- 2. Chair Report:
- 3. CEO Report:
- 4. Treasurer Report:
- 5. Legal Counsel:
- 6. Foundation:

4. Consent Agenda:

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

- a. Minutes of November 19, 2025, meeting of the Council.
- b. Treasurer's Report – January 2026

Motion: To approve the consent agenda as presented.

First: _____ Second: _____

Discussion:

Moved to vote: Yes ____ No ____ Abstain ____

Motion: passed ____ failed ____

5. Subcommittee Reports:

- 1. Elementary, Learning, and Diversity (ELD) subcommittee:
- 2. Budget, Finance, and Audit subcommittee:
- 3. Legislative and Policy subcommittee:
- 4. Administration and Personnel subcommittee:

6. Programming Update:

- 1. Center Updates
- 2. District Initiatives
 - 1. Ralston Public Schools
 - 2. Millard Public Schools
- 3. Director of Strategic Initiatives

7. New Business:

- **Action Item:** Motion to authorize the CEO to enter ELC programming agreements with Millard Public Schools. The organization is to fund the Behavior Support Team for \$530,000 (Y1: \$106,000; Y2: \$212,000; Y3: \$212,000). Summary Sheet (attached) for the FY 2025/2026, 2026/27, 2027/28. Approval is contingent upon Council approval of authorization of the elementary levy and the fiscal year budgets for each of the above fiscal years of the Learning Community.

Motion: To approve the Action Items as presented.

First: _____ Second: _____

Discussion:

Moved to vote: Yes ___ No ___ Abstain ___

Motion: passed ___ failed ___

Action Item:

- a. Motion to approve the General Fund Budget for the 2025-2026 fiscal year in the amount of \$470,000 calling for a total property tax requirement of \$0 and to recommend the same to the full Council at the next Learning Community Coordinating Council meeting.
- b. Motion to approve the Capital Projects Fund Budget for the 2025-2026 fiscal year in the amount of \$874,000 calling for a property tax requirement of \$1,281,324 plus a 1% County Treasurer Collection Fee of \$12,943 for a total property tax requirement of \$1,294,266.
- c. Motion to approve the Elementary Learning Center Fund Budget for the 2025-2026 fiscal year in the amount of \$1,021,993 calling for a property tax requirement of \$12,891,773 plus a 1% County Treasurer Collection Fee of \$130,220 for a total property tax requirement of \$13,021,993 and to recommend the same to the full Council at the next Learning Community Coordinating Council meeting.
- d. Motion to approve the Research & Evaluation Fund Budget for the 2025-2026 fiscal year in the amount of \$762,542 calling for a total property tax requirement of \$0.

Motion: To approve the Action Items as presented.

First: _____ Second: _____

Discussion:

Moved to vote: Yes ___ No ___ Abstain ___

Motion: passed ___ failed ___

Action Item:

Motion to adopt of the following resolutions.

WHEREAS, Nebraska Revised Statute § 77-1601.02 provides that the Coordinating Council, as the governing body of the Learning Community of Douglas and Sarpy Counties (the "Learning Community"), passes by majority vote a resolution setting the Learning Community's tax requests for its Capital Projects Levy and Elementary Learning Center Levy after holding a public hearing for the purpose of discussing and approving or modifying the Learning Community's tax requests for the 2025-2026 fiscal year;

WHEREAS, such special public hearing was held on January 15, 2026 as required by law to receive and consider public comments regarding the proposed property tax requests of the Learning Community's Capital Projects Levy and Elementary Learning Center Levy, notice of the special public hearing having been given in accordance with Nebraska Revised Statute § 77-1601.02;

WHEREAS, the total assessed value of the property differs from the previous year's total assessed value by 6.56%; the tax rate which would levy the same amount of property taxes as the previous year, when multiplied by the new total assessed value of property would be \$0.014586345 per \$100 of assessed value; the Learning Community proposes to adopt a property tax requests that will cause its tax rate to be \$0.013688323 per \$100 of assessed value for the 2025-2026 fiscal year;

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of Learning Community will increase last year's budget by 4.58% percent; and

WHEREAS, the Coordinating Council, after having reviewed the Learning Community's tax requests for each said levy, and after public consideration of the matter, has determined that the tax requests as listed below are necessary in order to carry out the functions of the Learning Community, as determined by the Coordinating Council for the 2025-2026 fiscal year.

BE IT RESOLVED that the Coordinating Council of the Learning Community hereby sets its Capital Projects Levy property tax request for the 2025-2026 fiscal year at \$1,294,266; and

BE IT RESOLVED that the Coordinating Council of the Learning Community hereby sets its Elementary Learning Centers Levy property tax request for the 2025-2026 fiscal year at \$13,021,993.

BE IT FURTHER RESOLVED that a copy of this Resolution be certified and forwarded to the Douglas County Clerk on or before January 16, 2026.

Motion: To approve the Action Items as presented.

First: _____ Second: _____

Discussion:

Moved to vote: Yes ___ No ___ Abstain _____

Motion: passed _____ failed _____

Adjournment: Meeting adjourned at: _____

Next Meeting – February 19, 2026, at 6:00 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

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

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

UPCOMING LEARNING COMMUNITY EVENTS:

LC Coordinating Council

February 19, 2026, 6:00 p.m.
Learning Community Center of North Omaha,
1612 N. 24th Street, Omaha, NE 68110

Subcouncil #1	TBA
Subcouncil #2	TBA
Subcouncil #3	TBA
Subcouncil #4	TBA
Subcouncil #5	TBA
Subcouncil #6	TBA

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS

- CEO Report
- Treasure Report
- November Mins
- Center Updates North & South
- Avenue Scholars Quarterly Report
- Millard's Proposal

learning community center

OF NORTH OMAHA

402-505-4301

1612 North 24th St
Omaha, NE 68110

Chief Executive Officer
Gerald M. Kuhn, II

COORDINATING COUNCIL OFFICERS

Chair
Sharnell Shelton

Vice Chair
Mark Hoeger

Secretary
Cindy Johnson

Treasurer
Tim Hall

COUNCIL MEMBERS

Achievement Subcouncil 1
David Preston, Jr
Cindy Johnson

Achievement Subcouncil 2
Carol Hahn
Sharnelle Shelton

Achievement Subcouncil 3
Mark Hoeger
Warren Whitted, Jr

Achievement Subcouncil 4
Raquel Dixon Rodriguez
Stephen Bloom

Achievement Subcouncil 5
Douglas Brady
Tonya Ward

Achievement Subcouncil 6
Jason Taylor
Tim Hall

MISSION

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

VISION

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

LearningCommunityDS.org

learning
community
DOUGLAS
SARPY

01.7.2026

CEO Report

I'm pleased to share that our Christmas cards came out great and were sent to all partners; next year, I recommend expanding distribution to all Learning Community staff as well.

We received the quarterly report from Avenue Scholars, which is positive and establishes baseline data for the life of the contract. Avenue Scholars is serving 760 students in total, with 267 under the Learning Community contract. We will continue to monitor progress against these baselines and provide regular updates.

Operationally, we have transitioned from Paycor to NetSuite's SuitePeople, consolidating HR and fiscal functions with a single partner to improve integration, efficiency, and support. In parallel, we are partnering with UNO to provide AI training for Learning Community staff, focusing on practical productivity, responsible use, and data ethics.

On policy, our cleanup bill is moving forward: Senator Andersen plans to introduce legislation that

- (1) applies the 10% cap to executive staff only,
- (2) authorizes the Learning Community of Douglas and Sarpy County to own property, and
- (3) clarifies our authority to partner with organizations to address Section 79-2104(16) of the Nebraska Municipal Charter. We will track the bill's progress and keep the Council informed of any implications for operations and partnerships.

Finally, our Strategic Plan remains on track overall. The accompanying PowerPoint slides will illustrate current progress and how we will address our goals over the next two years. I request the Council's endorsement to include staff in next year's holiday card distribution and to acknowledge the system transition and UNO partnership as part of our capacity-building efforts.

Warm regards,

Gerald Kuhn

Chief Executive Officer

Learning Community of Douglas & Sarpy Counties

	2025-2026 Budget	2 Months Expense	Year to Date Expense	Percentage Year to Date
Rent	\$ 874,000	\$ 138,282	\$ 275,833	31.56%
<i>North Center</i>	\$ 632,000	\$ 98,418	\$ 196,758	31.13%
<i>South Center</i>	\$ 242,000	\$ 39,864	\$ 79,076	32.68%

YTD
Percentage 33.33%

Research and Evaluation	\$ 762,542	\$ 118,757	\$ 312,761	41.02%
MOEC	\$ 50,000			0.00%
MMI	\$ 712,542	\$ 118,757	\$ 312,761	43.89%

Programming				
Parent University	\$ 2,056,785	\$ 287,337	\$ 554,076	26.94%
<i>Wages</i>	\$ 1,322,342	\$ 227,229	\$ 424,003	32.06%
<i>Benefits</i>	\$ 359,143	\$ 18,527	\$ 27,791	7.74%
<i>Other</i>	\$ 375,300	\$ 41,581	\$ 102,282	27.25%

ELC Programming	\$ 16,314,056	\$ 1,702,675	\$ 5,097,777	31.25%
<i>ELC Programs (Districts 1.0)</i>	\$ 1,323,376	\$ 92,000	\$ 901,920	68.15%
<i>Districts 2.0</i>	\$ 2,719,903	\$ 771,000	\$ 1,467,363	53.95%
District 2.0 carryover	\$ 200,000		\$ -	0.00%
<i>Avenue Scholars</i>	\$ 1,374,111	\$ 143,710	\$ 230,397	16.77%
<i>Whispering Roots</i>	\$ 114,290		\$ -	0.00%
<i>D2 Center</i>	\$ 280,000	\$ 67,497	\$ 134,994	48.21%
<i>One World</i>	\$ 3,183,581	\$ 267,604	\$ 708,703	22.26%
<i>Superintendents Plan</i>	\$ 3,870,530	\$ 292,412	\$ 935,745	24.18%
OPS Early Childhood Partnership (Sub 5)	\$ 1,150,705	\$ 68,452	\$ 310,420	26.98%
OPS Early Childhood Partnership (Sub 2)	\$ 1,797,560	\$ -	\$ 408,237	22.71%
Henry Doorly Zoo	\$ 50,000	\$ -	\$ -	0.00%
Workforce Hub (New 2025-2026)	\$ 250,000	\$ -	\$ -	0.00%

Central Admin	\$ 1,759,607	\$ 261,922	\$ 538,467	30.60%
<i>Salaries</i>	\$ 756,847	\$ 151,486	\$ 269,094	35.55%
<i>Benefits</i>	\$ 284,761	\$ 13,315	\$ 19,973	7.01%
<i>Other</i>	\$ 718,000	\$ 97,121	\$ 249,400	34.74%
Marketing/Advertising	\$ 110,000	\$ 9,800	\$ 15,249	13.86%
Legal	\$ 75,000	\$ 7,527	\$ 18,794	25.06%
Insurance	\$ 90,000		\$ -	0.00%
Lobbying	\$ 33,000	\$ 5,167	\$ 10,334	31.31%
Other	\$ 300,000	\$ 60,561	\$ 175,706	58.57%
Technology (computers, website, IT)	\$ 80,000	\$ 9,567	\$ 24,817	31.02%
Travel/Conference	\$ 30,000	\$ 4,500	\$ 4,500	15.00%

Coordinating Council	\$ 60,000	\$ 1,717	\$ 1,851	3.09%
Travel/Conferences	\$ 15,000	\$ 1,671	\$ 1,671	11.14%
Daily Record / Advertising	\$ 2,000	\$ 46	\$ 91	4.57%
Contracted Services	\$ 38,000	\$ -	\$ -	0.00%
Misc	\$ 5,000	\$ -	\$ 89	1.78%

Total Expense	\$ 21,826,990	\$ 2,510,690	\$ 6,226,690	28.53%
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Revenue				
Interest	\$ 500,000	\$ 107,641	\$ 245,014	49.00%
Elementary Learning Center	\$ 12,891,773	\$ 46,712	\$ 504,944	3.92%
Capital Projects	\$ 1,281,324	\$ 4,511	\$ 49,892	3.89%
General Funds	\$ 1,247,000	\$ 155,593	\$ 781,185	62.65%
NCFL Grant - PU	\$ 30,000	\$ 29,900	\$ 29,900	99.67%
Total Revenue	\$ 15,950,097	\$ 344,357	\$ 1,610,935	10.10%

Learning Community Coordinating Council Meeting Agenda

November 19, 2025 – 6:00 p.m.

1612 North 24th Street, Omaha, Nebraska 68110

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

1. Opening the Meeting:

- a. **Call to order:** The regular meeting of the Learning Community Coordinating Council is called to order on November 19, 2025, at 6:00 p.m.
- b. **Council Mission Statement:** Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.
- c. **Public Notice and Compliance with the Nebraska Open Meetings Law:** Public Notice was published in The Daily Record on November 14, 2025, and on the Learning Community Website.
- d. **Council Roll Call:** Present: 10 Excused: Absent: 2 Quorum: X
- e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.

2. Public Comment: Are there any public comments?

3. Reports:

- 1. Good News Report. We heard from two participants about their experiences with The Learning Community (Parent University Program) this past year.
- 2. Chair Report: Gave updates and Acknowledgments
- 3. CEO Report: Spoke about the CEO evaluation with NASB, Partnership with Outlook Nebraska. Senators tour. Bob Anderson would like to sponsor bill to remove the 10% cap. The bill will also mention the learning community to own property. NCFL conference David Preston Jr spoke about his experience, Stephen Bloom spoke about his experience.
- 4. Treasurer Report: Short & sweet, 2 months in and the percentages are all tracking.

5. Legal Counsel: No report
6. Foundation: the consensus is rather asking for money we will have public private partnership. If we have a hub school the foundation would donate straight to the district. Opportunity for both national dollars and federal grants. Mentioned meeting with sam meisels one of the founders of early childhood education in the United States. He will be consulting us.

4. **Consent Agenda:**

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

- a. Minutes of October 16, 2025, meeting of the Council.
- b. Treasurer's Report – November 2025

Motion: To approve the consent agenda as presented.

First: Whitted Jr Second: Bloom

Discussion: N/A

Moved to vote: Yes X No _____ Abstain _____

Motion: passed X failed _____

VI. **Subcommittee Reports:**

- a. Elementary, Learning, and Diversity (ELD) subcommittee: we have a presentation from Millard behavioral program.
- b. Budget, Finance, and Audit subcommittee: Nothing to report.
- c. Legislative and Policy subcommittee: Warren and Gerald met with Kent Rogert. The meeting was productive, and we are making progress. Discussed deliverables that would be nice to add to Kent's task.
- d. Administration and Personnel subcommittee: continuing the handbook renewal. The committee being invited to the conference in June with SHRM.

VII. **Programming Update:**

- a. Center Updates: started to invite new hires so that they can see what is being done during the meeting. North Omaha center- annual boo bash 61 families and 160 children attended. Molina healthcare bought boxes of produce for families. All staff are finishing up training. South center 4 people completed/passed GED exam. College prep 18 parents and 43 kids. A lot of excitement at the south center esl

program and complete then they turn around and get hired at the learning community center. 30 % of participants. Offutt has service languages; our senator Bob Anderson will be able to facilitate setting up a way for individuals from Offutt to come in and support service learning and or mentorship. The learning community once had a contract with project harmony which ended. There was an issue of having no therapist that spoke different languages. This partnership would benefit language services and bring back mental health initiatives.

- b. Partner Updates: D2 Center- wanted to highlight a few updates- Hired PT outreach specialist.
- c. Director of Strategic Initiatives: Monica spoke about the town hall meeting, the “we are learning community booklets”, Community advisory board that will assist with Strengthening community connections.

VIII. **New Business:**

- a. CAP Plan 2026-2029

Action Item: Motion to approve the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2026–2029 and recommend for consideration of the Nebraska State Board of Education

Motion: To approve the CAP plan as presented.

First: Whitted Jr Second: Hahn

Discussion: N/A

Moved to vote: Yes X No Abstain

Motion: passed X failed

- b. MMI Learning Community Evaluation Report 24-25: did a presentation
- c. Millard Behavioral Program Initiative: did a presentation

Adjournment: Meeting adjourned at: 8:30 pm

Next Meeting – January 15, 2026, at 6:00 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

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Subcouncil #1	TBA
Subcouncil #2	TBA
Subcouncil #3	TBA
Subcouncil #4	TBA
Subcouncil #5	TBA
Subcouncil #6	TBA

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS

- CEO Report
- Treasure Report
- September Mins
- CAP Plan -Via email
- MMI Learning Community Evaluation Report 24-25
- Millard- Behavioral Program Initiative
- Centers Update

Learning Community center of North Omaha Monthly Report

11/13/2025-12/19/2025

General Information

- ENCAP, which is a non-profit organization that provides anti-poverty programs and essential services to low-income families in Douglas and Sarpy County visited NCCNO to discuss their match savings program and how we can refer participants. They also shared information regarding the financial literacy courses they are piloting at the Heart Ministry. Dr. Santos expressed interest. Discussions continued electronically with Nicky Clark through December. We will meet in January to set dates and times that we will offer the Financial Literacy workshops that meet every other week for 1.5 hours over the course of 3 months and can include up to twelve participants.
- U Reimagined Counseling Services met with Nayeli and Dr. Santos to discuss providing mental health services for our participants that currently qualify for Medicaid. We have a follow up meeting in the first week of January 2026 to move forward with a pilot for implementation.
- The Bridget Project met with Dr. Santos and Ms. Shannon (Annette), our Family Engagement Manager, to discuss their program specifics and how we can refer our participants to their programs. The Bridge Project is an unconditional cash transfer program for pregnant moms.
- Outlook Nebraska which is a non-profit that provides employment and support to children and adults who are blind or visually impaired visited LCCNO and met with Dr. Santos and the Executive Team for a Tour and discussed how we can support each other in the work we do.
- Dr. Santos met with Natalie Kingston from Douglas County Health Department and Anna Curry from Whispering Roots on 12/5/2025 to discuss offering Cooking Demonstrations and Cooking classes which differ from Our Whispering Roots Culinary Advancement Program.
- Dr. Santos met with Manel from the North Omaha Collective Inc to share information about both programs and how we can partner to meet the needs of our participants and the entire North Omaha community. She set up a time for Dr. Jones, our Curriculum Manager, to visit the North Omaha Collective Inc., to meet with Manel and discuss course opportunities we can offer at LCCNO.
- The UNO Developmental Psychology Class finished their service-learning project with our Karen families at LCCNO. This semester they trained our families and their children in Supporting Your Child's Development. This partnership will continue each fall.

- 21 Participants (3 families) attended The Omaha Symphony Christmas Celebration on 12/11/2025. We were blessed with free tickets due to our partnership.
- We had a Pact Event “Story Time with Santa” on 12/19/2025 from 4:30-6:30.
- Liberty Elementary School Spanish Speaking families and their young children visited LCCNO for a tour and panel discussion on 12/1/2025. They learned more about our program, courses we offer, received a participant perspective.
- School Visit: Liberty-Monday 12/15 @ 9am
- School Visit Coffee with Principal and Parents-Sherman—Friday 12/12 @ 9am
- LCCNO Staff received the Prime-Time Reading Grant and will begin offering 6-week programming for children and families 0-5 beginning on February 10th.
- A longtime partner, Gwen Foxall and her team also received the Prime-Time Reading Grant to be held in partnership with our programming and will begin offering the 6-week programming for children and families 6-10 on February 10th.

Photos-Omaha Symphony



Story Time with Santa



Comprehensive Participants Today: 112

Comprehensive Participants Current Evaluation Year (since July 1st): 138

Comprehensive Participants Children Today: 183

Comprehensive Participants Children Current Evaluation Year (since July 1st): 183

- The LCCNO offers programming Monday through Thursdays from 9:00am-12:00pm, 12:30pm-3:00pm, and 5:00pm-8:00 p.m. Friday offerings have been scheduled for the Spring 2026 Semester as well as Saturdays. Stay Tuned
- Interactive Parent/Child Programming:
 - Home Visits are scheduled every 3-4 weeks.
 - Circle of Security Spanish Parenting Classes
 - Parent/Child Violin Classes provided through the String Sprouts Class for our children and the community.
 - PACT Opportunities
 - Omaha Symphony 21 tickets (3 families attended)
 - Storytime with Santa (awaiting numbers)
- Adult Programming:
 - ESL for Parents 6 cohorts
 - GED for Parents 1 cohort off site at insert site
 - Parent Workshops included:
 - Circle of Security Spanish (LCCNO Staff)
 - We saw a drop in attendance due to the government shutdown and many participants having to find work during times they previously attended classes and during the holiday season.
- Child Learning Programming during Adult Programming:
 - Regular Programming for children 0-kindergarten

Staff Training

- DEI Training with the Learning Community
- NCFL: Family Engagement Activities to Go on 11/14/2025.
- InfiNet: Cyber Security and Security Awareness Training on 11/24/2025

Success Stories

- One of our participants, Patinde, has been studying to attain her CNA while also attending our ESL classes. Her infant son attends our early learning classrooms while she is attending these classes. She passed her CNA exam! She is now starting a new position where she is better able to support her family financially and continues to attend our ESL classes, PACT Time Events, and engagement events. We are so proud of her!
- One of our participants successfully completed the ENCAP Savings program for 2024-2025.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

11/14/2025 – 1/05/2025

General Info

- Thanksgiving and Winter Wonderland family events at both locations, daytime and evening, with great attendance
- Evening program held parent/teacher conferences (focused on parents and child progress) for groups in November and December.
- Omaha Performing Arts provided 20 tickets for Disney's Frozen concert at the Holland Center through their Ticket Access Program; 6 families attended the show.
- Two more LCCSO participants passed their GED exam in December.
- Child Learning (toddlers/preschoolers) successfully hatched quail eggs in class!
- ESL classes went on a field trip to UNO as part of a service-learning project, where LCCSO parents visited an art exhibit with their children and engaged with UNO students for conversation practice.
- Creighton English class visited the LCCSO's ESL classes for more conversation practice.
- Met twice with the Visiting Nurses Association to talk about how we can partner to refer to each other's programs in a seamless way
- Two past participants (one child and one parent graduate) passed away, and some staff attended funeral.
- Presented about the LCCSO to the OneWorld board of directors.
- Most LCCSO staff attended the data walk to learn more about our evaluation and results and where they play a part in the data tracking process.
- Many LCCSO staff attended the Learning Community's holiday party
- The Nebraska Diaper Bank conducted its annual site visit at the LCCSO. Each LCCSO participant with children needing diapers is offered free diaper packs once a month.
- Carolina Ibarra Nielsen won a OneWorld Values Award for "Compassion" and was honored at an all-staff event at OneWorld.
- One of our Social Assistance Navigators graduated with her Master of Social Work degree.
- Two LCCSO pregnant participants were referred to and selected for a three-year, monthly financial assistance program through the nonprofit The Bridge Project.
- Recruited at Bancroft family events like literacy night, music program, and winter program.
- Presented the Learning Community with a OneWorld Milagro award!

Center Programming

The LCCSO offers programming Monday – Thursday from 9 am-12 pm, 12:45 pm - 3:45 pm, and from 5 pm-8 pm. Friday programming is from 9 am-12 pm and 12:45 pm-3:45 pm. Saturday programming is offered at least once a month and lasts between two to six hours.

- **Interactive Parent/Child Programming**
 - Omaha Symphony visited to play holiday music for the families and engage with the children by showing instruments up close
 - Family Reading Program at Bancroft Elementary offered in English and Spanish
 - Kindergarten Readiness program offered at Bancroft
 - Home visits are scheduled approximately every three to four weeks
 - College Prep for Families program
 - Parent/child violin classes through Omaha Conservatory of Music for 4 classes of kids
 - Bancroft Fall Family Day
 - Thanksgiving Family Day (daytime, center)

- Winter Wonderland Family Day (daytime and evening program at center)
- Winter Wonderland Family Day (Bancroft)
- Families attend shows at Holland Center (Dia de los Muertos and Disney's Frozen)
- Parent Programming
 - ESL for Parents: 15 cohorts
 - GED for Parents: 3 cohorts
 - Parent Workshops included:
 - Intro to Finances (Lending Link)
 - Community Café (LCCSO participants hired by The BRIDGE) -
 - Bienvenidos mental health program (LCCSO staff with UNMC)
 - NCFL Parent Leadership program (2 LCCSO staff)
 - Love & Logic (LCCSO staff)
 - Circle of Security (LCCSO staff and Child Saving Institute) -
 - Nurturing Parenting (LCCSO staff) -
 - Workforce Development parts 1 and 2 (LCCSO staff)
 - Typing Club (LCCSO staff)
 - Digital Literacy classes (LCCSO staff) -
 - OneWorld Patient Leadership Group (OW senior leader)
 - Civics and Literacy (LCCSO staff)
- Child Learning programming during parent classes
 - Regular programming for children aged 0-5
 - Lil' Rosies Storytime through the Rose Theater twice a month
 - Opera Omaha Storytime and child-focused programming
- Community Childcare training/coaching for South Omaha childcare providers
 - 16 childcare providers receiving weekday coaching and Saturday trainings/collaboration meetings

Staff Training

- New Supervisor Training (Instructional Manager)
- Inside Out Learning – UNL Extension (LCCSO Evening Program Manager)
- DEI Training with Learning Community (LCCSO management)
- OneWorld Leadership Growth Series (LCCSO management)
- Transformational Leadership training with the Learning Community (LCCSO management)
- Growing Great Kids Birth to 36 months training (Family Engagement Manager)
- Conscious Discipline trainings (all Child Learning providers and other LCCSO staff)
- Infant CLASS Training for future certification (Early Childhood Coach)
- Child Development Associate study (LCCSO Program Manager)
- Raising Resilient Teens in the Digital Age training (Family Engagement Team)
- Creating Literacy Rich Experiences in Early Childhood Program (Child Learning)

Success Stories

Mauricia has been a participant at the LCCSO for almost a year now. During a home visit with her Educational Navigator, she expressed concerns about her two-year-old. Mauricia shared that the child was not talking, which increased her fear of a potential speech delay. The Educational Navigator helped the parent refer to the Early Development Network, and they evaluated the child. The child was not accepted into the program because the evaluation results were expected and showed no signs of delay. Mauricia was still concerned about this, so the Educational Navigator and Mauricia began working with the child on language. Mauricia started role-playing, asking open-ended questions, letting the child explore, and having frequent conversations with him. During the most recent

home visit, her Educational Navigator noticed a significant change in the child's development. The child was naming colors and letters and asking questions. Mauricia shared that he is more talkative now and that all the support she received from the LCCSO helped, such as coming to the children's learning room to share with other children, having home visits for additional support, and being referred for assistance. Mauricia expressed gratitude and happiness for being part of the LCCSO.

- *Submitted by Patricia, Educational Navigator*

Our Group 3 morning preschool classroom is working with KidSquad to help with challenging behaviors that affect the whole classroom. V is a little girl who has consistently had a hard time following expectations. Every class, at snack time, she only wants the pink plate. Sometimes it's available and sometimes it's not. Through our work with KidSquad, the teachers and the Consultant came up with a plan: they would give the child two other options when the pink plate wasn't available, let her choose, and then name and validate any emotions she had when the pink plate wasn't available. After about 3 classes, when she was told the pink plate wasn't available, she didn't bat an eye and accepted the plate she was given.

- *Submitted by Carolina, Program Manager*

December 16, 2025

Gerald M. Kuhn, II
The Learning Community of Douglas and Sarpy Counties
1612 N. 24th Street
Omaha, NE 68110

Subject: 2025-2026 Quarter 1 Grant Report Submission for 9/1/2025-11/30/2025

Dear Mr. Kuhn,

I am pleased to submit Avenue Scholars' quarterly grant report for your review. This report outlines our recent progress, number of students served, services provided, and outcomes of the program aligned with our shared mission to improve student attendance and academic outcomes, steer high risk kids in a direction that avoids "unnecessary involvement" with the juvenile justice system, reduces excessive absenteeism to decrease high school drop-out and unemployment rates, and invests in education and career development with a focus on families in financial need in the school districts within Douglas County and Sarpy County. We sincerely appreciate your ongoing partnership and investment in creating meaningful opportunities for youth in need within our community.

We are excited to share progress made in the first quarter of 2025-2026. Please feel free to reach out with any questions or requests for additional information.

Sincerely,



Catie Dagle
Chief Operations Officer

Avenue Scholars
Learning Community of Douglas and Sarpy Counties Quarterly Report
Quarter 1 2025-2026
9/1/2025 to 11/30/2025

Scholars Served and Demographics

The Learning Community of Douglas and Sarpy Counties' target population are students who face challenges in the educational environment due to factors such as poverty. Below is the updated demographics for the 2025-2026 program year.

Participants by Race, Fall Enrollment 2025-26

American Indian or Alaskan Native: 1%

Asian: 3%

Black or African American: 19%

Hispanic: 32%

Multiracial: 16%

White: 29%

**Excludes students for whom race was unreported.*

Gender, Fall Enrollment 2025-26

Female: 53%

Male: 44%

Non-binary: 3%

Participants by Industry Sector, Fall Enrollment 2025-26

Business: 18%

Education: 5%

Healthcare: 36%

Information Technology: 6%

Skilled Trades: 22%

Transportation: 13%

Note: At Avenue Scholars, we intentionally refer to our students as *Scholars* to reflect their potential, purpose, and promise. You will see this term used consistently throughout the report.

Schools Served

Avenue Scholars serves Scholars in the agreed upon schools during the 2025-26 term of the agreement. The following schools were determined:

Millard Public School District: Millard North High School

Westside Community School District: Westside High School

Omaha Public School District: Omaha South High School and Omaha Westview High School

Bellevue Public School District: Bellevue West High School

Elkhorn Public School District: A combined cohort of Scholars from its three high schools.

Participant numbers by school:

School	# of Scholars
Bellevue West	29
Elkhorn	23
Millard North	52
Omaha South	54
Omaha Westview	55
Westside	54

Program Participation Highlights

The 2025-2026 school year is off to a strong start. Avenue Scholars is serving a total of 760 Scholars, of which 267 fall under the Learning Community contract. In partnership with Career Coaches, Scholars have completed 249 Career Plans during this reporting period. Work-Ready Skill attainment ranges from 70% to 97%, with an average achievement rate of 85%. Employment rates for Scholars in their junior year of high school are 52% and for seniors, they are 73%.

Avenue Scholars' Explore 1000 course is a dual enrollment college course in partnership with Metropolitan Community College (MCC), typically taken by senior-year students. Through this course, 39 Scholars explore career paths in Avenue Scholars' six high-demand career pathways, develop work-ready skills, and earn college credit in a supportive environment with their high school Career Coach as the instructor, preparing them for high-demand careers. Note this number is lower this year because Bellevue West and Elkhorn only have juniors and Omaha Westview and South have seniors, but they are completing junior year curriculum as it has the bulk of the career preparation material that Scholars need prior to their senior year of deeper career understanding and skill attainment. Through a variety of methods, students learn introductory concepts and practices of interdisciplinary study, including inquiry, critical thinking, and problem-solving. Students apply techniques for analyzing information, solving problems, and communicating results while learning about academic and personal self-discovery and applying academic strategies. Students explore and choose a specific career pathway, identify how it aligns with their individual goals, and examine how various disciplines address societal needs or challenges. Students also develop a sense of purpose and connection, positive social and academic behaviors, and engagement with the college and community.

Through three mock interview events held this fall, Scholars are developing skills to be more competitive in the interview process. Mock interviews provide Scholars with a structured, supportive environment to practice presenting professionally, receive real-time feedback, and build confidence. They help Scholars refine their communication, understand employer expectations, and articulate their strengths and career goals. These events also leverage our strong relationships with business partners. Employers who participate gain early exposure to emerging talent, the opportunity to build connections with promising candidates, and insight into the strengths and interests of future workforce members. This experience creates a mutually beneficial relationship in which Scholars deepen their readiness for employment and business partners strengthen their talent pipeline while contributing to community growth.

From September through November, Avenue Scholars delivered 28 Career Awareness events that engaged 167 Scholars. These on-site visits with local business partners take Scholars behind the scenes for tours and hands-on activities, allowing them to learn directly from industry professionals. The interactive experiences spark interest, build confidence, and often lead to valuable contacts for future internships and employment. Examples include visits to MCL Construction and Valley Corp in alignment with the Skilled Trades Pathway; Truck Center Companies and Mad Hatter Auto Repair for Scholars in the Transportation Pathway; classroom experiences in a local middle school and time at Westside EDD and Club 66 for Scholars in the Education Pathway; and QLI for Scholars in the Healthcare Pathway, where they learned foundational skills such as taking blood pressure.

Avenue Scholars coordinated a DMV Day and 13 Scholars participated, with five obtaining their Learn's Permit, three obtaining their Provision Operators Permit, and the remaining five attempting either their permit or license but did not pass. Obtaining a license is an essential step toward employment readiness and long-term self-sufficiency, and those who were unsuccessful will be encouraged to participate again in the spring. This event is unique as it reduces common barriers such as transportation and scheduling due to the limited DMV times and locations available for individuals to take their permit or driving tests. Prior to this event, Scholars completed coursework in their classroom to better understand each step of the process, help them understand state requirements, and learn where to access materials to prepare for the written exam. Obtaining a driver's license not only increases Scholars' mobility and independence but also opens access to a broader range of job opportunities, internships, and postsecondary programs that require reliable transportation. This investment in driver education directly supports their ability to secure and maintain employment.

Two Personal and Professional Development Workshops reached 22 Scholars, providing targeted support in building essential life and career skills. These workshops focused on communication, self-management, goal setting, workplace expectations, and help foster a greater sense of community bringing participants from schools around the city to meet and interact with one another. Scholars had the opportunity to reflect on their strengths,

practice new skills, and engage in activities that build confidence and readiness for future employment. The workshops, referred to as Flourish and Men of Standard, are designed to equip Scholars with the personal and professional competencies that contribute to long-term success in school, work, and life, and build peer connections.

Bellevue East requested to join Avenue Scholars as one of our expansion schools to begin a junior class in the 2026-27 school year. The final expansion school has a soft commitment and will finalize in January 2026. More details will be provided in next quarter's report.

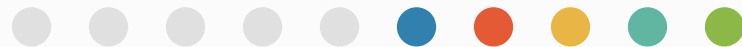
Recruitment is wrapping up for the class of 2028 with schools on target to seat 25 per class. Final numbers will be available in next quarter's report.

Basic Data

Schools with programming in 2025-26							
	Bellevue West	Elkhorn	Millard North	Omaha South	Omaha Westview	Westside	Grand Total
Junior Participants	27	23	25	28	30	27	160
Senior Participants	2*	0	27	26	25	27	107
Grand Total	29	23	52	54	55	54	267
Students recruited to start the 2026-27 School Year	NA	NA	NA	NA	NA	NA	
Anticipated enrollment for 2025-26 School Year							
Career Plans Completed	29	23	47	52	54	44	249
New Recruit Intake Meetings	NA	NA	NA	NA	NA	NA	NA
Work Ready Skill Attainment	97%	70%	85%	94%	85%	80%	85%
Juniors Employment Rate during 2025-26	52%	52%	52%	39%	53%	63%	52%
Seniors Employment Rate during 2025-26	NA	NA	85%	58%	64%	85%	73%
Employment Rate Total:	52%	52%	69%	48%	58%	74%	59%
Dual Credit Enrollment**	0	0	15	0	0	24	
Dual Credit Earned	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	
Average of credits attempted versus earned	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	
Number of graduates	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	
Percent On Track to Graduate (based on Coach eval)	100%	91%	89%	98%	96%	100%	96%
School Day Attendance Rate	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	No Data at time of Report	
*Bellevue West requested two specific seniors to join the Junior class. For all other data they are included with the juniors in this report.							
**Avenue Scholars-sponsored Explore 1000 credit							

Program Participation by School

Schools with programming in 2025-26								
	Number of Events	Bellevue West	Elkhorn	Millard North	Omaha South	Omaha Westview	Westside	Grand Total
Mock Interviews	3	*	*	*	*	*	*	
Career Awareness	28	27	21	13	38	42	26	167
Avenue Scholars Internship Fair Participation	0	*	*	*	*	*	*	
Internship Applications Completed	*	*	*	*	*	*	*	
Interns Hired	*	*	*	*	*	*	*	
Personal and Professional Development Workshops	2	0	1	0	6	14	1	22
DMV Day	1	4	0	2	3	0	4	13
Avenue Scholars Summer Boot Camp	*	*	*	*	*	*	*	
Summer Social Event Attendance	*	*	*	*	*	*	*	
Certifications Earned	*	*	*	*	*	*	*	
*Data will be available in future reports								



Millard Public Schools

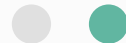
Behavior Support Team Proposal





Why?

- Why do we need to think systematically, strategically, and outside of the box on behavior?
 - Schools are experiencing more extreme student behaviors.
 - Buildings lack teams solely dedicated to supporting behavior and developing systems to address behaviors.
 - This is a metro and statewide issue that no one has yet to figure out.
 - This is on the radar of the Legislature and is priority of the Governor and other political groups.
 - The goal is to keep students in the classroom where they can be most successful as learners.



School

All

10,920

Total Incidents

3715

Number of Offenders

Select all

Major

Minor

4,987
Majors5,933
Minors

Staff

All

Grade

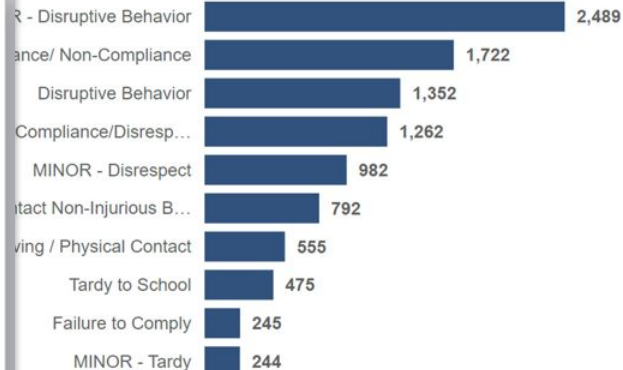
All

Incident Date

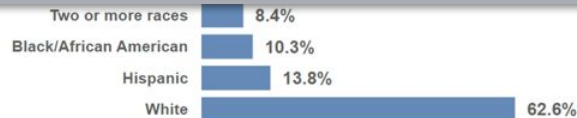
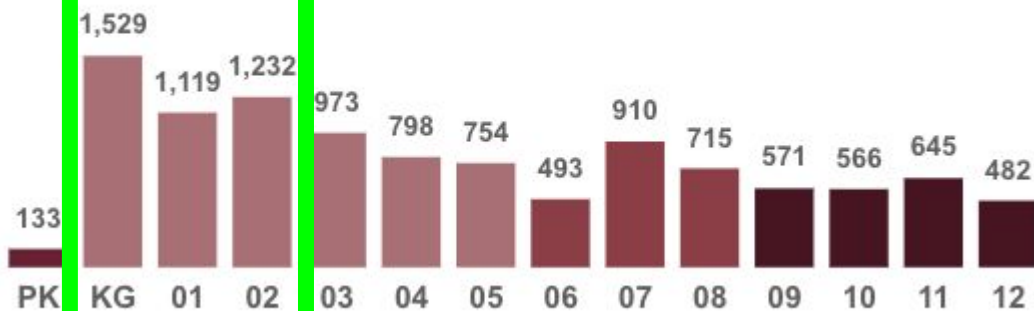
7/18/2025

10/23/2025

Top 10 Violations



Grade



Last 30 Days

2,648

Majors

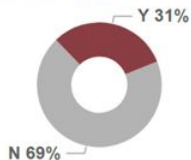
2,990

Minors

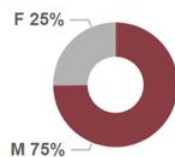
10/13/25 12:06 AM

Data Refresh Date

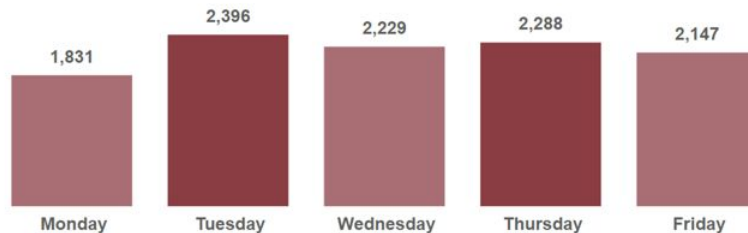
Special Education



Gender



Day



Whack-a-Mole

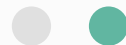




Proof of Concept

Behavior Support Team

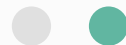
- Behavior Facilitator (Certified Educator)
- Behavior Support Specialist (Paraprofessional)
- Behavior Support Specialist (Paraprofessional)
- Behavior Support Specialist (Paraprofessional)





Functions of the Team

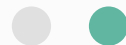
- The team works with targeted students on behavior in a building.
- Problem solving.
- Build system-wide support.
- Individualized coaching support.
- Data analysis.
- The Behavior Facilitator reflects on, and adjusts, the plan with the team
- Ultimately, the team gradually release responsibility to the building and staff so they can fade support, approximately 9 weeks.





Goals and Outcomes

- Teach self-regulation strategies to students and co-regulation strategies to adults systematically across the district.
 - Transition from “saferoom” seclusion practice to self-regulation.
- Build systems that are focused on **connections** with students vs. relying on behavior **compliance**.
- Increased access to instruction.
- Provide coaching and support on behavior skills and practices to staff.
- Develop positive climate and culture.
- Proactively build systems of support to address changing demographics vs. reactively responding during crisis.
- Grow capacity of schools to develop systems to meet the needs of students with the most significant behavioral challenges—ensuring that these students remain in learning environments where they can thrive.





What it looks like

- It is very hard for buildings to make change without some external resources, time, and coaching support.
- The Behavior Team goes to a building for approximately 9 weeks and in partnership with the building helps build better systems to deal with complex behavior.
- The Behavior Support Team stays in the building for approximately 9 weeks to provide necessary support to implement the changes and build capacity.
 - Providing:
 - Coaching
 - Behavior support
 - Data analysis and reflection
 - Strategic thinking
 - Resource alignment





Early Results

- We are seeing some early success in the locations we have tried this approach.
 - Anecdotally, very popular with our principals.
 - They feel they have better systems in place to support students and staff with difficult behaviors with a decrease in time spent out of class for students.
- We have tried this in a few buildings with success.
 - This shows the model can scale to other buildings and could scale to other districts.





Proposal - add an additional behavior support team

Behavior Support Team Structure and Cost with Benefits

- Behavior Facilitator (certificated staff member with 20 additional contract days) = \$110,000
 - Behavior Support Specialist (paraeducator) = \$34,000
 - Behavior Support Specialist (paraeducator) = \$34,000
 - Behavior Support Specialist (paraeducator) = \$34,000
 - Total = \$200,000 - \$250,000 annually
-
- We will continue paying for one team and with your support scale it up to a district model
 - This model is replicable and could be support offered to districts through the Learning Community.
 - We would like to secure a three-year commitment.
 - We would be happy to report to the council periodically on our progress.
 - Share with others in the metro and across the state about the model.





Timeline

- Council approval at November meeting?
- Hire Facilitator and Behavior Support Specialists to begin at semester.
- Training would happen in January, 2026.
- The team would be ready to support buildings in mid-January / early February.
- We would conduct a data review at the end of the year, you would be welcome to attend





LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

District Initiatives Proposal

PROPOSAL			
Summary			
Electronic File Name:	Proposal 2025/2026 – 2027/2028_LearningCommunity_ District Name		
School District:	Millard Public Schools		
Program Name:	Behavior Support Team		
Program Category	<input type="checkbox"/> Early Childhood Education <input type="checkbox"/> Early Literacy Intervention <input type="checkbox"/> Instructional Coaching <input type="checkbox"/> Attendance Intervention <input checked="" type="checkbox"/> Other: Behavior		
Amount Requested:			
Sub council: (choose all that apply)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6		
Program Start Date:	1/6/2026	Program End Date:	5/22/2028
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$530,000
Supporting Documents:	<input checked="" type="checkbox"/> We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute.		
	<input checked="" type="checkbox"/> On Attachment B, please provide the budget summary and salary per staff		
Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right. Please limit response to 300 words or less in the space below.		<p>Schools across the metro and statewide are experiencing increasingly intense student behaviors, and most buildings lack dedicated teams to address these challenges. This issue has gained significant attention from the Legislature, the Governor, and other political leaders. To meet this moment, we must think systematically, strategically, and creatively about behavior support.</p> <p>The primary goal is to keep students in classrooms where they can be most successful. This plan will develop a Building Support Team to support behavior in our elementary buildings. The team works directly with buildings to support targeted students, strengthen adult capacity, and build sustainable systems. This includes problem-solving with school teams, providing individualized coaching, conducting data analysis, and teaching self-regulation</p>	

	<p>strategies to students and co-regulation strategies to adults.</p> <p>Behavior Facilitators collaborate with staff to reflect on and adjust plans, gradually releasing responsibility back to the building over approximately nine weeks. This model ensures long-term ownership and reduces reliance on external support.</p> <p>A key focus is shifting from outdated “saferoom” seclusion practices toward proactive self-regulation and relationship-centered systems. By emphasizing connection rather than compliance, schools increase students’ access to instruction, improve climate and culture, and reduce crisis-driven responses.</p> <p>Ultimately, the Behavior Support Team helps schools build the capacity to meet the needs of students with the most significant behavioral challenges, ensuring they remain in learning environments where they can grow and thrive.</p>
Contact Information	
Name and Title:	Todd Tripple, Assistant Superintendent for Educational Services
School District:	Millard Public Schools
Email:	tetripple@mpsomaha.org
Phone:	402-715-8306

1. Principle: Educational Need (Attachment A)

Educational Need: Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

Need is determined on a case-by-case basis depending on the severity of individual student behavior. Building administrators will reach out to the Behavior Support Team to request support.

2. Identified Educational Need

Please describe the educational issue, challenge, or systemic concern currently observed within your district. The response should be grounded in quantitative and/or qualitative data, district assessments, or documented community needs. (Limit: 300 words)

Our district is experiencing a significant increase in challenging student behaviors, particularly at the kindergarten, first, and second-grade levels. District behavior data show that these three grade levels account for the highest proportion of behavior incidents, indicating a clear developmental and systemic need. Qualitative observations from principals, teachers, and support staff confirm that many of our youngest learners lack foundational self-regulation skills, which directly affects their ability to remain in the classroom and engage in instruction. Without early, explicit teaching of self-regulation and co-regulation strategies, these behavioral challenges often persist and intensify as students progress through school.

This concern is not unique to our district; schools across the metro and statewide are reporting more extreme behaviors, and many lack dedicated teams focused on building behavior systems and supporting staff. The issue has risen to the attention of the Legislature, the Governor, and other policy groups, further underscoring its urgency and the need for innovative, strategic solutions.

Currently, most buildings rely on reactive approaches that address behavior after it escalates, often resulting in lost instructional time. By contrast, the development of a dedicated Behavior Support Team enables the district to approach this challenge proactively. The team's work centers on building systems of support, coaching staff, and keeping students in classrooms, the environment where they learn best.

Addressing early-grade behavior needs systematically and strategically is essential for long-term success. By focusing on early intervention and equipping schools with consistent structures and support, the district can reduce behavior incidents over time, improve school climate, and ensure that all students, especially those with the greatest needs, are able to thrive academically and socially.

3. Proposed Strategic Response

Outline the intervention or strategy your district proposes to address the identified need. Specify the target population(s), delivery method, staffing approach, duration, and any partnerships or infrastructure involved in implementation. (Limit: 300 words)

To address the significant increase in early-grade behavior challenges, the district proposes deploying a Behavior Support Team designed to build proactive, sustainable systems of student support. The intervention will primarily target elementary, where behavior incidents are most concentrated, while also strengthening the capacity of all building staff.

Staffing Approach:

The team consists of:

- 1 Behavior Facilitator (certified educator),
- 3 Behavior Support Specialists (paraprofessionals).

Delivery Method:

The team partners with a school for approximately nine weeks, working intensively with targeted students and staff. During this period, the team provides:

- Direct behavior support and intervention for students.
- Explicit instruction in self-regulation strategies.
- Coaching for adults in co-regulation, preventive practices, and behavior skill development.
- Data analysis to inform decisions and monitor progress.
- Collaborative problem-solving and resource alignment.

The Behavior Facilitator leads professional learning, monitors implementation, and reflects with the building team to adjust strategies. Over the nine weeks, the team gradually releases responsibility to school staff, ensuring the systems remain sustainable.

Goals and Outcomes:

This intervention aims to:

- Transition buildings from reliance on “saferoom” seclusion practices toward self-regulation-based systems.
- Build structures centered on relationships and connection, not compliance.
- Increase student access to instruction by reducing reactive, crisis-based responses.
- Strengthen school climate and culture.
- Proactively respond to changing student needs across the district.
- Grow long-term building capacity to support students with the most significant behavioral challenges.

Infrastructure and Partnerships:

Implementation involves collaboration with building leadership, school psychologists, counselors, and instructional support teams. This coordinated approach ensures alignment with districtwide expectations and provides buildings the external expertise, coaching, and time needed to make lasting change.

Through this model, schools develop the systems necessary to keep students in learning environments where they can thrive.

4. Evaluation Framework

Describe the process your district will use to evaluate the effectiveness of the proposed strategy. What is the baseline or current condition? What measurable outcomes are anticipated? What indicators, tools, or benchmarks will be used to determine progress and impact over time? (Limit: 300 words)

3 | Page

The district will use a data-driven, continuous-improvement process to evaluate the effectiveness of the Behavior Support Team intervention. The evaluation will begin with baseline discipline data, specifically the Major and Minor infractions collected in real time through the district's data management system. Current baseline trends show that kindergarten through second grade account for the highest number of infractions, reinforcing the need for early intervention and systematic support.

Measurable Outcomes

The district anticipates the following quantifiable results:

1. A decrease in K–2 Major and Minor discipline infractions logged during and after the Behavior Support Team's involvement in a building.
2. A reduction in the number of requests for Behavior Support Team deployment over time, indicating strengthened building capacity and improved internal systems.
3. Increased student access to instruction, measured through fewer classroom removals and reductions in time spent out of class due to behavior.

Indicators, Tools, and Benchmarks

Progress will be monitored using:

- Major/Minor Infraction Data: Tracked in the district's data warehouse and reviewed weekly to assess trends before, during, and after the nine-week support window.
- Building Reflection and Problem-Solving Notes: Providing qualitative insight into system improvements, staff confidence, and the effectiveness of coaching.
- Request Frequency for Team Support: Monitored semester-by-semester to determine whether schools are developing the capacity to sustain systems independently.

Impact Over Time

Decreases in infractions and support requests will signal stronger systems, improved student outcomes, and greater staff capacity to maintain proactive, relationship-centered behavior practices.

5. Budget Submission

Please complete and submit the official Budget Proposal Template provided by the Learning Community. The budget must include a detailed breakdown of projected revenues and expenditure, as well as cost-per-hour analysis where applicable. The total amount requested should align with the documented program costs.

6. Sustainability Plan

Explain how your district intends to sustain the proposed effort beyond the funding period. This may include institutional support, integration into existing systems, alternate funding sources, or other strategies that promote long-term viability and impact. (Limit: 300 words)

The proposed Learning Community funding would allow Millard to establish two Behavior Support Teams, enabling the district to meet the growing behavioral needs across multiple buildings. Millard will fund one of the two Behavior Support Teams and will continue to fund that team regardless of external support. After the funding period concludes, the district will assume financial responsibility for sustaining one of the two teams, ensuring continuity of services and long-term impact.

7. Principle: Statement of Assurances

The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE Munroe Meyer Institute for the 2025/2026; 2026/2027; 2027/2028.

The applicant understands that student-identifiable data and district-level data will be aggregated for the Learning Community and will, therefore, not be publicly disclosed.

The district or organization assures:

- Participation in external evaluation conducted by ICPE-Munroe Meyer Institute.
- Timely submission of program outcome data and reports as requested.
- Ensuring evaluation results are not used in educator performance evaluations.
- Submission of a final, reconciled budget within four weeks of program completion.
- Timely response to Learning Community requests within two business days.

I understand all the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.

X Todd Tripple - Assistant Superintendent for Educational Services 11/17/25

Executive Summary: Describe how services will be delivered, population to be served, organizational experience

Schools across the metro and statewide are experiencing increasingly intense student behavior challenges. This issue has gained significant attention from the Legislature, the Governor, and community. We are responding systematically, strategically, and creatively about behavior support.

The primary goal is to keep students in classrooms where they can be most successful. The Behavior Support Team will build students' self-regulation skills, strengthen adult capacity, and build sustainable systems. This includes problem-solving, data analysis, and teaching self-regulation strategies to students and co-regulation strategies to staff.

Behavior Facilitators collaborate with staff to reflect on and adjust plans, gradually releasing responsibility to staff. The model ensures long-term ownership and reduces reliance on external support.

A key focus is shifting from outdated "saferoom" seclusion practices toward proactive self-regulation. Rather than compliance, schools increase students' access to instruction, improve climate and culture, and build positive relationships.

Ultimately, the Behavior Support Team helps schools build the capacity to meet the needs of students so they can remain in learning environments where they can grow and thrive.

Contact Information for Program Overview

Name and Title:	Todd Tripple - Asst. Superintendent
School District:	Millard Public Schools
Email:	tetriple@mpsomaha.org
Phone:	402-715-8306

Contact Information for Finances

Name and Title:	Chris Hughes - Accounting Manager
School District:	Millard Public Schools
Email:	cmhughes@mpsomaha.org
Phone:	

erience and capacity.

s, and most buildings lack dedicated teams to address these
other political leaders. To meet this moment, we must think

havior Support Team works directly with buildings to support targeted
ng with school teams, providing individualized coaching, conducting
adults.

ponsibility back to the building over approximately nine weeks. This

ation and relationship-centered systems. By emphasizing connection
ulture, and reduce crisis-driven responses.

udents with the most significant behavioral challenges—ensuring they

Learning Community of Douglas and Sarpy Counties

Budget Proposal



District Name	Millard Public Schools
District Address Address	5606 S. 147th Ave Omaha, NE 68137
Learning Community Request	\$ 106,000.00

Contact Name	Todd Tripple
Email address	tetrippe@mpsomaha.org
Phone Number	402-715-8306

	Program Category (Select all that apply)	FALSE	Early Childhood Education	X	Other:	Behavior Support
		FALSE	Early Literacy Intervention			
		FALSE	Attendance Intervention			
		FALSE	Instructional Coaching			

Proposal Time Period	FY 2025 -2026	Reimbursement request (quarterly, monthly, etc)	Quarterly
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	January	February	March	April	May	June	July	August	September	October	November	December	Total
Employee Costs													
Wages (Fill out Tab)	16,462	16,462	16,462	16,462	16,462	7,792							90,100
Benefits	2,905	2,905	2,905	2,905	2,905	1,375							15,900
Health Insurance													0
Workers Comp													0
Professional Development													0
Employee Retainment													0
Other													0
Subtotal	19,367	19,367	19,367	19,367	19,367	9,167	0	0	0	0	0	0	106,000

Office costs													
Software Maintenance													0
Technology													0
Dues/Licenses													0
Postage & Printing													0
Transportation													0
Website													0
Marketing/Printing													0
Business Insurance													0
Operational Maintenance													0
Office Supplies													0
Other													0
Program Oversight													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Travel costs													
Conference Fees													0
Training													0
Transportation													0
Other													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Contract/Prof Fees													
Vendor Name													0
													0
													0
													0
													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Grand Total	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	#####	\$ 19,366.67	#####	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#####
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Learning Community of Douglas and Sarpy Counties

Budget Proposal



District Name	Millard Public Schools
District Address	5606 S. 147th Ave Omaha, NE 68137
Learning Community Request	\$ 212,000.00

Contact Name	Todd Tripple
Email address	tetrippe@mpsomaha.org
Phone Number	402-715-8306

	Program Category (Select all that apply)	FALSE	Early Childhood Education	X	Other:	Behavior Support
		FALSE	Early Literacy Intervention			
		FALSE	Attendance Intervention			
		FALSE	Instructional Coaching			

Proposal Time Period	FY 2026 -2027	Reimbursement request (quarterly, monthly, etc)	Quarterly
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	January	February	March	April	May	June	July	August	September	October	November	December	Total
Employee Costs													
Wages (Fill out Tab)	16,462	16,462	16,462	16,462	16,462	7,792	7,792	16,462	16,462	16,462	16,462	16,462	180,200
Benefits	2,905	2,905	2,905	2,905	2,905	1,375	1,375	2,905	2,905	2,905	2,905	2,905	31,800
Health Insurance													0
Workers Comp													0
Professional Development													0
Employee Retainment													0
Other													0
Subtotal	19,367	19,367	19,367	19,367	19,367	9,167	9,167	19,367	19,367	19,367	19,367	19,367	212,000

Office costs													
Software Maintenance													0
Technology													0
Dues/Licenses													0
Postage & Printing													0
Transportation													0
Website													0
Marketing/Printing													0
Business Insurance													0
Operational Maintenance													0
Office Supplies													0
Other													0
Program Oversight													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Travel costs													
Conference Fees													0
Training													0
Transportation													0
Other													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Contract/Prof Fees													
Vendor Name													0
													0
													0
													0
													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Grand Total	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	#####	\$ 19,366.67	#####	#####	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	#####
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Learning Community of Douglas and Sarpy Counties

Budget Proposal



District Name	Millard Public Schools
District Address Address	5606 S. 147th Ave Omaha, NE 68137
Learning Community Request	\$ 212,000.00

Contact Name	Todd Tripple
Email address	tetrippe@mpsomaha.org
Phone Number	402-715-8306

	Program Category (Select all that apply)	FALSE	Early Childhood Education	X	Other:	Behavior Support
		FALSE	Early Literacy Intervention			
		FALSE	Attendance Intervention			
		FALSE	Instructional Coaching			

Proposal Time Period	FY 2027 -2028	Reimbursement request (quarterly, monthly, etc)	Quarterly
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	January	February	March	April	May	June	July	August	September	October	November	December	Total
Employee Costs													
Wages (Fill out Tab)	16,462	16,462	16,462	16,462	16,462	7,792	7,792	16,462	16,462	16,462	16,462	16,462	180,200
Benefits	2,905	2,905	2,905	2,905	2,905	1,375	1,375	2,905	2,905	2,905	2,905	2,905	31,800
Health Insurance													0
Workers Comp													0
Professional Development													0
Employee Retainment													0
Other													0
Subtotal	19,367	19,367	19,367	19,367	19,367	9,167	9,167	19,367	19,367	19,367	19,367	19,367	212,000

Office costs													
Software Maintenance													0
Technology													0
Dues/Licenses													0
Postage & Printing													0
Transportation													0
Website													0
Marketing/Printing													0
Business Insurance													0
Operational Maintenance													0
Office Supplies													0
Other													0
Program Oversight													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Travel costs													
Conference Fees													0
Training													0
Transportation													0
Other													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Contract/Prof Fees													
Vendor Name													0
													0
													0
													0
													0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0

Grand Total	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	#####	\$ 19,366.67	#####	#####	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	\$ 19,366.67	#####
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Year 1: 25-26

Position Number	1	2	3	4	5
Position Title	Behavior Facilitator	Behavior Support Specialist	Behavior Support Specialist	Behavior Support Specialist	
Position Start Date	1/6/2026	1/6/2026	1/6/2026	1/6/2026	
Position Yearly Salary	\$110,000	\$34,000	\$34,000	\$34,000	
Position Duties	Lead the Behavior Support Team. Provide: coaching, behavior support, data analysis, strategic thinking guidance, and resources alignment	Support the Behavior Facilitator and certified teachers with the implementation of behavior supports	Support the Behavior Facilitator and certified teachers with the implementation of behavior supports	Support the Behavior Facilitator and certified teachers with the implementation of behavior supports	
Position Estimated Time Spent on Project	40 hours per week	35-40 hours per week	35-40 hours per week	35-40 hours per week	

Year 2: 26-27

Position Number	1	2	3	4	5
Position Title	Behavior Facilitator	Behavior Support Specialist	Behavior Support Specialist	Behavior Support Specialist	
Position Start Date	8/5/2026	8/5/2026	8/5/2026	8/5/2026	
Position Yearly Salary	\$110,000	\$34,000	\$34,000	\$34,000	

Position Duties	Lead the Behavior Support Team. Provide: coaching, behavior support, data analysis, strategic thinking guidance, and resources alignment	Support the Behavior Facilitator and certified teachers with the implementation of behavior supports	Support the Behavior Facilitator and certified teachers with the implementation of behavior supports	Support the Behavior Facilitator and certified teachers with the implementation of behavior supports	
Position Estimated Time Spent on Project	40 hours per week	35-40 hours per week	35-40 hours per week	35-40 hours per week	

Year 3: 27-28

Position Number	1	2	3	4	5
Position Title	Behavior Facilitator	Behavior Support Specialist	Behavior Support Specialist	Behavior Support Specialist	
Position Start Date	8/4/2027	8/4/2027	8/4/2027	8/4/2027	
Position Yearly Salary	\$110,000	\$34,000	\$34,000	\$34,000	
Position Duties	Support Team.	Support the Behavior	Support the Behavior	Support the Behavior	
Spent on Project	40 hours per week	35-40 hours per week	35-40 hours per week	35-40 hours per week	

Millard Public Schools Behavior Support Team Proposal Summary for the Learning Community Coordinating Council

Proposal Summary

Schools are experiencing increasingly intense student behaviors, yet most buildings lack dedicated support to address these challenges, a concern now prioritized by state leaders. To respond effectively, the district proposes a Building Support Team that works directly with elementary schools to assist targeted students, strengthen staff capacity, and create sustainable systems. Through problem-solving, individualized coaching, data analysis, and instruction in self- and co-regulation, the team helps schools shift from outdated seclusion practices to proactive, relationship-centered approaches. Behavior Facilitators guide buildings through a nine-week gradual-release model, ensuring long-term ownership and reducing reliance on external support. This strategy increases students' access to instruction, improves school climate, and builds lasting capacity to support those with the most significant behavioral needs so they can learn and thrive.

Behavior Support Team Members

- **1 - Behavior Facilitator**
(Certified Educator)
- **3 - Behavior Support Specialists**
(Paraprofessionals)

The request is for \$530,000 over three years to establish a second Behavior Support Team. This team will be in addition to a Behavior Support Team currently funded by Millard Public Schools.

Targeted Schools

Millard Public Schools currently serves 6,531 students who qualify for Free and Reduced-Price Lunch (FRPL). The Behavior Support Team will be strategically deployed to prioritize the following elementary buildings with the highest poverty levels, ensuring that the schools with the greatest needs receive targeted and timely support.

Building	FRPL Percentage	Total Building Population
Holling Heights Elementary	64%	297
Bryan Elementary	62%	342
Cody Elementary	57%	322
Sandoz Elementary	53%	310
Disney Elementary	47%	327
Norris Elementary	47%	401
Neihardt Elementary	44%	488
Rockwell Elementary	44%	303
Cottonwood Elementary	35%	279
Ezra Elementary	30%	487
Morton Elementary	28%	367
Ackerman Elementary	28%	442