

GREATNESS

 PAPILLION LA VISTA
COMMUNITY SCHOOLS

UPDATE

WINTER 2026



TURNING INTERESTS
INTO COMMUNITIES

PAGE 10

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NOTE FROM THE SUPERINTENDENT

Welcome to our 2026 annual report issue of the *Greatness Update*. Each January, we take time to reflect on the progress and achievements across Papillion La Vista Community Schools, and this year's stories showcase the dedication that defines our district.

As I visit our schools, I'm continually inspired by what I see. Students supporting each other. Teachers going above and beyond. Staff members discovering new pathways to serve our community. These moments of connection and growth happen every day across our schools, and they remind me why we do this work.

This past year brought significant progress on many fronts. Our students continue to excel academically, outperforming state averages across all subjects. Infrastructure improvements from the 2023 bond issue are enhancing safety and learning environments throughout the district. We're implementing new programs to help students develop essential life skills. We continue to attract talented educators who bring fresh energy and ideas to our classrooms.

But numbers and buildings don't tell the whole story. The heart of PLCS beats in the relationships we build and the opportunities we create. It lives in our elementary clubs where students explore new interests, our career academies that open doors to future possibilities, and the countless daily interactions where learning becomes personal and meaningful.

I'm particularly proud of how our staff members support one another's growth. When paraprofessionals become teachers, when veterans mentor newcomers, when teams collaborate to solve challenges, we all benefit. This culture of continuous improvement and mutual support makes PLCS a special place to learn and work.

Thank you for your partnership in this vital work. Your support makes everything possible, from attending school events to volunteering in classrooms to passing bond issues that improve our facilities. Together, we're creating a district where every student can discover their path to greatness. 🙌

Andy Riddle

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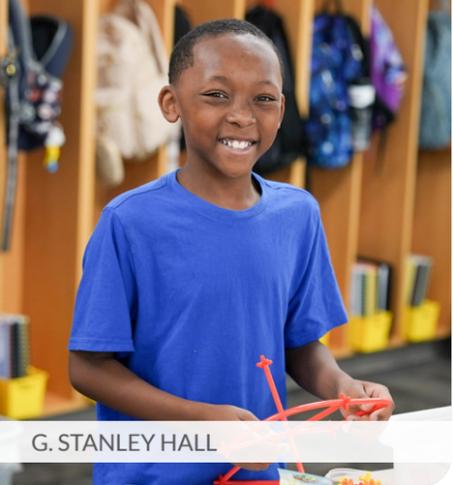
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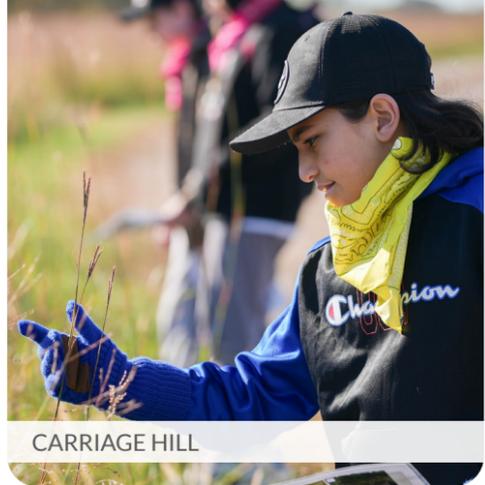
This edition was published in January 2026 and contains information from the 2024-25 school year.

The Greatness Update was created by the PLCS Communications Department. For more information about Papillion La Vista Community Schools, visit www.plcschools.org. You can contact us at 402-537-6200 or by emailing communications@plcschools.org.

ACROSS PLCs IN 22 PHOTOS



G. STANLEY HALL



CARRIAGE HILL



TRUMBLE PARK



ASHBURY

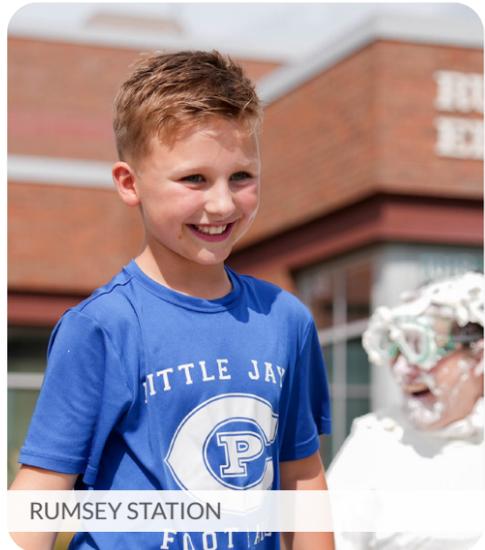


PAPILLION LA VISTA HIGH SCHOOL

LIBERTY MIDDLE



LINCOLN VIEW



RUMSEY STATION



BELL



PAPILLION LA VISTA SOUTH HIGH SCHOOL



PAPILLION MIDDLE



ANDERSON GROVE



PARKVIEW HEIGHTS



GOLDEN HILLS



PATRIOT



PRAIRIE QUEEN



TARA HEIGHTS



HICKORY HILL



LA VISTA WEST



PORTAL



LA VISTA MIDDLE



WALNUT CREEK



WALK-IN WEDNESDAY HIRING EVENTS

Your own door could open today! Want to discover your options like Ms. Grange and Sr. Ortegon? Save the dates that work for you to meet with the PLCS HR team, learn more about employment at PLCS, and interview on the spot.

Now hiring paraprofessionals, custodians, food service, van riders, and van drivers.

SAVE THE 2026 DATES!

January 28, 1:00-5:00pm

February 25, 9:00am-4:00pm

March 18, 9:00am-4:00pm

All events are located at the Papillion La Vista Community Schools Central Office at 420 S Washington St, Papillion.

STAFF STATS

1,729
PLCS Employees

1,572.5
Full-time Equivalents

120
Special Education Staff

578
Teachers with Masters Degrees

14
Years of Average Teaching Experience

When students in Sr. Ortegon's Spanish class at Papillion Middle School work through a challenging lesson, they're learning from someone who took an unconventional path to the front of the classroom. Before becoming a teacher, Edgar Ortegon worked as a paraprofessional at Tara Heights Elementary, providing one-on-one support to students who needed extra help.

Meanwhile, at Prairie Queen Elementary, Rachael Grange is living that same journey right now. Currently, a special education paraprofessional, she's a part of the PLCS para to teacher program, gaining hands-on classroom experience while working toward her teaching certification.

For those unfamiliar with the term, paraprofessionals, often called "paras," are the educational support staff who work alongside students throughout our schools. They provide additional support, assist students with special needs, help struggling learners catch up, and play a crucial role in classroom success. At PLCS, these positions have become more than support roles. They've become a pathway to teaching.

Ortegon's journey began after a 25-year career in graphic design. When he moved to Papillion with his

children attending Tara Heights, he decided to explore education. "I studied secondary education in college and only had my student teaching left when I decided I didn't want to pursue it," he recalls.

Working as a special education para changed his perspective entirely. "My experience at the elementary school was better than I could have ever imagined," Ortegon says. "There was great support and the sense of community that I felt convinced me that teaching should be my next path."

Grange discovered her calling through her current work with special education students. "I've always felt a strong connection to helping students learn and grow," she explains. "This program is giving me the chance to take that next step toward becoming a teacher!"

What makes this pathway particularly valuable is the classroom insight paraprofessionals gain before they ever lead their own classes. They develop a deep understanding of learning differences from working with students. They build relationships with families and understand school communities from the ground level. Most importantly, they know firsthand what students need because they've been providing that support daily.



"I felt supported and encouraged by my school principal, staff, and the HR department," Grange notes about navigating the certification process while continuing her para work. The district's alternative certification program provides structure and guidance, with dedicated staff helping aspiring teachers understand requirements and timelines while they gain experience.

This experience shapes how these educators approach teaching. Ortegon draws on his para experience daily while teaching Spanish classes at Papillion Middle School. He understands why certain students need modifications because he's implemented them. He recognizes when a student is struggling because he's been the person providing that extra support. He values the paraprofessionals in his classroom because he knows exactly how vital their role is.

Grange sees her current para work as invaluable preparation. Working with special education students, she's learning how various children process information, what motivates them, and how to reach those who struggle most. These aren't theoretical concepts from education courses, but practical insights gained through daily interaction.

When Ortegon stands in front of his Spanish class today, or when Grange eventually leads her own classroom, they bring something unique: the experience of having supported students one conversation, one breakthrough, one challenging moment at a time. For the students they teach, that ground-level understanding makes all the difference. 🙌

KNOWN FOR GREATNESS

Papillion La Vista Community Schools offers a wide range of extracurricular and co-curricular opportunities that shape students into confident, capable leaders. Among these programs, Speech and Debate stands out for developing skills that translate directly into career success, which is why we've chosen to spotlight these alumni. In debate, students research complex issues and present persuasive arguments in structured competitions. Speech combines public speaking and performance across various competitive events. These programs build skills that prepare students for success in college, careers, and beyond.

ALUMNI SPOTLIGHT

from Classroom Preparation to Career Success

P Kimberly Jeter, PLHS Class of 2008



From debating in Ms. Moore's sixth-grade classroom to leading a team of immigration court attorneys in Georgia, Kimberly Jeter has been building her career one argument at a time. Over four years at Papillion La Vista High School, she competed in debate, earning speaking awards and qualifiers while mastering research, writing, and public speaking. The program challenged her to tackle complex social and political issues, weigh multiple perspectives, and present arguments with confidence. By her senior year, she was judging tournaments herself.

The rigorous preparation of PLHS debate paid off long after high school. "I found that writing an 8 to 10 page paper grew easier and easier when my other classmates in different classes struggled," she recalls. "In college, I found it simple to research certain topics and express my findings in long essays." Her public speaking skills served her equally well in mock trial and moot court during law school at Creighton University.

Today, Kimberly serves as Team Lead Attorney Advisor at the Atlanta W. Peachtree Immigration Court for the Executive Office for Immigration Review. Her daily work requires analyzing law, facts, and arguments to reach fair conclusions on immigration cases. "Thanks to debate, I can easily put my findings into words with practiced ease," she says. "My love for researching two sides of an issue is still what I do today."

Even as she leads attorney advisors across Georgia, Kimberly stays connected to PLHS debate, returning to judge tournaments whenever she can. Her former debate partner from those early morning tournaments is now PLHS teacher and Head Debate Coach Tiffany Bukacek, one of Kimberly's oldest friends. For her, debate provided the foundation for a career, but the friendships she formed continue to bring her home.

T Brayden Hicks, PLSHS Class of 2022

Brayden Hicks discovered his voice at Papillion La Vista South High School, competing in speech all four years. Speech is a team activity that combines public speaking and acting, challenging students to perform and interpret literature, deliver persuasive and informative speeches, and master a variety of competitive events. By his junior and senior year, Brayden served as team captain, leading by example while continuing to refine his own skills.

During high school, Brayden qualified for state tournaments multiple times, placing third in Humorous Interpretation at the Nebraska State Tournament his senior year. One of his most memorable victories came with his best friend Jeremiah Huntoon, when they won first place in Duo Interpretation at a PLHS tournament, a testament to the hard work and dedication that defined his time on the team.

His success continued in college, where he qualified for the National Individual Events Tournament of Champions (NIETOC) all four years and earned a top-24 national ranking in Humorous Interpretation at Harvard University's national tournament. He also advanced to the quarterfinals at Harvard, a highlight of his collegiate competitive speech career.

Today, Brayden serves as Economic Development Coordinator at the Greater Omaha Chamber of Commerce. Speech helped him recognize his strengths as a communicator and develop skills that carry over into his career. "It helped me understand and recognize my intrinsic charisma and explore a career where I am able to talk and interact with individuals," he says. From persuasive speaking to acting, Brayden continues to rely on the lessons of confidence, professionalism, and critical thinking he learned on the speech team—skills that shape both his career and the way he connects with people every day.



GRADUATION STATS

909
2025
Graduates

96.15%
Graduation
Rate



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Scan this QR code to take our quick survey and share your thoughts. Your feedback matters to PLCS!

Turning interests • into communities

Beyond the regular school day, PLCS elementary students can explore new interests, build confidence, and connect with peers in meaningful ways through teacher-sponsored clubs. School clubs offer students opportunities to grow in ways that complement their classroom learning. For these educators, sponsoring a club offers time with students in a more relaxed, interest-driven environment where they can form deeper connections.

At Rumsey Station, Joe Pudenz has watched his Engineering Club members tackle challenges that go beyond building a train set. When students painted their miniature buildings and one created a bright pink house, it sparked a conversation about neighborhood covenants and community standards, which is the kind of organic teachable moment that emerges when students are truly engaged in their work.

Meanwhile, Chris Bowlby at Parkview Heights has found that Hope Squad creates space for a different kind of learning. “It’s been particularly meaningful to see how committed they are to simply being present for students who are struggling,” she says. Her club members are discovering that sometimes the most powerful support isn’t about having all the answers—it’s about showing up.

And at Trumble Park, Hannah Swanda experienced a breakthrough that captured everything she hoped the American Sign Language Club could be. Midway through a signing conversation about things students liked and

disliked, she had a realization: “These kids understand me, and I understand them. We aren’t just learning words or letters, we are having an actual conversation!” It was sign language becoming a true connection.

These moments show students discovering new strengths and carrying those lessons beyond club meetings. Engineering students apply problem-solving skills, Hope Squad members check in on peers who seem down, and ASL students use sign language with friends at recess. The confidence and purpose students develop in these clubs stays with them long after meetings end. Most importantly, these clubs are helping create inclusive communities where students feel seen, supported, and valued.

“As advisors, we recognized the importance of cultivating a safe place where all of our students feel supported and know, without a doubt, that they belong and are loved,” Bowlby says. “This creates a more conducive environment for inclusion and learning.”

It’s a sentiment that echoes across all schools. 📌



Engineering Club Rumsey Station Elementary

Students at Rumsey Station gather weekly to build, wire, and bring a donated model train set to life. For many, it’s their first time working with model trains, and they’re learning hands-on problem-solving as they glue small structures, plan electrical wiring, and figure out how everything fits together. The small group size allows Pudenz to dive into challenges with students in ways that aren’t always possible in PE.

“Most, if not all, of them haven’t been around a train set, so seeing them figure out how it works has been fun as well,” he says.



Engineering Club digital bonus!



Hope Squad Parkview Heights Elementary

In 2022, Parkview Heights became the first PLCS school to launch a Junior Hope Squad chapter, part of a national peer-to-peer suicide prevention program. Fourth through sixth graders, nominated by classmates as supportive and trustworthy friends, are trained to recognize when peers may be struggling, build connections, and share concerns with trusted adults. The goal is to create a culture where it’s okay to ask for help.

“Over time they’ve become more confident, compassionate, and intentional about supporting their peers,” Bowlby says.



Hope Squad digital bonus!



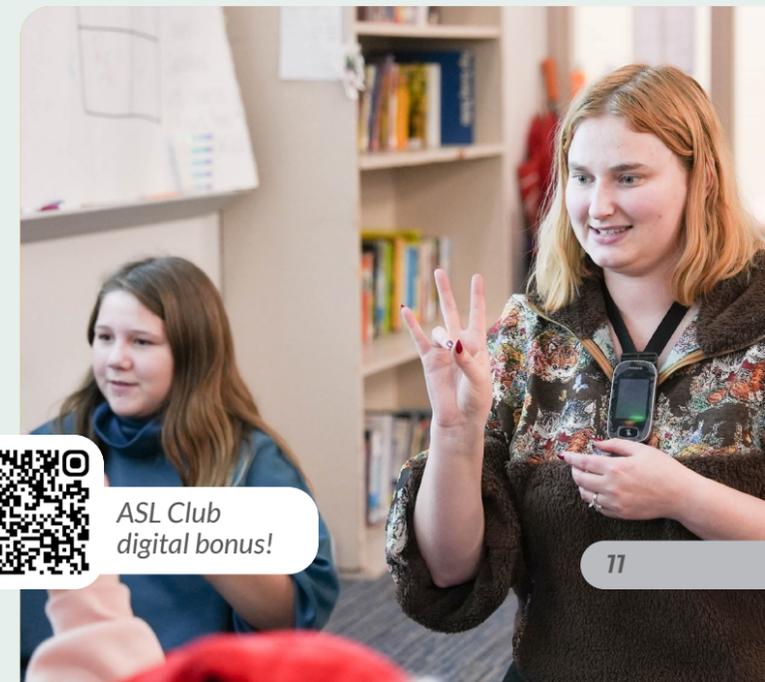
ASL Club Trumble Park Elementary

At Trumble Park, students meet weekly to practice American Sign Language, promoting communication, inclusivity, and accessibility. Swanda, who holds an endorsement in Deaf Education, leads the club out of her passion for equitable education and Deaf culture. Students regularly use ASL with friends at recess, practice spelling with the ASL alphabet, and build conversational skills in sign.

“I have heard many students express interest in learning more sign language or even becoming an interpreter someday—this just makes my heart sing!” Swanda says.



ASL Club digital bonus!



beyond grades: students build life skills

In Lindsay Wilson's homeroom at Liberty Middle School, students engage in structured activities designed to build essential life skills. Today's lesson might focus on identifying personal values, while tomorrow's could teach conflict resolution strategies. These daily sessions are part of how Papillion La Vista Community Schools develops skills for success across the district.

The initiative targets six core competencies: self-awareness, adaptability, empathy, collaboration, agency, and purpose. Unlike traditional character education programs that often feel disconnected from real life, these lessons translate directly to situations students face daily. A student learning adaptability practices adjusting when group project plans change. Those developing agency learn to advocate for themselves with teachers and coaches.

"We've made skills for success a district priority because students need practical tools for navigating their world," says Stephanie Hoelsing, PLCS mental health liaison who oversees this curricular area. "When a student can identify their stress triggers and use coping strategies we've taught, or when they successfully mediate a conflict between friends using communication techniques from these lessons, that's real-world application happening right now, not someday in the future."

The program reaches every PLCS student through homeroom or advisory periods, ensuring equitable access regardless of course selection or academic track.



Elementary students might start with recognizing emotions and practicing teamwork, while middle schoolers tackle peer pressure and decision-making. High school students explore purpose, career-relevant skills, and preparing for adult responsibilities.

Teachers receive training and adaptable lessons they can customize based on their students' specific needs. Wilson and her colleagues select strategies that respond to real-time classroom dynamics while developing the essential skills community businesses consistently express they need in future employees. When a teacher observes tension during group work, they might implement targeted collaboration exercises. If students feel overwhelmed by testing pressure, they can introduce stress management techniques that build the soft skills local employers identify as critical for workplace success.

"What's particularly powerful is watching students coach each other using these skills," Hoelsing observes. "I've seen students remind anxious classmates about breathing exercises, or help friends reframe negative self-talk. They're becoming resources for one another."

The investment in skills for success reflects PLCS's recognition that preparing students for their futures requires more than academic achievement. In Wilson's classroom and throughout the district, students are gaining tools they'll use whether heading to college, entering the workforce, or navigating relationships. These aren't soft skills anymore; they're essential skills, and PLCS ensures every student develops them. 📌

"Students remind anxious classmates about breathing exercises, or help friends reframe negative self-talk."

"They're becoming resources for one another."

*Stephanie Hoelsing
PLCS Mental Health Liaison*



STUDENT STATS

12,069
Student Enrollment

94.17%
Attendance Rate

28.6%
Free and Reduced

29.54%
Minority Students

5.45%
High Ability Learners

16.04%
Students with Disabilities

8%
Military Affiliated

2.7%
High Mobility Status

2.75%
English Learners

STRATEGIC PLANNING IN MOTION

Six areas guiding the district's future

When the PLCS community came together last spring to shape the district's 2025-2030 strategic plan, two clear priorities emerged: Perseverance to Purpose and Breaking Barriers. Now, six months into the planning cycle, these priorities have crystallized into six focused areas driving improvement across PLCS.

These six areas represent the framework for potential district improvements. As action teams complete their research and implementation teams begin their work, clearer pictures will emerge of what's possible, practical, and powerful for PLCS students.



Perseverance to Purpose
Rigorous Academics & Planned Pathways



Breaking Barriers
Elevated Engagement for All

Expectation of Rigor, Grit, and Perseverance:

Teams are studying how to maintain high academic standards while helping students develop resilience. This includes exploring instructional practices that challenge students and teach them to persist when learning becomes difficult.

Mental Health:

This team is researching comprehensive support services including counseling, social-emotional learning, and attendance improvement strategies. The focus includes creating environments where all students feel safe and connected.

Documenting Academic Pathways:

Students and families need clear information about how coursework connects from middle school through graduation and beyond. Teams are researching systems to help families understand and plan their students' academic journey.

Engagement in Community:

Work centers on strengthening relationships between and among students, schools, families, and community partners. Teams are exploring ways to increase student participation in activities and improve family engagement with schools.

Expansion of Advanced Classes:

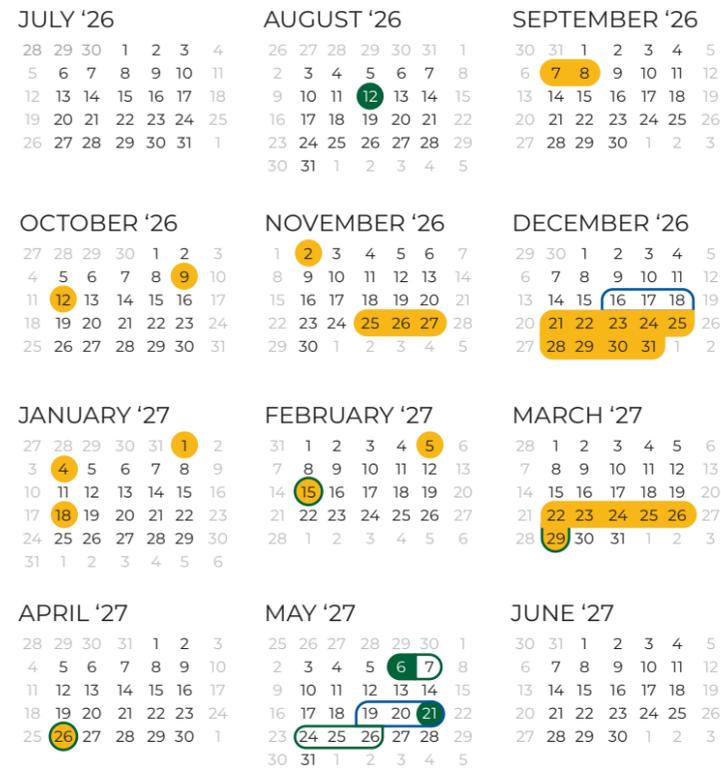
This team is exploring needs, access, and expansion opportunities related to AP courses, career academies, and internships. The goal is ensuring all students have opportunities to pursue challenging coursework that matches their interests and goals.

Passionate, Engaged Staff:

Recruiting and retaining quality educators remains essential. Teams are researching effective approaches for teacher recruitment, professional development, and staff support systems.

The strategic plan provides direction, but details remain deliberately open. We're not locked into predetermined solutions. Instead, we're committed to careful exploration that leads to informed decisions. Some areas may see quick wins. Others might require years of gradual development. By exploring these six areas systematically, we're building understanding that will guide district decisions for years to come.

2026-27 SCHOOL CALENDAR



- AUGUST 2026**
 - **Wednesday, August 12**
First Day of School (K-6 release @ 11:40am, 7 Release @ 11am, 9 Release @ 1pm, 8 & 10-12 No School)
- SEPTEMBER 2026**
 - **Monday, September 7 - Tuesday, September 8**
No School, Staff Development
- OCTOBER 2026**
 - **Friday, October 9**
No School
 - **Monday, October 12**
No School, Staff Development & Paraprofessional Conference
- NOVEMBER 2026**
 - **Monday, November 2**
No School for Elementary, Staff Development
 - **Wednesday, November 25**
No School, Staff Development & Trade Day
 - **Thursday, November 26 - Friday, November 27**
No School, Fall Break
- DECEMBER 2026**
 - **Wednesday, December 16 - Friday, December 18**
High School Finals
 - **Monday, December 21 - Friday, January 1**
No School, Winter Break
- JANUARY 2027**
 - **Monday, January 4**
No School, Staff Development
 - **Monday, January 18**
No School, Staff Development
- FEBRUARY 2027**
 - **Friday, February 5**
No School for Elementary, Staff Development
 - **Monday, February 15**
No School, Staff Development & Paraprofessional Conference, Possible Makeup Day
- MARCH 2027**
 - **Monday, March 22 - Friday, March 26**
No School, Spring Break
 - **Monday, March 29**
No School, Staff Development, Possible Makeup Day
- APRIL 2027**
 - **Monday, April 26**
No School, Staff Development, Possible Makeup Day
- MAY 2027**
 - **Thursday, May 6**
Seniors Last Day (Half Day), Possible Senior Makeup Full Day
 - **Friday, May 7**
Possible Senior Makeup Day
 - **Wednesday, May 19 - Friday, May 21**
High School Finals
 - **Friday, May 21**
Last Day (K-6 Release @ 11:40am, 7-11 Release @ 11am)
 - **Monday, May 24 - Wednesday, May 26**
Possible Makeup Full Days

Did you know?

If your student misses 18 days every year, by 9th grade they'll have missed an **entire school year's worth of learning.**

Use this calendar to plan vacations around school breaks. Every day matters! Remember: **YOU BELONG HERE!**

For attendance questions or support, contact your school counselor.





STUDENT SUCCESS through COMMUNITY SUPPORT



“The ultimate goal is a unified community where opportunities are accessible, students are prepared for the future, and businesses contribute to long-term success for everyone.”

Evy Akpan
Pinnacle Bank

“Cooperation BEST isn’t just a partnership program; it’s a powerful network that directly enhances student learning and opportunities.”

Priscilla Petersen is the Coordinator of Cooperation BEST, a Papillion La Vista Community Schools program with the aim to connect community organizations to schools in order to prepare PLCS students for the future.

“Our partners help bring classroom lessons to life by providing real-world experiences, mentorship, career exploration, and support for school events and initiatives,” Petersen explains. “Whether they are hosting students, speaking in classrooms, sponsoring activities, or serving in advisory roles, these partners play a major role in preparing students for their futures.”

Founded in 1995, Cooperation BEST has just marked 30 years, a celebration that included several original partners. One of these thirty-year partners is Pinnacle Bank.

Jill Govier, Vice President and Treasury Management Officer at Pinnacle Bank, has been personally engaged in student success through Cooperation BEST since 2006.

“One of the most meaningful projects for me has been the data analysis projects, which I have supported since 2008,” Govier reflects. The direct classroom partnership connects students in Integrated Math class at Papillion La Vista High School to businesses for targeted research projects. Student groups meet with business representatives to learn about their goals so they can organize and conduct their own research. At the conclusion of the project, students present their data and analyses to the businesses.

“Watching students connect classroom learning to real-world situations has been inspiring. Their final

“Student success is truly a shared effort, and our partners make an incredible impact.”

Priscilla Petersen
Cooperation BEST Coordinator



presentations each year showcase not only their hard work but also the powerful bridge between education and career readiness.”

Evy Akpan, Pinnacle Bank Assistant Vice President and Branch Manager, supports the school district in a wide variety of areas while relying on her skills, resources, and perspectives in a community business to enhance student success.

“As a Cooperation BEST partner, my priorities center on creating meaningful impact for students through financial literacy workshops and Teammates mentoring,” says Akpan. “I aim to equip students with practical money management skills that prepare them for real-world success. When they see the real-world benefits, they’re more likely to embrace the knowledge and use it beyond school.”

Akpan’s experience working with students allows her to represent student voice in her position serving various PLCS committees, while fostering conversations centered on student needs.

“When businesses partner with schools, they help build a pipeline of career opportunities for students, provide mentorship, and offer resources that allow school programs and activities to reach more students,” Akpan explains. “The ultimate goal is a unified community where opportunities are accessible, students are prepared for the future, and businesses contribute to long-term success for everyone.”

“Student success is truly a shared effort, and our partners make an incredible impact,” concludes Petersen. “I’ve been impressed by the genuine commitment our business and community partners have to our schools. People are always eager to help, connect, and create opportunities for students.”



Scan to see a list of Cooperation BEST partners and learn more about getting involved!

CLASSROOM STATS

19.59
Elementary
Average Class Size

20.85
Middle School
Average Class Size

24.07
High School
Average Class Size

Academic Achievement Across PLCS



Across multiple assessments, PLCS students are demonstrating what's possible when high expectations meet exceptional support. From elementary through high school, our learners consistently outperform state averages through the perseverance of our students and the dedication of our educators.

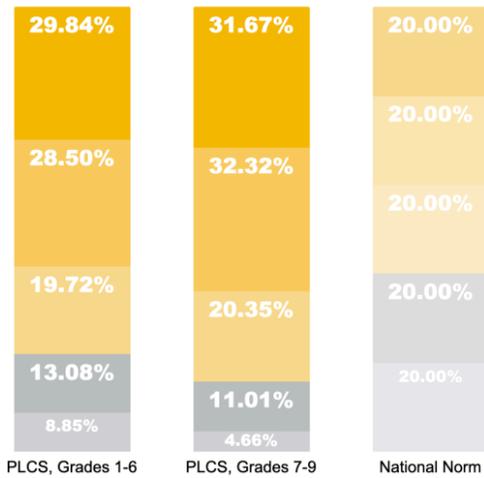
Whether measured by state assessments (NSCAS), ACT scores, or national benchmarks (MAP), our students continue to excel. This results in students who are well-prepared for whatever path they choose after graduation. This information, along with classroom assessment, guides the learning process for teachers and students.

Behind every data point is a student who tackled challenging material, a teacher who provided just the right support, and a community that values educational growth.

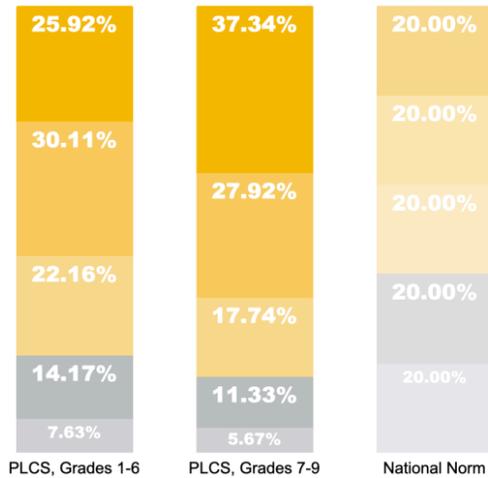


- >80th %ile
- 61-80th %ile
- 41-60 %ile
- 21-40th %ile
- 1-20th %ile

reading quintile breakdown



math quintile breakdown



These charts show how our students performed on assessments taken in Fall 2025, reflecting the learning and growth that took place during the 2024-25 school year. Across both elementary and middle school grades, our students are consistently outperforming national averages, with a higher percentage scoring in the top performance bands and fewer students struggling—a testament to the dedication of our teachers and support staff in helping every student succeed.

Our students continue to excel academically, with our juniors and seniors scoring above both state and national averages on the ACT exam.

2024-25 Junior Composite

PLCS	19.2
State	18.3

Class of 2025 Composite

PLCS	20.2
State	19.2
National	19.4

Note: Composite score is calculated based on Reading, English, Math, and Science scores.

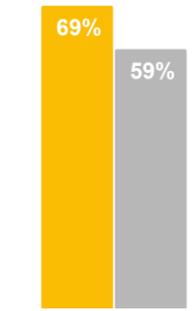


NSCAS

Nebraska Student-Centered Assessment System

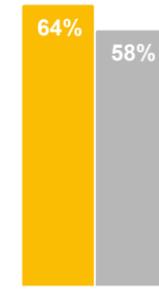
English Language Arts

Percent Proficient, Grades 3-8 (2024-25)



Math

Percent Proficient, Grades 3-8 (2024-25)



Science

Percent Proficient, Grades 3-8 (2024-25)



GROWING UP GREATER
Build a Better Future Together

PLCS Community Engagement Center

PLCS Community Closet
Kids Club Headquarters
Training and Event Center
PLCS Foundation Offices

Will you help local kids grow up greater?

PLCS Foundation
Papillon La Vista Community Schools

Growing Up Greater is a three-year, \$10 million community fundraising campaign designed to strengthen connections between our schools and the community. Funds raised will support the construction of a modern, two-story Community Engagement Center on the PLCS Central Office campus.

The PLCS Community Engagement Center will serve as a catalyst for PLCS community engagement, uniting these important programs and functions under one roof in a building near the heart of the district.

- PLCS Community Closet
- Kids Club Headquarters
- Training and Event Center
- PLCS Foundation Offices

Led by the PLCS Foundation, the campaign welcomes support from local businesses, foundations, educators, alumni, and friends who believe in the power of education and community.

Learn more at plcsfoundation.org

a wire at a time

infrastructure upgrades in the 2023 Bond Issue

In 2023 the Papillion La Vista community voted to pass a \$129.9 million bond issue for district-wide updates falling into three priority areas: improve safety and security, update older facilities to a modern standard of greatness, and serve projected growth in student enrollment.

Featuring heavily in all three priority areas, the PLCS Technology department has been working behind the scenes on key infrastructure updates to ensure modern and secure standards district-wide. Operating under aggressive timelines, the Tech staff have been working on two standout infrastructure updates: an overhaul to door access and supervision systems, and phone installation in every classroom for crucial two-way communication.

solving skills. Collaborating closely with third-party partners to overcome logistical hurdles, these committed staff members have maintained momentum on the projects, even when challenges cropped up.

The projects are being implemented in a phased approach across the district. While some buildings are nearing completion, others are just beginning their installations. Due to the comprehensive nature of the infrastructure overhaul, the projects are estimated to reach the halfway point by summer of 2027. 🙌

Secure entry digital bonus!



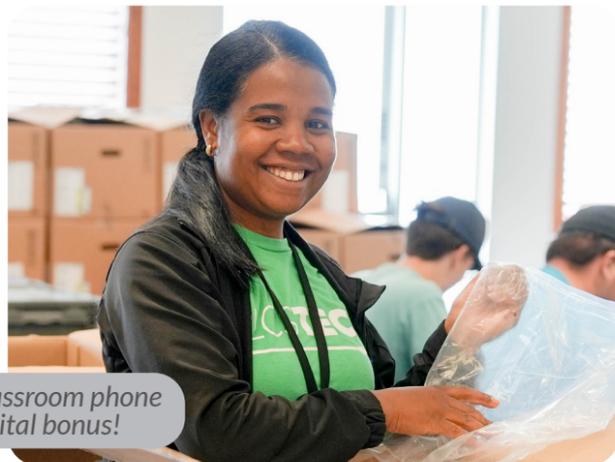
The new door access hardware and software meet best industry practices, with features like encryption, two-way

communication, and remote management, providing greater visibility over every building environment. The addition of phones in every classroom enables immediate two-way communication with the main office for coordination during any situation.

“Installing phones in every classroom was a major infrastructure undertaking,” says Matt Moore, Director of Technology at PLCS. “It required the installation of new cabling and network switches. The resulting system ensures more reliable, private communication for classrooms.”



Classroom phone digital bonus!



“These infrastructure updates are a foundational investment that ensures our students have the safest, most secure environment possible so they can focus entirely on learning.”

Matt Moore
PLCS Director of Technology

These critical updates directly align with the 2023 bond issue’s safety and security priority by significantly enhancing both physical access control and emergency communication capabilities. In buildings where installation is complete, the new infrastructure of cabling and switches already serves as a robust, reliable backbone for all other existing technology.

“These updates are a foundational investment that ensures our students have the safest, most secure environment possible so they can focus entirely on learning,” Moore summarizes.

Throughout implementation, the PLCS Technology team continues to demonstrate dedication and problem-

THE PLCS BOND SQUAD

reporting from a school near you



The PLCS Bond Squad is a group of students who report on the 2023 bond construction progress at their schools. To get the full inside scoop, scan the QR code to see the playlist of these regular updates.

Since August, the Bond Squad has reported on updates at Tara Heights, Hickory Hill, Portal, the Papillion La Vista High School and Papillion La Vista South High School softball fields, Parkview Heights, the Papillion Middle and La Vista Middle tracks, Bell, the PLHS and PLSHS theaters, and Trumble Park. There are many more updates to come!



2024-25 PLCS FINANCIAL BREAKDOWN

*Aside from the Per Pupil Expenditure, all data come from the 2024-25 School Year

HISTORICAL TAX RATES



TAX RATE DETAILS

General Fund: **\$0.9105**
 Special Building Fund: **\$0.0168**
 Bond Fund: **\$0.1964**

District Total: \$1.1237

Taxes per \$100,000 Property: **\$1,123.70**

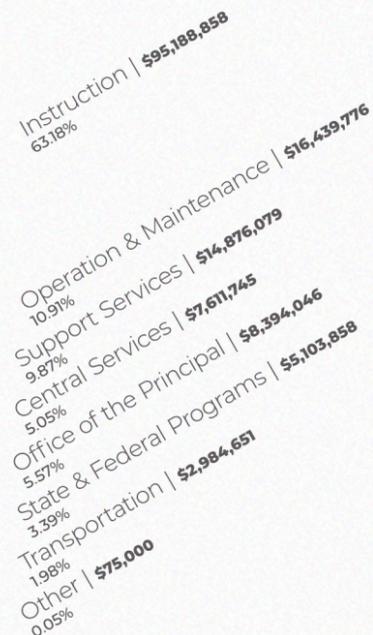
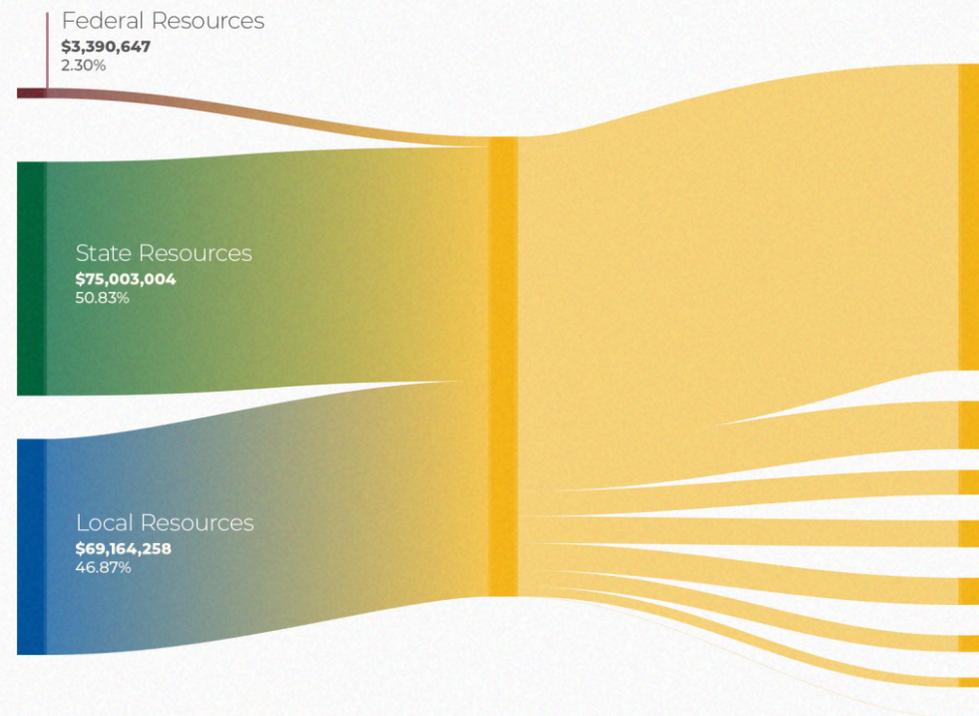
Total District Assessed Valuation: **\$9,554,460,395**

PER PUPIL EXPENDITURE

\$13,967

Cost per pupil by ADM (Average Daily Membership) during the 2023-24 school year. That's the 7th lowest cost per pupil by ADM in the state and **\$3,237.67** lower than the state average.

WHERE MONEY COMES FROM AND WHERE IT GOES



WE'RE NEBRASKA IN A BANK



Do life the way you love,
with family by your side.





BE KNOWN FOR **GREATNESS**



At PLCS, we are proud to offer a robust curriculum aligned with Nebraska state graduation requirements, including personal finance, while preparing students for future success through diverse academic opportunities.

Early Childhood Programs

- Comprehensive development focus for ages 3-5
- Inclusive environment serving diverse learners
- Led by certified Early Childhood teachers
- Enhanced communication, social, motor, and problem-solving skills
- Kindergarten Jump Start program

Support Services

- Special education services
- Reading and math intervention
- Personalized learning support
- Academic counseling
- English Language Learning support
- Alternative high school program (IDEAL)
- 18 to 21 transition program (YATP)

Federal Programs

- Title I academic support services
- McKinney-Vento homeless education services
- Free and reduced lunch program
- Section 504 accommodations

Advanced Academics

- Advanced Placement (AP) courses
- College Jump Start program
- Gifted and talented enrichment
- Career and technical education pathways

Career Academies

- Athletic Training Academy
- Education Academy
- Health Systems: Biomedical Pathway
- Health Systems: Patient Care Pathway
- Leadership Academy
- Media Academy
- STEM Academy
- Zoo Academy

The Papillion La Vista Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, or other protected status in its programs and activities. Inquiries regarding non-discrimination policies should be directed to the Director of Student Services at (402) 537-6200 or studentservices@plcschools.org for students, and to the Assistant Superintendent of Human Resources at (402) 537-6200 or askHR@plcschools.org for employees and others.