

Board of Education Regular Meeting
Monday, January 13, 2025 7:00 PM
HS CONFERENCE ROOM
705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Approval of Regular Meeting Agenda
 - 1.5. Recognition of Out-Going Board Member
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. ANNUAL BUSINESS
 - 3.1. Administer Oath of Office to all Board Members
 - 3.2. Election of Officers
 - President
 - Vice President
 - Treasurer
 - 3.3. Appointment of Board Committees
 - 3.4. Appoint KSB and PGH&G Law Firms as Official Legal Counsel to Board and Superintendent
 - 3.5. Appoint RVR Bank as Official Depository for All District Funds
 - 3.6. Distribute Conflict of Interest Forms for Board Members
 - 3.7. Approve Arlington Citizen as Official Newspaper of the Board of Education
 - 3.8. Appoint Superintendent as District Non-Discrimination Compliance Coordinator
 - 3.9. Appoint Supt as Secretary and Business Manager as Recording Secretary to the Board of Education
4. CONSENT AGENDA
 - 4.1. Minutes of the Previous Board Meeting(s)
 - 4.2. Monthly Financial Reports
 - 4.3. Resignations:
 - Kristy Rollins, LMS;
 - Madison Pawoll, K-12 Art;
 - Paige Talako, 9-10 English Language Arts
 - 4.4. Hires: Marc Rexroad, Industrial Technology
Reassignments: Janelle Lorsch, LMS 2025-2026
5. CURRICULUM/INSTRUCTION REPORTS
 - NSCAS Data from 2024
 - Business
 - Fourth Grade
6. PRINCIPALS' REPORTS
 - 6.1. Mr Shada's Activity Report

- 6.2. Dr. Morgan's Elementary Report
- 6.3. Mr. Pffingsten's Secondary Report
- 7. SUPERINTENDENT'S REPORT
 - 7.1. Discussion of Timeline and Planning for Community Engagement, Board Retreat, and Strategic Planning
 - 7.2. NASB and NRCSA Reports
 - 7.3. Legislative Updates
 - 7.4. Discussion of RFP for 2024-2025 Audit
- 8. COMMITTEE AND REPRESENTATIVE REPORTS
 - 8.1. Negotiations Committee
- 9. UNFINISHED BUSINESS
 - 9.1. Review Updated Policy 3132- Internal Controls on Second Reading
 - 9.2. Continued Discussion of Supt Contract timelines for 2025-2027
- 10. NEW BUSINESS
 - 10.1. Discuss, Consider and Take Necessary Action to Approve 2025-2026 Master Agreement Between the Certificated Staff (AEA) and the Board of Education
 - Total Package: 3.07%
 - 10.2. Review Policies 4013-4141:
 - 4013- Personnel Files
 - 4014- Sales Persons
 - 4015- Orders of Supplies and Equipment
 - 4016- Employee Use of School Facilities
 - 4017- Activity Passes
 - 4018- Political Activity
 - 4019- FLSA Policy
 - 4020- Disposal of Consumer Report Records
 - 4021- Employee Social Security Numbers
 - 4022- Military and Family Military Leave
 - 4023- Prohibition on Aiding and Abetting Sexual Abuse
 - 4024- Wage and Deduction Info
 - 4025- Professional Boundaries
 - 4026- Complaints About Employees
 - 4027- Workplace Privacy Act
 - 4028- Employee Fundraising
 - 4030- Wage Information
 - 4031- Injury Leave
 - 4100- Qualifications for Appointment as Teacher
 - 4101- Qualifications for Appointment to Administrative Position
 - 4110- Contract
 - 4111- Certification
 - 4112- Board Release from Contract
 - 4120- Probationary Certified Employees
 - 4121- Permanent Certified Employees
 - 4130- Assignment of Duties
 - 4131- Teacher Agents Tutors

- 4132- Student Teachers and Pre-Student Teachers
- 4133- Substitute Teachers
- 4135- Prohibition of Employment of Board Members
- 4140- Professional Growth
- 4141- Teacher Training

11. ADJOURNMENT

OATH OF OFFICE

I, _____, do solemnly swear
that I will support and defend the
Constitution of the United States and
the Constitution of the State of
Nebraska, against all enemies, foreign
and domestic;

that I will bear true faith and
allegiance to the same; that I take this
obligation freely, without any mental
reservation or for purpose of evasion;
and that I will faithfully and
impartially perform the duties

of the office of member of the school board of Washington County School District 89-0024, a/k/a Arlington Public Schools, according to law, and to the best of my ability.

And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence;

and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

ARLINGTON PUBLIC SCHOOLS' BOARD OF EDUCATION
COMMITTEE PURPOSE, ASSIGNMENTS, AND OPERATING PROCEDURES
2024

There are various benefits the board/district will realize as a result of committee work. Committee work enables board members, administrators, and other appropriate personnel to focus on a specific goal, objective, or education issue, and the ability to provide recommendations to the board through informational reports. The investment of time by board members in committee work is purposeful, requires less personal time toward board service, and allows the board member to serve in specific areas of interest and/or expertise.

Committee work is driven by the charge, information, and data supplied by the administration and the staff. The roles of administration and the roles of the board are sustained within committee work. Committees do not have the authority to take formal action. Committees instead, support informed decision-making of the board as a whole.

STANDING COMMITTEE ASSIGNMENTS 2024

<u>Curriculum/American Civics</u>	<u>Buildings and Grounds</u>	<u>Finance</u>	<u>Negotiations</u>
Board Members: Shanon Willmott - Chair Cassie Flesner Brian Laaker	Board Members: Jason Arp -Chair Brian Laaker Shanon Willmott	Board Members: Matt O’Daniel - Chair Jason Arp Chase Kratochvil	Board Members: Matt O’Daniel-Chair Cassie Flesner Chase Kratochvil
Staff Members: Dawn Lewis Aaron Pfingsten Jacque Morgan	Dawn Lewis Lawrence Reed	Dawn Lewis	Dawn Lewis

APPOINTED REPRESENTATIVES 2022

St. Paul’s Lutheran Liaison

Board Members
Brian Laaker
Chase Kratochvil

Staff Member:
Dawn Lewis

COMMITTEE PURPOSE:

- A. The duties of the Curriculum/American Civics shall be those prescribed by law. The committee will assure the Board that, as required by law, American citizenship remains an important part of the District curriculum. The committee shall review any concerns to controversial education materials as stated in Policy #6300 (Review of Instructional Materials) that would be appealed beyond the Superintendent's level. In addition they shall review curriculum proposals and proposed programming changes or additions brought forward by administration.

- B. The Building, Grounds and Transportation Committee shall be responsible for the long-range planning of school facilities, grounds, and transportation. The committee will provide input or review to the superintendent on maintenance and repairs of facilities, grounds, and transportation and provide board input regarding building projects and major repair projects. The committee will have the additional responsibility of making recommendations for boundary changes as they relate to school attendance areas and any

potential changes to the District boundaries. Any recommendations related to transportation policies and procedures will be considered by committee before approval by the Board. The committee shall keep the Board informed of its activities and seek board approval of its recommendations.

- C. The Finance Committee shall be responsible for the review of all district claims and monthly/annual financial statements and shall have the responsibility of overseeing the long-range budget planning of the District. The committee will review the administration's proposed budget and recommend a budget for adoption to the Board.
- D. The Negotiation Committee shall undertake an annual review of the staffing of the schools. The committee shall make recommendations on salary schedule and benefits under consideration to the entire Board prior to the development of the annual district budget. As provided by various board policies and contracts, the committee shall review and make recommendations on negotiations with employees and other personnel grievance and contract matters.

OPERATING PROCEDURES:

- A. Committees will stay focused on the specific purpose of the committee and will follow the line of authority, both of which are outlined in the committee description.
- B. eMeetings will be used for sharing of agendas and documentation (as appropriate) for committee meetings.
- C. Agendas for the committee members will be developed by the superintendent with input by the chairperson.
- D. Minutes for all committee meetings will be prepared by the Superintendent then submitted to the committee members for their review via email. All committee members should execute an email "respond to all" within one week to indicate that they reviewed the minutes and to include any suggested corrections. Failure by a committee member to respond will be an indication of approval. Minutes will include a specific section that captures committee Recommendation for Action.
- E. Chairperson of each committee will provide general review of committee meetings at the monthly board meeting and superintendent will attach minutes to monthly board meeting agenda.

Internal Board PoliciesConflict of Interest—Other Than Contracts or Employment

1. Members of the Board of Education of this School District shall abstain from voting on matters on which they may have a conflict of interest. Any Board member who would be required to take any action or make any decision in the discharge of his or her duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (A) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict; and,
- (B) Deliver a copy of the statement to the Secretary of the Board of Education, who shall enter the statement into the public records of the School District.

The Board member shall take such action as the Commission shall advise or prescribe to remove himself or herself from influence over the action or decision in the matter.

2. The provisions of paragraph 1 above shall not prevent a Board member from making or participating in the making of a School District-related decision to the extent that the individual's participation is legally required for the action or decision to be made. In such event, the Board member shall report the occurrence to the Commission.

3. Except as defined in Nebraska statute and this policy, conflict of interest of a Board member shall not prevent a Board member from serving on the Board or restrict the hiring or purchasing practices of this School District.

4. The Superintendent, or the Superintendent's designee, shall provide:
- (A) Each Board member with copies of state statutes of Nebraska pertaining to conflicts of interest at the organizational meeting of the Board of Education held at the regular School Board meeting in January of each year. In addition, any newly appointed or elected Board member shall be provided such statutes.
 - (B) When possible, provide each Board member with a list of financial matters on the agenda to come before the Board of Education at the next regular meeting in sufficient detail to allow the Board member to identify potential conflicts of interest and report and receive advice from the Commission.

5. For purposes of this policy, immediate family member shall be defined as a child residing in the Board member's household, a Board member's spouse or an individual claimed by that Board member or the Board member's spouse as a dependent for federal income tax purposes.

Legal Reference: Neb. Rev. Stat. § 49-1425; § 49-14,101; § 49-14,102; § 49-14,103;
§ 49-14,103.01; § 49-14,103.02; § 49-14,103.03; § 49-14,103.04;
§ 49-14,103.05; § 49-14,103.06; § 79-818; § 79-544 and § 49-1499.

Date of Adoption: August 8, 2016

Reviewed: October 9, 2017

Internal Board Policies - Board MembersReporting Procedures

It shall be the policy of Arlington Public Schools that any school Board member who has a direct or indirect interest in a formal contract entered into with Arlington Public Schools, or an open account, shall provide the Superintendent of schools with the following:

1. Names of the contracting parties.
2. Nature of the interest of the school Board member.
3. Date that the contract was approved by the school Board.
4. Amount of the contract.
5. Basic terms of the contract.

The above information shall be provided to the Superintendent of schools no later than ten (10) days after the contract has been signed by both parties. Such information shall be kept on a ledger, and shall be retained in the ledger for five (5) years from the date of the last day in office of the school Board member. The ledger kept by the Superintendent of schools shall be available for public inspection during the normal working hours.

It shall further be the policy of Arlington Public Schools that in the case of open accounts, the above information shall be filed within ten (10) days after the account is opened and thereafter the interested officer shall file a revision to the statement within ten (10) days of each payment on the account specifying the date and amount of the payment.

Legal Reference: §49-14,103.02

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: April 14, 2014, October 9, 2017

Internal Board Policies - Board MembersConflict of Interest/Contracts

It shall be the policy of Arlington Public Schools that any contract whether oral or written, formal or informal, which is entered into by the school district and in which a member of the Board of Education is directly or indirectly interested, is voidable unless certain reporting, disclosure and abstention requirements are met. The school district is authorized to enter into a contract in which a member of the Board of Education is directly or indirectly interested so long as:

1. The Board member makes a declaration on the record regarding the nature of his/her interest prior to official consideration of the contract.
2. The affected Board member does not participate in consideration or discussion of the contract.
3. The Board member does not vote on the granting of the contract except that if the number of members of the Board declaring an interest in the contract would prevent the Board with all members present from securing a quorum in the issue, then all members may vote on the matter.
4. The Board member does not in any way participate in the inspection, operation, administration or performance under the contract on the part of the district.

It shall further be the policy of Arlington Public Schools that the above provisions apply not only to formal contracts but also to open accounts.

Legal Reference: 49-14,103.01

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: November 11, 2013, October 9, 2017: October 12, 2020

Board of Education Regular Meeting

Monday, December 9, 2024 7:00 PM Central

HS CONFERENCE ROOM

705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Chase Kratochvil called the meeting to order at 7:00

1.2. Roll Call

Jason Arp, Present: Cassie Flesner, Present: Chase Kratochvil, Present: Brian Laaker, Present: Matt O'Daniel, Present: Shanon Willmott, Present

Aaron Pfingsten, Secondary Principal, Jacque Morgan, Elementary Principal, Dawn Lewis, Superintendent and Jennifer Arp recording secretary, were also present.

James Shada, Athletic Director was absent due to other activities scheduled for this evening as well.

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as presented Passed with a motion by Matt O'Daniel and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Cassie Flesner and a second by Brian Laaker.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

* Visa check register is not attached- waiting on a couple of PO's

3.3.

Resignations: Eric Daigle, End of First Semester

Hires:

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

- AQUESTT Report--
- English Language Arts
- 3rd Grade

Reilly Peetz was present for the 3rd grade department and highlighted the classrooms and their achievements so far this year.

Troy Schlueter was present for the ELA department and highlighted their department and entertained questions from the board.

Dr. Lewis highlighted the Nebraska Department AQUESTT snapshot and how we compare it to

other districts in the state. The district scores for certain levels, such as testing, attendance, and graduation rates are highlighted in this snapshot, and the board was able to see that we had received an excellent rating.

5. REVIEW OF ANNUAL DISTRICT PLAN

Dr. Lewis reviewed the annual district plan. Hitting and highlighting the items that have been finalized of what the board has put down as goals for this year and what things have already been achieved or are in the works.

A board retreat will be held in February for the board to review and look at the goals again to make sure that all areas are being met or if things need to be readdressed.

6. PRINCIPALS REPORTS

6.1. Mr. Pfingsten's Secondary Report

6.2. Dr. Morgan's Elementary Report

6.3. Mr. Shada's Activity Report

7. SUPERINTENDENTS REPORT

7.1. Enrollment Report

7.2. NASB and NRCSA Reports

7.3. Legislative Preview 12/11

- Watching several items this session
- Half Day in Lincoln

7.4. Superintendent Contract Reminder

7.5. Discussion of Strategic Planning and Community Engagement Meeting

Chase discussed the community engagement meeting and has had some discussion with NASB. They will be incorporating with the board to hold the community engagement meeting on Wed. February 5th.

7.6. Discuss and Schedule Board Retreat

The board will hold its annual board retreat on Tuesday, March 4th.

8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1. Buildings and Grounds Committee

Buildings and grounds met last week - they looked at some bids for paving the parking lot over by the football field. First steps are to get rid of the larger trees that are in the parking lot currently, and to level the dirt. Three bids were received.

The trees and leveling will take place. The committee is suggesting that we move away from the paving of the parking area, as the cost has just become very high, and it doesn't seem to be a fit for something that the school will tackle at this time.

8.2. Finance Committee

The Finance committee met tonight before the board meeting tonight, Brenda Vampola, CPA was here to go over the final audit.

8.3. Negotiations Committee

Negotiations have been ongoing. The committee will be meeting again on Wednesday. The committee is hoping that this might be the final meeting, and negotiations are moving in a good positive direction.

8.4. Professional Development Sharing

Dr. Lewis, and Chase Kratochvil discussed the state education conference and some of the highlighted items from their sessions.

9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.1. Discuss, Consider, and Take Necessary Action to Accept the Annual Financial Statements/Audit of the 2023-2024 Fiscal Year

Brenda Vampola with Shaw Hall & Navarett was here to present the final audit for the 2023-2024 school year. Matt O'Daniel went over the audit presentation, and asked the board if there are any questions.

Motion to Accept the Annual Financial Statements/Audit of the 2023-2024 Fiscal Year Passed with a motion by Matt O'Daniel and a second by Brian Laaker.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

10.2. Review Updated Policy 3132- Internal Controls on First Reading

10.3. Discuss, Consider, and Take Necessary Action to Enter Into Interlocal Agreement with the Ag Society for the Baseball Complex at the Fairgrounds

The board discussed the inter-local agreement that will now consist of the Ag Society (Fairgrounds) and the School. The agreement will no longer include the Village, and the school will overtake all parts that the Village is presently handling starting January 1st, 2025. This will be a 5 year agreement as has been in the past.

Motion to Enter Into Interlocal Agreement with the Ag Society for the Baseball Complex at the Fairgrounds for a Five-Year Period Beginning Jan 1-2025 Passed with a motion by Chase Kratochvil and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

10.4. Discuss and Consider Superintendent Evaluation

Chase went over the Superintendent Evaluation. He reminded the board that the documents that the board members have received that they are a personnel document and it should not be shared with any other members of the public. A signed copy of the evaluation will be placed in Dr. Lewis's personnel file.

11. EXECUTIVE SESSION

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 8:21pm

Chase Kratochvil, Board President

Dawn Lewis, Board President

Date

Date

**Arlington Public Schools
December 31, 2024**

Fund Name	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
2 Rivers Bank						
General Fund - 864	\$ 2,424,079.69	\$ 650,246.88	\$ 905,974.17	\$ 5,850.65	\$ 95,515.73	\$ 2,269,718.78
Activities - 109	\$ 231,653.60	\$ 30,148.07	\$ 54,795.05	\$ 391.92	\$ -	\$ 207,398.54
Hot Lunch - 487	\$ 167,670.54	\$ 32,687.19	\$ -	\$ 112.82	\$ (95,515.73)	\$ 104,954.82
Depreciation Fund	\$ 855,477.86		\$ -	\$ 2,420.39	\$ -	\$ 857,898.25
Depreciation CD - 5826	\$ 271,809.61		\$ -	\$ -	\$ -	\$ 271,809.61
				Total Depreciation:		\$ 1,129,707.86
2017 Bond Refunding	\$ 706,814.79	\$ 1,557.05	\$ 525,403.75	\$ 1,517.59	\$ -	\$ 184,485.68
QCPUF	\$ 519,571.65	\$ 947.99	\$ 347,011.25	\$ 1,115.57		\$ 174,623.96
Spec Bldg Fund	\$ 727,757.32	\$ 24,343.94	\$ -	\$ 1,562.56	\$ -	\$ 753,663.82
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
				Total Spec Bldg:		\$ 753,663.82
Total Special Funds	\$ 3,081,431.23	\$ 26,848.98	\$ 872,415.00	\$ 6,616.11	\$ -	\$ 2,242,481.32
Total SF minus CD's	\$ 2,809,621.62					\$ 1,970,671.71

CHECK REGISTER FOR December 2024

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Arbor Family Counseling	Onsite services for Dec	\$ 900.00
American Broadband	Telephone service	\$ -
Airgas	Welding gas tank rental	\$ 72.75
AKRS Equipment	John Deere Z930 trade in	\$ 5,500.00
Arbor Family Counseling	Prepayment for Services for Jan - March	\$ 3,025.89
Alpha Pro Solutions	Drug /Alcohol refresher course	\$ 149.00
Bobcat of Omaha	Equipment rental	\$ 1,456.96
Border States	Maintenance Supplies	\$ 145.16
BSN	Basketball Jerseys JH? Maroon and White	\$ 1,814.40
Blue Door Therapy	Services for December OT	\$ 1,296.00
Capital One (Wal-Mart)	Supplies for school classrooms - various	\$ 1,139.23
Casey's	Fuel	\$ 489.82
DB Nebraska	UTEC Direct Ignition for maintenance	\$ 576.00
ESU 3	CO-OP Purchase	\$ 11,089.13
Enterprise Publishing	Muintes and Leagals for paper	\$ 287.25
ESU #3	Vision Services	\$ 395.64
Ewell Education	Ag Ed Program	\$ 390.00
Fastwyre	Telephone service	\$ 468.28
Goodwin Tucker	Oven Repairs	\$ 1,026.10
Hansen Tire	Bus 2017 Check engine light codes	\$ 130.85
Hansen Tire	Bus 2015 Turbo repair	\$ 3,248.40
Heartland Tire	Tires for bus 2019	\$ 1,776.00
Hansen Tire	Bus 2018 Repar	\$ 179.36
HyVee	Supplies for school classrooms - various	\$ 186.92
Integrated Life Choices	Student services for Nov	\$ 1,049.97
Hometown Leasing	Copier Lease	\$ 1,810.93
Jeredith Brands	City Wide Cleaning for Gym Clean up - post games	\$ 1,120.00
Jostens	Diploma covers	\$ 503.15
Knudsen Oil	Fuel at bus barn	\$ 3,164.52
KSB School Law	Leagal services	\$ 1,136.00
LE Learn to Move	PT Services (Nov and Dec)	\$ 360.18
Menards	Supplies for school classrooms - various	\$ 398.98
Methodist Fremont Health	Physcial Traininer services	\$ 1,955.00
Martin Clausen	Pest Control services	\$ 92.64
Master Teacher	Board Member Plauqe	\$ 122.95
Mechanical	Cooling system control work	\$ 492.50
Midwest Floor Covering	Mohawk Walkoff material (extra needed)	\$ 202.00
Nasb	Board Leadership Online Survey	\$ 300.00
NCS Pearson	Digital Testing Supplies	\$ 74.20
Omaha Truck Center	Various Repairs and Parts on Buses (6 invoices)	\$ 5,639.27
OPPD	Electricity	\$ 9,650.36
Omaha Truck Center	Bus 2015 Bus 2018 parts	\$ 428.45
O'Reilly's	Vehicle parts and def for buses	\$ 266.99
One Source	Background Check	\$ 140.00
JW Pepper	Music for MS/HS	\$ 638.17
Sapp Bros	Barrel of Oil for bus barn	\$ 1,024.00
Sparqdata Solutions	Meeting Subscription and negotiagtions software	\$ 4,800.00
S & S Locksmith	Keys for vans (mechanic had made) and pickup	\$ 259.00
School Nurse Supply	Supplies	\$ 115.33
Shaw Hall Navarrette	Completion of year end Audit	\$ 2,583.00
Thermo King	Parts and Def for buses	\$ 783.70
Tennant sales	Vaccum bags and filters for custodial staff	\$ 195.00
Unite Private	Internet Provider	\$ 558.32
Village of Arlington	Water	\$ 759.62
VISA	Reoccurring For supplies	\$ 4,653.14
Washington CO Treasurer	General Election Fees	\$ 234.03

Wood River	Natural Gas	\$	2,161.50
Winnelson	Maintenance Supplies	\$	249.19
Waste Connections	Trash service		

\$ -

\$ -

Total Payables (GF checks not mailed until approved by the BOE) **\$ 82,765.23**

HANDPAYABLES (GF Paid and mailed after previous board meeting but before this board meeting)

JW Pepper	Music	\$	188.39
Big Red Hotel	Allstate Music Rooms	\$	250.00
Fastwyer	Phone bill	\$	468.28
NACIA	Renewal	\$	40.00
Sherwin Williams	Missed payment for field paint	\$	94.09
Shell	Fuel	\$	44.97
Casey'e	Fuel	\$	604.63
Wood River	Natural Gas	\$	243.03
Village of Arlington	Water	\$	970.11
Total Hand payables		\$	2,903.50

Total General Fund **\$ 85,668.73**

SPECIAL FUNDS (Building, Bond, QCPUF, Dep checks)

\$ -

\$ -

Total Special Funds **\$ -**

Hot Lunch Expenses

CDW	Food order	\$	7,262.31
Jackson Service	Kitchen supplies and service (Towels, aprons, mops)	\$	380.89
Earthgrains	Bakery Items for hot lunch	\$	696.60
Hiland	Milk and dairy products	\$	2,185.70
US Foods	Food order	\$	2,812.11
Pegler	Food Order	\$	1,843.78
Hobart sales	Labor on Kitchen updates	\$	296.50
Hobart sales	Kitchen repairs	\$	1,119.94
Hoodmasters	Oven Hood maintenance	\$	1,920.24
	Hot Lunch Total	\$	18,518.07

EFINANCE - POWERSCHOOL

DATE: 01/03/2025

TIME: 12:30:50

SELECTION CRITERIA: payable.batch='VISA0125'

ARLINGTON PUBLIC SCHOOL

CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 01/03/2025

PAGE NUMBER: 1

VENCHK11

ACCOUNTING PERIOD: 5/25

PAYMENT TYPE: CHECKS ONLY

VENDOR	ORG KEY	ACCOUNT	PO NUMBER	INVOICE	AMOUNT	DESCRIPTION
4607	05300202900801	2610	E0251094		25.99	AMAZON - ALL OCCASION CAR
VISA					25.99	
TOTAL CHECK PAID TO VISA						
4607	01100202730000	2626	02500594		42.50	FILL-RITE
VISA	01200202710000	2626	02500594		42.50	FILL-RITE
	01300202320000	2580	02500717		10.00	PARKING FOR ST ED CONFERE
	01300202560000	2530	02500729		88.64	CLEAR LIVE PHONE BILL
	01200201100000	2610	02500734		16.47	APPLIED SCIENCE SUPPLIES
	01300202320000	2580	02500744		20.00	PARKING SUPERINTENDENT 11
	01200201100000	2610	02500747		167.88	FOAM ROLLERS PE-HOESING
	01200201100000	2610	02500752		87.90	TISSUES
	01200201200000	2640	02500768		32.50	TEACHER PAY TEACHER ITEMS
	01200202213000	2330	02500776		25.49	LUNCH BAGS FOR HALLWAY DE
	01300202560000	2531	02500810		175.20	STAMPS FOR DISTRICT
	01300202310000	2610	02500821		427.31	COFFEE FOR STAFF BREAKFAS
	01100202730000	2610	02500835		14.98	CAR WASH
	01300202560000	2531	02500837		11.54	POSTAGE FOR DISTRICT
	01300202310000	2610	02500881		199.08	STAFF SOUP DINNERS
	01300202230000	2734	02500937		1,289.93	2 PROJECTORS AND HP 4001
	01300202230000	2650	02500938		83.97	HP X360 REPLACEMENT SCREE
	01300202230000	2650	02500939		95.97	BATTERIES FOR 2-WAY RADIO
	01300202620000	2431	02500940		399.90	2 STAGE GAS VALVE FOR HVA
	01300202230000	2650	02500941		383.40	REPLACEMENT BATTERIES FOR
	01300202230000	2650	02500942		244.95	TOUCH SCREEN DIGITIZER
						VOID CHECK - CONTINUED
4607	01300202230000	2650	02500943		29.98	NUMERIC KEYPAD
VISA	01100201100000	2330	E0251091		150.00	NMEA CONFERENCE REGISTRAT
	01100202410000	2610	E0251095		30.58	AMAZON - MOUSE PAD
	01100202410000	2330	E0251096		32.69	AMAZON - BEYOND GRIT
	01100202410000	2330	E0251097		11.53	AMAZON - THE 16 UNDENIABL
	01100201100000	2610	E0251101		142.49	AMAZON - AREA RUG FOR CLA
	01100201100000	2610	E0251102		97.84	TPT - 4TH-6TH SOCIAL STUD
	01300202130000	2610	E0251107		83.42	AMAZON - PURELL HAND SANI
	01300202130000	2610	E0251108		17.00	AMAZON - COTTON SWAB TRAV
	01100201200000	2610	E0251114		165.00	95 PERCENT GROUP - MORPHE
	01100201100000	2640	E0251117		32.50	AMAZON - 7 HABITS OF HIGH
TOTAL CHECK PAID TO VISA					4,653.14	

**General Fund
2024-2025**

<u>Reciepts</u>	<u>Budgeted</u>	<u>Actual Reciepts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 7,192,766.00	\$ 1,993,907.88	27.72%	31.31%
Carline Taxes	\$ 3,000.00	\$ 855.48	28.52%	25.79%
Motor Vehicle	\$ 400,000.00	\$ 152,457.28	38.11%	39.18%
PreSchool Tuition	\$ 20,000.00	\$ 9,120.00	45.60%	60.80%
County Sources	\$ 40,000.00	\$ 1,644.73	4.11%	0.72%
State Aid	\$ 2,279,755.00	\$ 919,187.00	40.32%	40.00%
Sped SA Revenue	\$ 936,000.00	\$ 100,176.00	10.70%	26.86%
Federal & all other	\$ 390,000.00	\$ 325,418.50	83.44%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	34.79%
	\$11,261,521.00	\$3,502,766.87	31.10%	

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
General Fund Totals				
Elementary	\$ 4,943,736.10	\$ 1,543,569.66	31.22%	32.20%
Secondary	\$ 4,433,518.09	\$ 1,430,757.32	32.27%	30.42%
District	\$ 2,449,663.01	\$ 668,733.48	27.30%	28.32%
Total	\$ 11,826,917.20	\$ 3,643,060.46	30.80%	30.67%

General Fund Categories of Particular Interest

Transportation

Elementary	\$ 192,293.09	\$ 40,702.28	21.17%	19.79%
Elem Transportation Maint.	\$ 84,044.32	\$ 26,221.24	31.20%	18.53%
Secondary	\$ 107,789.87	\$ 30,073.93	27.90%	19.95%
HS Transportation Maint.	\$ 29,261.08	\$ 19,223.58	65.70%	72.83%

District Level Categories of Particular Interest

Facilities and Operations

Operat of Building	\$ 670,084.08	\$ 143,690.46	21.44%	25.45%
Building Maint.	\$ 463,189.00	\$ 111,654.45	24.11%	22.64%
Grounds Maint	\$ 98,500.00	\$ 15,559.74	15.80%	35.99%

Activity Balances as of		12/31/2024			
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ 2,000.52	\$0.00	\$0.00	\$ 2,000.52
702	Always For Kids ELEM	\$ 26,437.46	\$5,538.65	\$7,152.28	\$ 24,823.83
702	HS Always for Kids	\$ 2,234.61	\$1,363.66	\$620.29	\$ 2,977.98
703	Art Class	\$ 5,853.15	\$370.00	\$1,553.82	\$ 4,669.33
704	Art Club	\$ 1,632.03	\$50.00	\$17.99	\$ 1,664.04
705	Athletics	\$ (40,258.80)	\$37,194.33	\$53,919.86	\$ (56,984.33)
706	Band	\$ 4,339.15	\$2,293.35	\$2,023.99	\$ 4,608.51
708	Book Club	\$ 270.55	\$458.50	\$0.00	\$ 729.05
709	Cheerleading	\$ 1,106.90	\$7,522.90	\$2,412.80	\$ 6,217.00
710	Welding	\$ 1,592.95	\$60.00	\$0.00	\$ 1,652.95
714	SKILLS	\$ 1,272.76	\$960.00	\$568.00	\$ 1,664.76
716	GIRLS WRESTLING	\$953.50	\$639.50	\$284.14	\$ 1,308.86
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ (884.02)	\$22,260.33	\$18,270.44	\$ 3,105.87
721	Dance Squad	\$ 3,638.52	\$872.53	\$350.00	\$ 4,161.05
722	Drama	\$ 2,084.54	\$836.30	\$675.00	\$ 2,245.84
723	MS STEM	\$ 74.75	\$0.00	\$6.73	\$ 68.02
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
725	WEIGHTS	\$ -	\$1,262.38	\$238.50	\$ 1,023.88
726	FBLA	\$ 11,841.51	\$15,613.15	\$13,240.72	\$ 14,213.94
727	Football	\$ 16,043.85	\$330.00	\$5,109.53	\$ 11,264.32
728	Reimbursement (general)	\$ 589.97	\$641.96	\$590.66	\$ 641.27
732	Fam Cons Science	\$ (1.56)	\$385.00	\$708.29	\$ (324.85)
733	Wrestling	\$ 567.02	\$4,542.80	\$3,777.10	\$ 1,332.72
735	Honor Society	\$ 1,059.07	\$225.00	\$49.98	\$ 1,234.09
736	Activities Interest	\$ 4,089.10	\$0.00	\$0.00	\$ 4,089.10
737	MS Student Council	\$ 2,885.61	\$0.00	\$0.00	\$ 2,885.61
739	Library Fund Elem/HS	\$ 1,538.86	\$1,622.41	\$2,168.01	\$ 993.26
740	Industrial Tech / Woods	\$ 2,611.82	\$310.00	\$615.96	\$ 2,305.86
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82
744	HS Lounge	\$ 119.09	\$0.00	\$0.00	\$ 119.09
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 214.17	\$0.00	\$0.00	\$ 214.17
748	Spring Musical	\$ 12,005.10	\$5,632.70	\$7,248.92	\$ 10,388.88
749	Student Council	\$ 3,775.88	\$3,399.59	\$1,355.02	\$ 5,820.45
750	Student Vending	\$ 1,403.01	\$0.00	\$0.00	\$ 1,403.01
751	Swing Choir	\$ 3,284.13	\$0.00	\$1,795.81	\$ 1,488.32
753	Yearbook	\$ 1,763.65	\$2,395.00	\$6,557.68	\$ (2,399.03)
756	Pepsi	\$ 793.71	\$149.94	\$359.57	\$ 584.08
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ -	\$0.00	\$0.00	\$ -
762	Baylor/ACT	\$ 2,993.21	\$18.00	\$0.00	\$ 3,011.21
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85
765	Class of 2028	\$ 315.00	\$952.40	\$0.00	\$ 1,267.40
766	FFA	\$ 18,888.92	\$29,375.50	\$28,017.37	\$ 20,247.05
768	RR Store	\$ 8,500.00	\$2,680.00	\$3,815.16	\$ 7,364.84
770	K3 Basketball Camp	\$ 2,504.93	\$0.00	\$0.00	\$ 2,504.93
772	Class of 2023	\$ 1,044.36	\$0.00	\$1,044.36	\$ -
773	Class of 2024	\$ 798.81	\$0.00	\$0.00	\$ 798.81
774	Class of 2025	\$ 1,462.26	\$0.00	\$0.00	\$ 1,462.26
775	Class of 2026	\$ 2,834.50	\$903.15	\$0.00	\$ 3,737.65
776	Class of 2027	\$ 1,997.60	\$2,063.00	\$510.70	\$ 3,549.90
782	Volleyball	\$ 8,295.82	\$689.00	\$1,344.63	\$ 7,640.19
783	Boys Golf	\$ 4,417.67	\$0.00	\$269.99	\$ 4,147.68
784	Girls Golf	\$ 6,047.66	\$0.00	\$396.58	\$ 5,651.08
785	Cross Country	\$ 8,021.31	\$836.00	\$3,074.28	\$ 5,783.03
786	Track Fund	\$ 4,640.54	\$0.00	\$30.71	\$ 4,609.83
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 2,204.27	\$631.50	\$538.72	\$ 2,297.05
789	Baseball Fund	\$ 4,061.84	\$0.00	\$0.00	\$ 4,061.84
790	Boys Basketball	\$ 2,254.76	\$3,199.00	\$3,251.57	\$ 2,202.19
791	Girls Basketball	\$ 3,529.80	\$2,888.75	\$2,447.00	\$ 3,971.55
792	MS Girls Basketball	\$ 23.50	\$0.00	\$0.00	\$ 23.50
793	Striv	\$ 1,559.11	\$750.00	\$2,023.94	\$ 285.17
794	Sped	\$ 626.95	\$1,417.15	\$1,037.56	\$ 1,006.54
795	Wellness (District)	\$ 0.03	\$6,295.00	\$3,003.20	\$ 3,291.83
796	Elementary Activity	\$ -	\$559.00	\$562.34	\$ (3.34)
799	Girls On The Run	\$443.75	\$0.00	\$0.00	\$ 443.75
713	Alpaca	\$7.00	\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$0.00	\$1,346.00	\$645.50	\$ 700.50
200-800	HS Unified School	\$0.00	\$1,276.00	\$580.92	\$ 695.08
300-801	Hospitality	\$0.00	\$1,320.00	\$0.00	\$ 1,320.00
	Totals	\$198,491.38	\$174,129.43	\$184,265.62	\$188,355.19

Curriculum and Data Board Report

Professional Development

Our Professional development opportunities continue to evolve. We have chosen to build upon our 4 point PD system with opportunities for teachers to meet those 4 points in a variety of ways. 1 point is given for each professional development session attended in house, 2 points for leading a professional session, 1 point for independent studies and conferences, and 2 points for books studies. PD opportunities are given at both our September and January in-service days. This year we tried to center our professional development on a variety of instructional strategies as well as information and instruction on teacher finances and benefits.

During our September inservice we were lucky enough to have 2 wonderful presenters from the ESU who focused their instruction on active learning strategies. The presenters used a variety of these strategies to get our teachers involved in the learning and sent them off with a list of options to try in their classrooms. The teachers also were able to benefit from presentations given by Jen Arp and Shawna Koger in regards to benefit packages, personal finance tips, and payroll resources. As the year continues, we plan to provide breakout sessions at our January in-service along with some face to face, online, and book study type professional development opportunities to round out the year. When you are as lucky as we are to have great teachers, you don't have to look too far to find someone who is willing to share their knowledge to make the experience for our students better.

Team Meetings

Dr. Morgan and I continue to partake in weekly team time with each grade level for our elementary staff. Team Time gives us the opportunity to meet with each grade level team on a weekly basis to discuss curriculum, instruction, assessments, data, interventions and student behavior. Team time allows us to focus on student learning and foster a culture of collaboration. We have spent the first semester focusing on student centered conversations, individualized student reading plans, Science standard alignment and curriculum needs and ways to support .

Curriculum

Currently in the curriculum cycle, we are in the adoption phase for Fine Arts and Spanish, implementation phase for Math, and the research and development phase for Science. The Fine Arts/Spanish adoption process will be finalized and presented to the board during the February or March board meeting.

The implementation of our new Math curriculum has gone very well. It was a blessing that our teachers didn't have too many adjustments to make as the curriculum

they chose was the updated version of what we used in prior years. I check in with the teachers quarterly through a questionnaire to gain feedback and allow them to rate math instruction in their classrooms. The feedback from the first 2 quarters was positive, and teachers are feeling comfortable and confident in their math instruction.

The research and development phase of Science is off to a great start. The Science Adoption committee has been hard at work aligning new science standards, creating belief/vision statements for Science in Arlington, and searching for curriculums to start diving into. In January, Nichole Kern will be presenting on the new science standards. Nichole was one of the few Nebraska educators who was able to be involved in the creation of the new standards. Her knowledge and understanding will prove to be an excellent resource for our science committee. We also look forward to receiving sample curricula to start looking through and narrowing down the resources we plan to pilot in the fall of 2025.

Data/Testing

The spring 2024 data was un-embargoed to the public in late November. Arlington continues to fare well in the NSCAS Reading, NSCAS Math, NSCAS Science and ACT categories. When compared to schools in our array and ESU schools, Arlington remains in the top half in many of these grade level assessments. Please see attached information for scoring.

As we take a closer look into testing, many changes continue to be made at the state level. As of October of 2024, Nebraska has decided to continue to partner with NWEA to give us NSCAS. This assessment is given only in the spring and replaces the MAP test for grades 3-8. Map is given to grades 1-9 in the fall and winter and grades 1-2 and 9 in the spring. K-8 is tested in Fastbridge in the fall, winter, and spring. Winter testing is currently in full swing and continues through much of January.

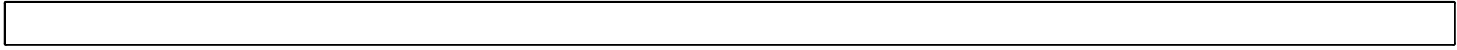
We have implemented testing goal setting in grades 3-9. This has given the teachers and students the opportunity to sit down individually and discuss scoring, expectations, and set goals for future testing opportunities. The teachers meet with each individual tested before testing, and upon completion of the test. Our goal is to make the students more aware of the importance of testing, and of the information it can provide our teachers in making the instruction they give more individualized. If nothing else, it gives our students and teachers time to work together to build a working relationship centered on student learning.

Schools	District ELA	District Math	District Science	Elem. ELA	Elem. Math	Elem. Science	Middle ELA	Middle Math	Middle Science	ACT ELA	ACT Math	ACT Science
Arlington	72	81	86	75	83	95	66	76	78	67	64	62
Ashland-Greenwood	70	73	84	71	74	92	70	71	77	48	48	53
Bellevue	62	60	74	78	81	97	61	52	59	46	44	52
Bennington	77	81	92	70	81	95	78	83	86	75	65	74
Blair	73	76	91	77	75	95	76	82	87	51	54	55
Conestoga	70	69	87	68	71	90	74	65	85	49	47	53
DC West	64	63	83	66	64	89	61	62	77	49	55	59
Fort Calhoun	74	77	82	76	75	86	71	80	79	67	66	69
Logan View	72	75	94	70	77	94	77	70	95	51	43	54
Louisville	68	70	82	68	71	91	69	67	75	68	56	62
Millard	74	73	85	77	80	94	78	76	80	65	63	66
North Bend	74	80	78	75	86	86	72	75	71	68	53	66
Papillion La-Vista	70	66	81	68	70	75	85	77	91	47	50	52
Springfield Platteview	69	70	73	67	62	91	70	75	58	50	49	56
Wahoo	72	79	80	73	76	90	72	82	76	66	70	67
Yutan	81	80	87	83	88	92	76	66	83	59	63	72
Raymond Central	65	68	69	55	71	92	84	88	??	44	48	55
Syracuse	80	86	86	76	69	??	80	89	87	59	64	55

Schools	Grade 3 - ELA 2024	2022-23	2021-22	2018-19	2017-18	
Yutan	*	79	74	80	74	
North Bend	79	83	71	63	74	
Louisville	79	70	62	61	62	
Millard	77	80	67	72	64	
Bennington	77	76	63	78	75	
Syracuse	76	65	60	73	NA	
Springfield Platteview	74	81	75	72	77	
Wahoo	74	73	75	67	49	
Fort Calhoun	73	76	67	83	63	
Logan View	71	77	82	74	70	
Arlington	70	84	66	56	52	
Ashland-Greenwood	69	77	73	57	56	
Conestoga	69	70	56	66	67	
DC West	69	62	55	48	42	
Papillion La-Vista	65	69	55	62	60	
Raymond Central	65	69	61	56	NA	
Blair	64	74	59	57	58	

Schools	Grade 3 - Math 2024	2022-23	2021-22	2018-19	2017-18
Yutan	*	77	66	67	74
Arlington	89	84	80	56	56
North Bend	81	89	74	76	72
Louisville	81	80	78	55	74
Bennington	81	77	74	79	75
Raymond Central	80	71	64	46	NA
Wahoo	77	86	82	77	54
Ashland-Greenwood	75	80	75	51	52
Millard	75	75	66	70	63
Springfield Platteview	73	69	77	78	77
Conestoga	71	60	58	60	60
Logan View	69	85	82	76	72
Fort Calhoun	69	77	63	78	68
Syracuse	69	69	65	68	NA
Blair	68	68	66	53	52
DC West	67	61	59	59	43
Papillion La-Vista	66	63	53	58	53

Schools	Grade 4- ELA 2024	2022-23	2021-22	2018-19	2017-18
Arlington	82	81	75	75	80
Yutan	82	67	75	88	53
Fort Calhoun	81	77	67	71	74
North Bend	79	74	84	75	76
Millard	76	71	67	71	69
Syracuase	75	67	64	60	NA
Blair	73	73	70	66	56
Bennington	72	70	77	79	80
Springfield Platteview	69	76	69	65	71
Ashland-Greenwood	69	75	73	55	54
Wahoo	69	71	53	57	56
Logan View	68	73	66	71	76
Raymond Central	68	70	59	67	NA
Papillion-LaVista	66	63	60	66	64
DC West	62	65	41	48	42
Conestoga	59	51	69	76	68
Louisville	55	55	60	67	56



Schools	Grade 5 - ELA 2024	2022-23	2021-22	2018-19	2017-18
Syracuse	81	91	53	70	NA
Arlington	82	70	59	56	59
Yutan	79	90	70	52	69
Logan View	79	58	74	59	62
Blair	76	72	45	57	40
Wahoo	76	48	41	40	46
Millard	74	74	66	64	63
Ashland-Greenwood	74	74	63	43	58
Bennington	72	73	65	68	72
Louisville	70	58	67	63	52
North Bend	68	82	67	73	78
Fort Calhoun	67	75	51	70	56
DC West	67	53	52	63	50
Papillion La-Vista	66	66	59	51	60
Conestoga	66	58	57	57	47
Springfield Platteview	66	56	54	53	54
Raymond Central	52	63	54	50	NA

Schools	Grade 5 - Math 2024	2022-23	2021-22	2018-19	2017-18
Syracuse	*	94	84	86	NA
North Bend	*	82	74	73	68
Logan View	85	76	81	67	59
Yutan	82	90	86	52	46
Bennington	81	82	65	71	62
Louisville	80	79	78	76	60
Arlington	78	74	85	60	67
Ashland-Greenwood	77	83	72	62	55
Wahoo	77	63	47	51	52
Fort Calhoun	76	86	71	83	85
Millard	76	79	66	68	64
Conestoga	73	81	52	52	47
Blair	69	78	48	57	48
Springfield Platteview	69	68	51	53	51
Papillion La-Vista	66	71	58	56	53
Raymond Central	63	84	61	57	NA
DC West	56	70	52	63	50

Schools	Grade 6 - Math 2024	2022-23	2021-2022	2018-19	2017-18
Syracuse	*	87	80	79	NA
Raymond Central	88	71	42	69	NA
North Bend	84	74	57	55	56
Yutan	83	83	62	58	66
Conestoga	82	78	59	52	55
Blair	82	70	63	60	65
Bennington	81	77	64	67	68
Logan View	80	91	79	86	88
Wahoo	78	74	69	83	77
Arlington	75	90	73	60	52
Fort Calhoun	75	72	42	67	67
Ashland-Greenwood	73	64	58	47	64
Louisville	72	80	22	49	53
Millard	71	73	59	66	59
Papillion La-Vista	71	72	52	57	63
DC West	57	79	49	65	60
Springfield Platteview	57	70	82	62	77

Schools	Grade 6 - ELA 2024	2022-23	2021-2022	2018-19	2017-18
Syracuse	88	62	62	63	NA
Raymond Central	84	67	33	49	NA
Bennington	82	77	66	72	61
North Bend	82	63	61	47	37
Fort Calhoun	81	95	49	60	52
Conestoga	79	83	47	54	41
Blair	76	57	45	51	57
Yutan	75	69	64	52	66
Papillion La-Vista	73	71	59	62	56
Millard	72	66	55	58	55
Arlington	69	91	48	60	52
Ashland-Greenwood	69	61	55	51	60
Wahoo	68	55	55	51	57
Louisville	66	76	52	53	60
Springfield Platteview	62	73	68	57	64
Logan View	61	68	64	57	52
DC West	56	67	55	65	60

Schools	Grade 7 - ELA 2024	2022-23	2021-2022	2018-19	2017-18
Raymond Central	*	38	43	45	NA
Logan View	83	55	44	52	37
Yutan	78	71	41	60	36
Bennington	76	74	62	69	59
Papillion La-Vista	75	69	56	62	56
Conestoga	75	60	55	58	64
Louisville	74	56	43	40	50
Millard	72	67	52	58	60
Springfield Platteview	71	79	55	66	73
Ashland-Greenwood	71	63	45	64	61
Wahoo	70	61	47	63	57
Blair	69	62	57	65	63
Syracuse	65	64	46	49	NA
DC West	64	52	38	65	51
Fort Calhoun	63	74	49	68	64
Arlington	63	62	50	61	57
North Bend	62	67	57	44	61

Schools	Grade 7 - Math 2024	2022-23	2021-2022	2018-19	2017-18
Raymond Central	*	57	37	40	NA
Bennington	88	82	54	71	63
Fort Calhoun	81	89	55	70	64
Wahoo	79	85	74	85	72
North Bend	78	73	51	46	50
Blair	75	86	68	68	68
Millard	75	77	56	59	59
Louisville	74	80	48	53	58
Logan View	74	70	44	50	34
Springfield Platteview	73	87	55	70	78
Syracuse	71	84	47	44	NA
Arlington	71	82	66	47	72
Ashland-Greenwood	70	78	49	64	61
DC West	68	79	51	65	51
Papillion La-Vista	66	77	52	58	56
Conestoga	64	71	45	38	61
Yutan	63	76	45	60	50

Schools	Grade 8-ELA 2024	2022-2023	2021-2022	2018-19	2017-18
Raymond Central	*	54	42	65	NA
Syracuse	90	75	73	60	NA
Blair	82	81	63	55	58
Millard	80	60	57	65	59
Bennington	79	86	72	79	73
Wahoo	76	80	63	63	66
Fort Calhoun	76	75	45	77	63
Papillion La-Vista	74	74	58	59	61
Yutan	74	83	59	37	67
Conestoga	73	758	46	64	57
North Bend	73	64	68	67	66
Logan View	71	66	40	40	49
Ashland-Greenwood	70	64	68	73	61
Arlington	69	74	52	54	64
Springfield Platteview	69	79	53	70	57
Louisville	64	75	46	52	54
DC West	64	60	57	53	55

Schools	Grade 8-Math 2024	2022-2023	2021-2022	2018-19	2017-18
Raymond Central	*	63	15	43	NA
Syracuse	90	84	59	54	NA
Blair	89	78	66	60	57
Wahoo	88	76	69	72	69
Arlington	80	85	67	50	70
Bennington	79	89	76	74	59
Fort Calhoun	79	79	51	75	56
Millard	79	73	56	57	58
Springfield Platteview	73	87	55	68	61
Ashland-Greenwood	69	64	41	63	69
Yutan	68	73	44	48	67
Conestoga	66	65	24	58	35
Logan View	66	61	40	45	53
North Bend	65	76	53	53	57
Papillion La-Vista	63	67	44	52	59
DC West	62	57	59	53	55
Louisville	60	74	36	54	40

Schools	ACT-ELA 2024	2022-2023	2021-2022	2018-19	2017-18
Bennington	75	71	73	73	86
Louisville	68	57	63	61	56
North Bend	68	56	71	68	72
Fort Calhoun	67	70	63	77	59
Arlington	67	48	59	58	57
Wahoo	66	64	60	58	54
Millard	60	66	64	71	69
Syracuse	59	62	74	62	56
Yutan	59	49	50	87	76
Papillion La-Vista	56	57	60	62	60
Blair	51	54	52	66	59
Logan View	51	49	56	60	69
Springfield Platteview	50	72	52	71	69
Conestoga	49	58	65	51	57
DC West	49	52	58	61	60
Ashland-Greenwood	48	61	53	65	58
Raymond Central	44	33	48	54	67

Schools	ACT-Math 2024	2022-2023	2021-2022	2018-19	2017-18
Wahoo	70	70	68	63	62
Fort Calhoun	66	54	42	70	61
Bennington	65	61	67	73	71
Syracuse	64	58	65	72	63
Arlington	64	48	51	50	61
Yutan	63	54	47	79	62
Millard	57	58	67	66	65
Papillion La-Vista	56	55	55	64	61
Louisville	56	51	54	63	44
DC West	55	66	65	67	62
Blair	54	57	56	64	63
North Bend	53	42	48	68	72
Springfield Platteview	49	67	60	71	62
Ashland-Greenwood	48	57	45	55	58
Raymond Central	48	46	46	59	62
Conestoga	47	47	59	59	54
Logan View	43	40	44	60	59

Schools	ACT-Science 2024	2022-2023	2021-22	2018-19	2017-18
Bennington	74	67	73	75	78
Yutan	72	59	71	76	76
Fort Calhoun	69	65	77	72	58
Wahoo	67	73	71	68	73
North Bend	66	69	71	73	80
Millard	64	67	67	71	71
Louisville	62	57	60	61	58
Arlington	62	51	56	60	82
DC West	59	66	65	62	59
Papillion La-Vista	59	58	58	66	67
Springfield Platteview	56	63	52	75	73
Syracuse	55	60	67	57	58
Blair	55	58	60	71	67
Raymond Central	55	54	62	72	70
Logan View	54	47	52	63	72
Conestoga	53	71	61	65	59
Ashland-Greenwood	53	70	67	63	69

Schools	Grade 5 2023-2024	2022-2023	2021-2022		Schools	Grade 8 2023-2024	2022-2023	2021-2022
Syracuse	*	97	88		Logan View	*	78	68
Raymond Central	*	96	76		Bennington	90	93	87
Yutan	*	90	78		Blair	87	83	84
Conestoga	*	86	83		Conestoga	85	67	56
Arlington	*	85	85		Yutan	83	73	66
Logan View	*	82	95		Syracuse	80	73	84
Louisville	*	81	87		Fort Calhoun	79	71	86
Blair	95	94	87		Arlington	78	83	83
Bennington	94	87	84		Ashland-Greenwood	77	77	80
Millard	93	87	83		DC West	77	69	80
Springfield Platteview	93	79	84		Millard	77	76	73
Ashland-Greenwood	92	94	88		Wahoo	76	75	80
Wahoo	90	73	77		Louisville	75	72	66
DC West	89	88	83		Papillion La-Vista	74	75	73
Papillion La-Vista	88	81	80		North Bend	71	75	81
Fort Calhoun	86	95	86		Springfield Platteview	58	68	65
North Bend	86	87	90		Raymond Central	52	67	60

Business Management Information Technology (BMIT) Board Report

January 12, 2025

Multi-cultural Aspect

Multicultural opportunities are provided throughout each class through projects and case studies. There is an emphasis on global business and its effects on our economy.

Curriculum

BMIT is currently in the second year of new textbooks. Curriculum has been modified to meet our existing needs.

All students are required to take a personal finance/economics course as a graduation requirement. This is in response to preparing our students to be college and career ready and to meet the state statute personal finance requirement. Students may choose to take the one semester course or they may choose to take a semester of Wealth Building Fundamentals and a semester of Macroeconomics for college credit in order to meet the graduation requirement. Students are also required to complete Information Technology I and Information Technology II to provide them the necessary skills for use throughout college and career. These courses focus on the Microsoft Office Suite of Word, Access, PowerPoint, and Excel. We will utilize the Information Technology courses to meet the new requirement of computer science and technology education that the legislature has slated to go into effect 2025-2026.

Student Learning

WISE Financial Literacy Certification Program grants personal finance certifications to be administered at Arlington High School. The program provides high school students with access to financial education and the opportunity to become certified financially literate. Topics mastered include money, budgeting, cost of money, banking, credit, insurance, housing, retirement planning, regulatory agencies and financial planning and management. Students who pass the CFL Test are Certified Financially Literate. The certification tests have been administered to all students in personal finance courses. Results from the past two years included a certification rate of 96 percent of those who were tested. All students will continue to complete this certification to validate their expertise in personal finance.

The Microsoft IT Initiative grant affords students in the Information Technology I and Information Technology II courses to take the Microsoft Office Certification (MOS) Test for free. The initiative has also provide a 10-seat software license to GMetrix, a MOS certification practice software program used to emphasis and review concepts on the certification test beyond the curriculum in the course. The certification test assesses the student's knowledge and skill level using Microsoft Office Excel, Word, PowerPoint, and Access. Through the initiative, 500 testing vouchers are allocated for the students to take their initial test and retest to obtain their certification. Students that score 700 or higher on the test for each software program will obtain their certification. Students in the Spring 2024 Information Technology courses have completed testing with additional testing slated for Spring 2025.

Response to Students Not Learning

GRIP is utilized for students not turning in homework or who need extra attention to be successful. Additional time before and/or after school is provided by individual teachers in the department.

Enrichment

The business department provides several options for enrichment for students to prepare for their future. Students are participating in these activities as an extension of the school day.

Arlington FBLA

Arlington FBLA has had approximately 85 students participating in activities this year. Students are engaged in community service and competitions as an extension of their learning. During the 2024-2025 school year, FBLA members contributed over 1,000 hours of community service. Students also continue to perform well at a variety of business competitions, placing as individuals and as an overall team. In 2024, thirteen students represented Arlington at the National Leadership Conference with one team placing second nationally, a team making the top 15 finals, a Who's Who winner, and a scholarship winner. In addition, there were several other individual and chapter recognitions. Two Arlington students served as Nebraska FBLA state officers for the 2023-2024 school year. Arlington currently has two students interested in running for office at the 2025 State Leadership Conference held in Kearney, Nebraska.

Arlo_Striv

The broadcasting class along with other students have been actively producing a number of home events throughout the years. We are in the middle of the 7th year, we have produced numerous activities ranging from athletic events (football, softball, volleyball, cross country, girls golf, basketball, baseball and wrestling) to fine arts and other special events. The primary production has been by students involved in Arlo_Striv when schedules allow. The Arlo_Striv team has produced state events such as State Volleyball 2024, State Softball 2024, and previous State Basketball tournaments.

Broadcasting 2

This class was added in the spring of 2024 for the first time. We are expanding the curriculum of Broadcasting 1 along with live production. The class will have a weekly video podcast produced and posted on the Arlo_Striv YouTube channel. Title and content will vary based on the students' interests each semester.

Bank in School

Arlington High School students serve as tellers for the Arlington Elementary Bank in School. Students were interviewed for the teller positions after filling out an application. Over 30 students rotate assisting each Friday to keep the bank open. RVR Bank provides one employee each week to assist. The current kindergarten through sixth grade students have a balance over \$32,000 saved through December 2024.

Other Information

Currently three courses (Macroeconomics, Business Law, and Personal Finance) are being offered as dual-enrolled classes through Metropolitan Community College. Students are given free tuition and acquire both Arlington High School and college credit.

4th grade
Board Report
January 13, 2025

1. Multi-cultural aspect:
 - a. Stories in our reading curriculum (Envisions) (Barbed Wire Baseball, Mama's Window, etc)
 - b. We also incorporate multiculturalism into social studies lessons by teaching about the different types of people that settled in the state of Nebraska and the traditions they brought with them
 - c. We also immerse the students in a multicultural unit that we plan for them in February
2. What do we want students to learn
 - a. Longer multiplication and division problems (4 digit by 1 digit)
 - b. Apply different strategies for real world math problems, for example, finding clue words to help them determine the operation they should use to solve the problem
 - c. Using multiple comprehension strategies to help them understand fiction and nonfiction text. (main idea, context clues, generalization...etc)
 - d. Study skills like homework, organization, deadlines and time management
3. How do we know students are learning
 - a. iReady assessments (reading and math)
 - b. NSCAS scores
 - c. Class participation (blooket, markerboards, homework)
 - d. Regular assessments over state standards
 - e. Small group instruction for math and reading
 - f. Goal setting and revisiting the goals to ensure student learning
4. How do we respond when students are not learning
 - a. MTSS process
 - b. Para support / SPED support
 - c. Leveled Math and Reading groups with teacher
 - d. Repeat/review lessons
 - e. Small group instruction
 - f. Reading and math intervention with Mrs. Gubbels and Mrs. Dennis
 - g. iReady lessons for intervention to target their individualized pathway of learning
5. How do we extend or enrich the learning for students who exceed proficiency
 - a. Book talks, book clubs, and passion projects
 - b. Differentiated independent work in math
 - c. Math and Reading groups based on present levels (changes several times throughout the year)
 - d. HAL program
6. Other Info
 - a. iReady has been a very beneficial program for us to pilot
 - b. We are able to make growth at the individual level for students and have seen some nice growth from students this semester

ARLINGTON HIGH SCHOOL BMIT PROGRAM OVERVIEW



REQUIRED COURSES FOR SUCCESS

- Personal Finance/Economics (Graduation Requirement)
 - One semester course option
 - Alternative: Wealth Building + Macroeconomics for college credit
- Information Technology I & II
 - Focus: Microsoft Office Suite
 - Preparing for 2025-2026 computer science requirements

CERTIFICATIONS

- WISE Financial Literacy Program
- Topics covered:
 - Money Management
 - Budgeting
 - Banking
 - Credit
 - Insurance
- Impressive Results: 96% certification rate
- Required for all personal finance students
- Free Microsoft Office Certification (MOS) Tests
- Statewide Grant Initiative
- Programs covered:
 - Excel
 - Word
 - PowerPoint
 - Access

FBLA ACHIEVEMENTS

- 85 active student members
- Over 1,000 community service hours
- 2024 National Leadership Conference
 - Second place national team
 - Top 15 finalist team
 - Who's Who winner
 - Scholarship recipient
- Two state officers in 2023-2024



ARLO_STRIV BROADCASTING

- Coverage includes:
 - Multiple sports events
 - Fine arts performances
 - Special school events
- State-level event production
 - State Volleyball 2024
 - State Softball 2024
 - Basketball tournaments
- Broadcasting II program added



BANK IN SCHOOL PROGRAM

- Partnership with RVR Bank
- 30 student tellers
- Weekly operation (Fridays)
- Serves elementary students
- Current savings: Over \$32,000
- Real-world banking experience



DUAL ENROLLMENT OPPORTUNITIES

- Partnership with Metropolitan Community College
- Free tuition for students
- Dual credit courses:
 - Macroeconomics
 - Business Law
 - Personal Finance
- Earn high school and college credits simultaneously



James Shada
January
Board Report

Wrestling Invite

On January 17, 2025 we host the Arlington girls wrestling invite. We have 15 girl teams coming to the girls tournament. On January 18, 2025 we host the boys wrestling invite. We have 16 teams for the boys tournament. We are hosting mainly schools from the area. Running the event takes a lot of work from our staff and our community. I see this meet as a great opportunity for our district to show what a wonderful place Arlington is, and how great the people are that live and work with the school district.

NCPA ACADEMIC ALL-STATE AWARDS

Since 2006 this NSAA Award Program has recognized students who meet the criteria for nomination by their school in the season of their activity. Each year the NSAA and the NCPA recognize students during fall, winter and spring seasons who are nominated by their schools for their individual academic excellence, leadership, and significant contributions in their NSAA activity. The criteria is as follows:

1. A nominated student must be a varsity player or organizational leader who has played a significant role on the team or in the organizational activity during the seasons for which nominations are accepted.
2. A nominated student must have a minimum cumulative grade point average, in all curricular subjects, of 93% or 3.7 on a 4.0-point scale or the equivalent.
3. NSAA high schools or their cooperative sponsorship may nominate a maximum of two students per NSAA activity program.

Fall 2019 Nebraska Chiropractic Physicians Association (NCPA) Academic All-State Awards winner from Arlington winners were:

Boys Cross-Country: August Burns, Kolby Tighe

Girls Cross-Country: Hailey O'Daniel, Whitney Wollberg

Football: Zane Gerrish, Luke Ott

Girls Golf: Aspen Smutz, Addison Thomas

Softball: Britt Nielsen Lydia Schaapveld

Volleyball: Kaylie Herman, Calle Shearere

Play Production: Katherine Douglas, Kolby Tighe

January 2025 Elementary Principal Board Report

Elementary Math Action Plan

Student Learning: Students will increase overall achievement in the area of Math.

Professional Practice: MAP, Fastbridge, Pre/Post Tests, District Assessments

<p>Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)</p> <p>Currently 52 % of students met or exceeded benchmarks on Fastbridge Math. Desired outcome would be increased to 68 % of students meeting benchmarks on Fastbridge Math by Winter.</p> <p>Currently 58 % of students met or exceeded benchmarks on MAP Math. Desired outcome would be increased to 72 % of students meeting benchmarks on MAP Math by Winter.</p> <p>Currently 69% of students met or exceeded benchmarks on Fastbridge Math. Desired outcome would be an increase to 83% of students meeting benchmarks on Fastbridge Math by Spring.</p> <p>Currently 71% of students met or exceeded benchmarks on MAP Math. Desired outcome would be an increase to 80% of students meeting benchmarks on MAP Math by Spring.</p>		
Action Text:	Supports/ Resources:	Timeline (or) Frequency:
Whole Group	Envisions	Daily
Intervention	Small Group Dennis	Daily
Small group instruction	Fastbridge	3-5 days a week
Progress Monitoring	Fastbridge	Weekly

Elementary ELA Action Plan

Student Learning: Students will increase overall achievement in the area of English Language Arts.

Professional Practice: Increase in ELA knowledge marked by increase in classroom assessments, teacher observations, and increase in Fastbridge scores.

Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)

Currently 39 % of students met or exceeded benchmarks on Fastbridge Reading. Desired outcome would be increased to 55 % of students meeting benchmarks on Fastbridge Reading.

Currently 57 % of students met or exceeded benchmarks on MAP Reading. Desired outcome would be increased to 70 % of students meeting benchmarks on MAP Reading.

Currently 44% of students met or exceeded benchmarks on Fastbridge Reading. Desired outcome would be an increase to 70 % of students meeting benchmarks on Fastbridge Reading.

Currently 48% of students met or exceeded benchmarks on MAP Reading. Desired outcome would be an increase to 68 % of students meeting benchmarks on MAP Reading.

Action Text:	Supports/ Resources:	Timeline (or) Frequency:
Whole Group	K-2 - Super Kids 3-5 MyView 6 My Perspectives	Daily
Intervention	UFLI - Title EIR/Corrective - Intervention	Daily
Small group instruction	Fastbridge, SuperKids	3-5 days a week
Progress Monitoring	Fastbridge	Weekly

Holiday Celebrations: Students participated in games, crafts, annual dodgeball tournament (Grades 3-6), watched a movie, and enjoyed a snack. We had so much fun getting in the Holiday spirit.

PTO Holiday Store: PTO provides a Holiday store for students to shop for people of their choosing. Volunteers help students to decide, purchase, and wrap their presents.

Tyler Dahlgren, from the Nebraska Public School Advantage, wrote the following article about the Holiday store!

<https://www.nebraska-advantage.org/spirit-season-students-discover-christmas-magic-arlington-elementary%E2%80%99s-%E2%80%98tis-season-holiday-store#overlay-context=spirit-season-students-discover-christmas-magic-arlington-elementary%25E2%2580%2599s-%25E2%2580%2598tis-season-holiday-store>

December Eagle of the Month:



Kick-Off One Book One Arlo

The Arlo book committee has been preparing and have now officially kicked off with the book Rump: The (Fairly) True Tail of Rumpelstiltskin by Liesl Shurtliff. Families are provided a book and readings. Families complete questions and turn them in for the chance to win a prize. Mrs. Reed teased the book at recess on January 9, 2025, by spreading some glitter!

https://drive.google.com/file/d/1E_hcVsnJZBqWDMycWd7hZQeqjoifQq5z/view?usp=sharing

Secondary Principal's Report

January 2025 Board Meeting

Final Exam Exemption Information

Here are final exam exemption numbers:

Fall 2023		Fall 2024	
Exempt Students	Total Students	Exempt Students	Total Students
33	60	37	66
39	57	38	61
35	46	39	57
36	62	33	44
143	225	147	228
	63.6%		64.5%

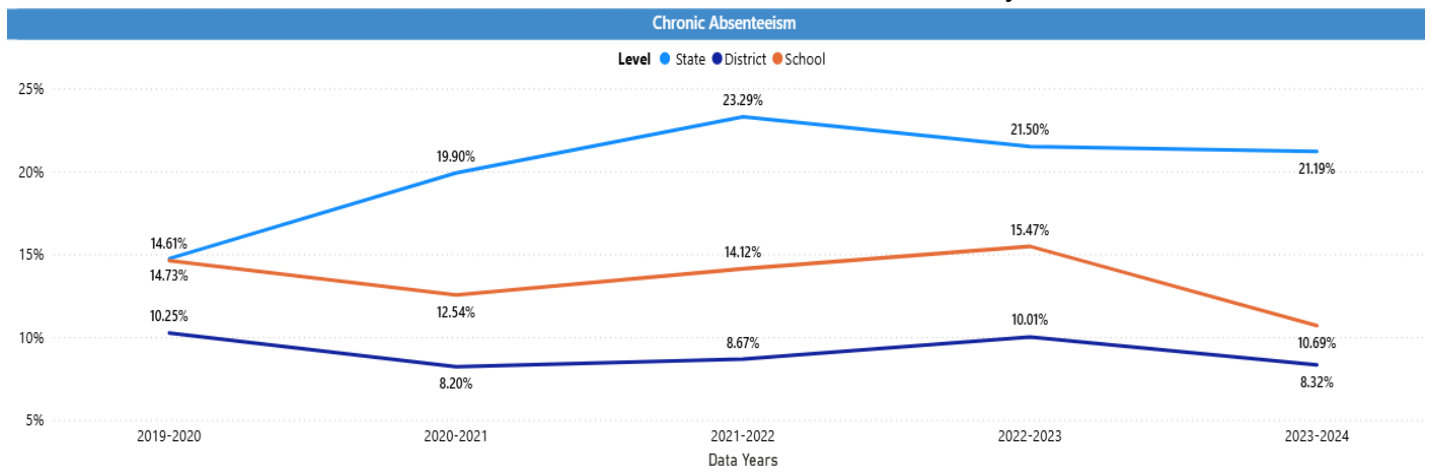
ADA 2022-23 School Year - (PS Report) 94.77% MS
 94.23% HS
94.42% Total 2022-23 School Year

ADA Fall 2023 - (PS Report) 95.09% MS
 95.35% HS
95.26% Total (94.84% 2023-24 School Year)

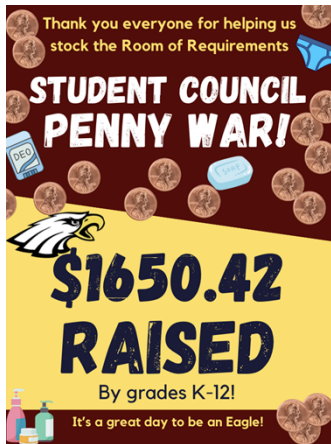
ADA This Semester - (PS Report) 96.45% MS
 95.75% HS
95.97% Total

Chronic Absentee Report -

students who are absent for 10% or more of the total student days



Penny Wars



Planning for 2025-26

Department planning meetings for the 2025-2026 school year begin this month.

PTC

Parent-teacher conferences will be held in the new gym on Wednesday, February 12 and Thursday, February 13.

Bank in Schools - Mid-Year Update

We currently have 205 savers who have accumulated over \$31,000 in savings!

Video:

https://www.canva.com/design/DAGZMxXODaE/Q2qICDf9NCF_hrxwLBFumA/watch?utm_content=DAGZMxXODaE&utm_campaign=share_your_design&utm_medium=link&utm_source=shareyourdesignpanel

NASB BOARD QUICKS

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

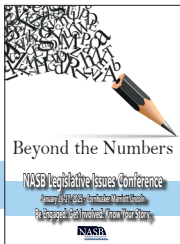


2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

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

JOIN US!

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

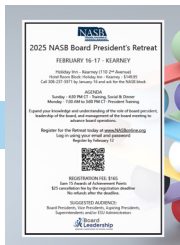


Legislative Issues Conference - January 26-27 - Lincoln
The 2025 Legislative Session is set to begin Wednesday, January 8

School Board Member Week - January 26 to February 1



Board President Retreat - February 16-17 - Kearney



Budget & Finance Workshop - March 4 - Kearney

Budget & Finance Workshop - March 11 - Crete

***Amplified Finance Workshop - March 27 - Kearney**

Budget & Finance Workshop - April 9 - Norfolk

Federal Advocacy Fly In - March 16-19 - Washington, D.C.



Continued on Page 2



Leadership

Innovation

Vision

Engagement

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#weLIVEhere

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

NASB BOARD QUICKS

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



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

PAGE 2



NAEP State Convention - March 19-20 - Kearney

Open Meetings Law Workshop - March 25 - Gering

Open Meetings Law Workshop - March 26 - Kearney

Open Meetings Law Workshop - March 31 - Norfolk

Open Meetings Law Workshop - April 1 - Lincoln



YOUR 2025 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>

ALICAP

AMERICAN FIDELITY
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BCDM
architects

Boyd Jones

BVH
ARCHITECTURE

**CLARK &
ENERSEN**

CMBA
ARCHITECTS

D|A DAVIDSON
FIXED INCOME CAPITAL MARKETS
D.A. Davidson & Co. member SIPC and FINRA

envisie

Facility Advocates
Dave Raymond

HAMILTON

HAUSMANN
construction

NEBRASKA
LIQUID
ASSET FUND

northland
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of Nebraska Company

PIPER | SANDLER

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Sampson
Construction

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



Nebraska Rural Community Schools Association

Member Update

January 9, 2025





NRCSA Calendar

NRCSA Events

NRCSA Legislative Forum

February 20, 2025
Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

March 20 & 21, 2025
Crowne Plaza & Younes North Convention Center in
Kearney

[More about this event](#)

NRCSA Golf Tournament

July 22, 2025
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

January 20, 2025, 9:30 AM
Via Zoom

NRCSA Scholarship & Recognition Committee

February 19 & 20, 2025
In conjunction with the NRCSA Legislative Forum

NRCSA Legislative Committee

Every Thursday during Bill Introduction & Hearings,
9:30 AM, Via Zoom

NRCSA Search Service



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



Boyd County Schools
Search Complete



Lawrence-Nelson Public Schools
Search complete

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

Login: member Password: learning

NRCSA Updates

The password to the ‘Members’ Only section of the NRCSA website has chaged. The new login and password are:

Login: **member**

Password: **learning**

NRCSA SPRING CONFERENCE/PRE-CONFERENCE

The NRCSA Spring Conference is just around the corner! The conference will be held at the Younes Conference Center North in Kearney on March 20 & 21. We are expecting another great conference, highlighted by Thursday’s keynote speaker: Joe Sanfelippo. You will not want to miss his presentation!

For the second straight year, we are also offering a free pre-conference. Franklin-Covey has provided NRCSA with the opportunity to provide a very valuable experience, centered around the work of Steven Covey. The pre-conference will take place on Wednesday, March 19, 2025 from 10:00 a.m. to 2:00 p.m. A free lunch will also be provided. A little information about the pre-conference from Sam Stecher of Franklin-Covey, Client Partner for Franklin-Covey Education:

*“Leadership is the cornerstone of thriving schools, especially in rural communities like ours. In partnership with NRCSA we are excited to invite you to the 7 Habits of Highly Effective People pre-conference on **March 19**, an inspiring session designed specifically for leaders shaping the future of small, rural districts.*

This interactive workshop will equip you with actionable strategies to:

- *Foster collaboration among your team.*
- *Cultivate a school culture where everyone’s capacity to lead is enhanced- from the boardroom to the classroom.*
- *Drive sustainable results, even with limited resources.*

Don’t miss this opportunity to invest in yourself and your school community. Together, let’s turn challenges into possibilities.”

More information will be provided in the coming months, but we encourage you not to miss this great opportunity!

NRCSA Leadership

Dr. Heather Nebesniak, President.
Ord Public Schools

Mark Lenihan, Past President.
Wayne Community Schools

Chris Kuncl, Pres-Elect.
Mullen Public Schools

Chris Prosocki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

2025 NRCSA Spring Conference

The 2025 NRCSA Spring Conference will be held on March 20 & 21, 2025, at the Crowne Plaza and Younes North Convention Center in Kearney.

There will be many informative and timely sessions regarding law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference.

As usual, there will be many opportunities for networking and informal discussions with attendees from other schools!

Be sure and make plans to attend!!

Room Reservations

There are several hotels in and around the area. Attendees will need to make room arrangements for the conference.

These hotels participate in group rates for Spring Conference

Crowne Plaza (308) 238-7000
Hampton Inn (308) 234-3400

These hotels do NOT participate in group rates

Holiday Inn (308) 237-5971
Comfort Inn & Suites (308) 236-3400
La Quinta Inn & Suites (308) 237-4400
America Inn & Suites (308) 234-7800
Fairfield Inn (308) 236-4200
Holiday Inn Express (308) 234-8100
Microtel Inn & Suites (308) 698-3003
New Victorian Inn & Suites (308) 237-5858
Wingate Inn (308) 237-4400

Program Highlights

Wednesday March 19, 2025

10:00 AM Pre-Conference: The Seven Habits of Highly Effective People

Presented by:



6:30 PM Exhibitor Check-In and Set-Up

7:00 PM Early Registration and Hospitality Rooms Open

Thursday March 20, 2025

7:15 AM Registration & Exhibit Hall Open

8:00 AM General Session

11:00 AM – 11:50 AM Select-a-Session I

12:00 PM General Session

2:20 PM - 3:10 PM Select-a-Session II

3:35 PM - 4:25 PM Select-a-Session III

6:00 PM Country Buffet

7:00 PM Hospitality Rooms Open

Friday March 21, 2025

7:30 AM Registration Open

8:00 AM- 8:50 AM Select-a-Session IV

9:00 AM – 9:50 AM Select-a-Session V

10:00 AM Brunch

10:50 AM Closing Session

12:50 PM Gifts, Prizes, & Giveaways

2025 NRCSA Legislative Forum

The 2025 NRCSA Legislative Forum will be held on Thursday, February 20, 2025, at the Cornhusker Marriott Hotel in Lincoln.

This year's program will feature remarks by many educational policy leaders.

There will again be the opportunity to discuss issues of local interest with senators over lunch. This provides an invaluable opportunity to network and discuss issues with your senator.

Be sure and make plans to attend!!

Room Reservations

There are rooms available at the Cornhusker Hotel at a discounted rate of \$118.00 per night for Wednesday February 19, 2025. The Cornhusker is a Marriott Hotel; they have instructed customers to use the central reservation line or the link below to reserve a room.

*Cornhusker Marriott Hotel: 1-866-706-7706

[Book your room for the 2025 NRCSA Legislative Forum](#)

The deadline to reserve from NRCSA's room block is **February 5, 2025**

Program Highlights

Thursday February 20, 2025

8:20 A.M. - Welcome & Announcements by Legislative Committee Co-chairs Dr. Jason Dolliver & Bryce Jorgenson, Pender Public Schools & Southern Valley Public Schools

8:30 A.M. - Revenue Committee

9:00 A.M. - Education Committee

9:30 A.M. - General Affairs, Retirement, or Appropriations Committee

10:00 A.M. – Education Policy Group

10:30 A.M. – Rural Senator

11:00 A.M. - Rural Senator

11:30 A.M. – Rural Senator

12:00 P.M. - Lunch with Senators

1:10 P.M.- Jack Moles & Russ Westerhold; NRCSA Executive Director & Lobbyist

1:45 P.M.- Closing & Adjourn

Please note: The schedule is subject to change.

2025 NRCSA Legislative Forum

Preparations for the 2025 NRCSA Legislative Forum on Thursday, February 20, at the Lincoln Cornhusker Marriott are underway. Invitations to speak and attend the Luncheon with Senators will be out later. Superintendents and Board of Education members, please plan to attend. It is more important than ever to attend and encourage your senator to attend and meet with you. This is a face-to-face endeavor. Registration forms for this event are available now.

There are rooms available at the Cornhusker Hotel at a discounted rate of \$116.00 per night for Wednesday February 19, 2025. The Cornhusker is a Marriott Hotel; they have instructed customers to use the central reservation line or the link below to reserve a room.

Cornhusker Marriott Hotel: 1-866-706-7706

Ask for the NRCSA-Rural School Group Rate of \$118.00 per night for Wednesday, February 19. You must reserve before February 3, 2025 to secure the special rate.

2025 NRCSA Legislative Forum Online Room Reservations

Registration Forms

2025 NRCSA Legislative Forum Registration Form (online version)

2025 NRCSA Legislative Forum Registration Form (MS Word version)

SUPERINTENDENT SEARCH & PLANNING

We are in the midst of the time in which we see movement of Superintendents. NRCSA has an outstanding Superintendent Search Service and I would encourage your Board of Education to closely consider these services if you are in need of a Superintendent.

In 2023-24, NRCSA assisted the Boards of Education at Sioux County Sioux County and Raymond Central in identifying their next Superintendent. We also assisted Deshler and Fairbury in identifying Interim Superintendents for next year. This year we have already assisted the Board of Education at Lawrence-Nelson and the Boyd County Board in their Superintendent searches.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at jmoles@nrdsa.net or by phone at 402-335-7732.

Another service that is offered is a planning service. It is a common practice for Boards of Education and the Superintendent to develop short and long-term plans. We are currently assisting Anselmo-Merna in their planning process. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.

NRCSA Search Service Experience

NRCSA Planning Support Brochure

We will have several leadership positions that will need to be filled for the 2025-26 school year.

Some positions are elected, while some committee positions are appointed. Positions to be filled via elections:

PRESIDENT-ELECT The President-Elect goes through a three year Presidency cycle (President-Elect, President, Past President). Mark Lenihan will finish his three year term at the end of the current year. This position is filled via a state-wide election of the membership. Nominations are accepted.

SOUTHEAST DISTRICT REPRESENTATIVE This position is part of the NRCSA Executive Committee and must be in a member-entity in the Southeast District. A term of office is three years and a person can serve two consecutive terms. Paul Sheffield (Exeter-Milligan Superintendent) is retiring at the end of this year, thus the position is open. Nominations are accepted. We currently have one nomination.

WEST DISTRICT REPRESENTATIVE. This position is part of the NRCSA Executive Committee and must be in a member-entity in the West District. A term of office is three years and a person can serve two consecutive terms. Mo Hanks (Crawford Superintendent) is retiring at the end of this year, thus the position is open. Nominations are accepted. We currently have two nominations.

We will also be filling vacancies that come about in the Legislative Committee, Scholarship and Recognition Committee, Closing the Achievement Gap Committee, and Rural Teacher Committee.

If you are interested in specific positions, please contact Jack Moles.

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

[Board Member Onboarding](#)

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

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

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

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

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

Dear friends,

Happy New Year! We hope you enjoyed a wonderful holiday break and arrived in the New Year ready for what is sure to be an interesting Legislative session. On behalf of the team at OpenSky, I want to thank you for the

work you have done to prepare for the important policy work ahead for all of us this year.

At OpenSky, we've also been busy getting ready for the 2025 legislative session, and I wanted to share a number of updates with you here.

We wanted to take an opportunity to share a few quick reference materials we have developed that we think will be especially useful this session (attached).

- 1. A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
- 2. A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

I also wanted to introduce you to some new members of our team who you may interact with during the upcoming session:

Lillian Butler-Hale joins our team as Outreach and Engagement Director. She replaces Joey Adler Ruane, who will continue to support OpenSky for some time from his new role with the lobbying firm Lindsay Harr MacDonald. Lillian was most recently in the office of Senator Jen Day and will be a great asset to the team during this session. Please make sure to say hello when you see her in the rotunda.

Noah Rhoades just joined us in a new role as Outreach and Engagement Manager. He will support our legislative work as well as community engagement and outreach efforts, including coalition building. We are excited to have him on board.

We are also launching a refreshed website at www.openskypolicy.org, and last, but not least, we have moved! Same building, bigger office. Please make note that our new address is 1325 H Street, Suite 200 Lincoln, NE 68508. We look forward to welcoming you to our new space soon, when we are a little more settled.

We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out to me or anyone on the team if you need us.

*Onward,
Rebecca*

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

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Application materials for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. Applications were due on Monday, Dec. 2.

The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Prior to Christmas break, NRCSA Executive Director Jack Moles visited the districts of the three recipients of the Spring scholarships to make the scholarship presentations. The Fall recipients are: Amanda Dubs (Crawford), Ashley Callahan (Cedar Bluffs), and Vicki Miller (West Point).

Amanda Dubs is currently a paraprofessional at Crawford Elementary School. She is working on a teaching certificate in Special Education and Early Childhood through Chadron State College..

Ashley Callahan is currently a paraprofessional at Cedar Bluffs Public Schools. She is working on a teaching certificate in Elementary Education through Chadron State College.

Vicki Miller is currently a kindergarten paraprofessional with West Point Public Schools. She is working on a teaching certificate in Early Childhood Inclusive through Chadron State College.



Crawford Principal (and Superintendent-Elect) Keri Homan, Amanda Dubs, NRCSA Executive Director Jack Moles, Crawford Superintendent Mo Hanks



Cedar Bluffs Superintendent Harlan Ptomey, Ashley Callahan, NRCSA Executive Director Jack Moles



West Point Elementary Principal Doug Gross, Vicki Miller, NRCSA Executive Director Jack Moles, West Point Superintendent DJ Weddle

NRCSA Scholarships & Awards. Each year NRCSA honors excellence in our member schools through a series of scholarships and awards. The application and nomination forms are now available for these scholarships and awards. Winners will be announced at the 2025 NRCSA Spring Conference March 19 to 21, 2025.

Scholarship Forms

[**2025 NRCSA Scholarship Form**](#) (MS Word document)

[**2025 Gary Fisher Fine Arts Scholarship Form**](#) (MS Word document)

Awards Forms

[**Gary Fisher Outstanding Music Teacher**](#) (MS Word document)

[**NRCSA Outstanding Board Member Award**](#) (MS Word document)

[**NRCSA Outstanding Classified Staff Member Award**](#) (MS Word document)

[**NRCSA Outstanding Elementary Teacher Award**](#) (MS Word document)

[**NRCSA Outstanding ESU Staff Member Award**](#) (MS Word document)

[**NRCSA Outstanding Principal Award**](#) (MS Word document)

[**NRCSA Outstanding Secondary Teacher Award**](#) (MS Word document)

[**NRCSA Outstanding Superintendent Award**](#) (MS Word document)

Application & Nomination Deadline: **February 7, 2025.**



Tiffany Heins of David City Public Schools was a finalist for the National Rural Education Association’s “Rural Teacher of the Year Award”. She was NRCSA’s nomination for the award. NRCSA Executive Director Jack Moles traveled to David City to present her with her award, an inscribed teacher’s bell. Also pictured are David City Superintendent Chad Denker and High School Principal Courtney Couch.

FOLLOWING IS A REPORT FROM NRCSA’S LOBBYIST, RUSS WESTERHOLD:

Nebraska voters turned out at historic levels in November during the statewide General Election. Preliminary figures from Nebraska Secretary of State Bob Evnen indicate that 74 percent of all registered Nebraska voters participated in this year’s election, breaking the previous turnout record set in 2020.

All members of Nebraska’s incumbent Republican congressional delegation were reelected. Senator Deb Fischer fended off a tough challenge from Dan Osborn for another six year term, and Republican Congressman Don Bacon again narrowly won reelection to Nebraska’s Second Congressional District seat.

Nebraska voters approved ballot initiatives proposing a constitutional 12 week abortion ban (Initiative 434), paid sick leave (Initiative 436), and legalizing medical marijuana (Initiatives 437 and 438). By approving Initiative 435, Nebraskans also voted to repeal LB 1402, which provided public money to be used by Nebraska’s private schools.

Nebraska voters also filled 25 of the Legislature’s 49 seats. From unofficial results, it appears that Republicans will hold 33 seats in the officially nonpartisan body, and that a total of 18 new senators will be sworn in when the Legislature reconvenes in January.

You can view our full report on elections to the Nebraska Legislature by clicking on the button below.

[2024 General Election Results \(Edwards, Westerhold, & Moore\)](#)

From Governor Pillen’s website:

Governor Jim Pillen is providing state senators with the newly published 2024 School Property Tax Collection Report, aimed at providing historical context for funding of the state’s school districts, the impact of recent legislation in reigning in property tax increases and a request to state senators to consider legislation that will finally address inconsistencies in state aid to schools. The report, compiled by the Governor’s Policy and Research Office (GPRO), compares data across each of the state’s 244 school districts, accounting for the impact of state aid and property tax increases to taxpayers in those districts.

“We have newly elected state senators who may not have a complete understanding of how the state’s funding formula has worked historically, nor the impact of recent legislative initiatives when it comes to setting caps and also providing state funding to those districts,” said Gov. Pillen. “This document helps illustrate the impact of those changes and hopefully, inform discussions as we embark on the next legislative session and resume efforts to provide additional property tax relief to Nebraskans.”

There are three key findings from the report:

Caps are working to slow the growth of school property taxes. It is estimated that in 2024 growth will be 2.7%, the smallest percentage increase since 2018.

Cuts in state aid are negatively impacting property tax relief delivery, especially for certain districts.

State revenues can eliminate property tax increases enacted by school districts, through the creation of a stable school aid formula.

“The majority of a taxpayer’s property tax bill is tied to their local school district – an average of 60 percent,”

said GPRO Director Kenny Zoeller. “One hundred and eleven school districts have had a reduction in state aid in the current year. Some have increased property taxes to help meet that decrease and others have far exceeded it. We need to find a way to better help districts budget for the aid they do get, thereby creating some predictability and hopefully, further reduce what Nebraskans end up paying in property taxes year over year.”

The analysis calls for Nebraska lawmakers to provide greater funding certainty through the Tax Equity and Equalization opportunities Support Act (TEEOSA). That formula has undergone multiple adjustments since its creation in 1990, which has also made it more confusing and has created disparities among districts in how they manage predicting budget shortfalls that are subsequently made up through property tax increases.

“The formula is inconsistent and hits taxpayers hard. It is not fair to them or the schools. Providing certainty to school districts will allow Nebraska to have sustained property tax reductions for the first time in history,” concludes the report.

[2024 Property Tax Collection Report](#)

The 2025 regular session of the Unicameral began on Wednesday, January 8. One of the first orders of business for the Unicameral is to select committee chairs. Those elected by their peers were:

SPEAKER: Sen. John Arch

COMMITTEE CHAIRS:

Committee on Committees: Sen. Christy Armendariz

Executive Board: Sen. Ben Hansen

Education: Sen. Dave Murman

Revenue: Sen. Brad von Gillern

Appropriations: Robert Clements

Agriculture: Sen. Barry DeKay

Banking/Commerce/Insurance: Sen. Mike Jacobson

Business/Labor: Sen. Kathleen Kauth

General Affairs: Sen. Rick Holdcroft

Government/Military/Veterans Affairs: Sen. Rita Sanders

Health/Human Services: Sen. Brian Hardin

Judiciary: Sen. Carolyn Bosn

Natural Resources: Sen. Tom Brandt

Retirement: Sen. Beau Ballard

Transportation/Telecommunications: Sen. Mike Moser

Urban Affairs: Sen. Terrell McKinney

Rules: Sen. Loren Lippincott

We will attempt to keep you updated on bills that are introduced.

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

[NRCSA School Programs](#)

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2023-24, 98 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2023-24, the rebate was over \$30,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrdsa.net) or Jeff Bundy (jbundy@nrdsa.net).

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 119 such meetings. I most recently attended the Board meetings at Boone Central and Newman Grove on Monday, Dec. 9.

I am not currently scheduled to attend Board of Education meetings in the near future, but can easily add them in if so requested.

I have really enjoyed attending meetings and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to "attend" your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.



BOONE CENTRAL & NEWMAN GROVE BOARDS OF EDUCATION AND ADMINISTRATIONS



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

January 2025:

* NRCSA-member districts were very successful at the NSAA State Play Production.

- CLASS B: Gothenburg was the Class B State Play Production Runner-up. Jackson Aden of Gothenburg was one of the two Outstanding Performers. The Outstanding Technical Crew was Ogallala. Oliver Nielsen and Kooper Knispel, both of Ogallala, were selected as the Outstanding Technical Crew Members.
- CLASS C1: Elmwood-Murdock was the Class C1 State Champion. Elmwood-Murdock's Averi Hogue was one of the two Outstanding Performers. The Outstanding Technical Crew was Elmwood-Murdock. Harrison Koehn and Leo Rikli, both of Elmwood-Murdock, were named the Outstanding Technical Crew Members.
- CLASS C2: Ravenna was the Class C2 State Champion and McCool Junction was the Runner-up. Maggie Huryta and Owen Standage, both of Ravenna, were the two Outstanding Performers. McCool Junction was named the Outstanding Technical Crew. Layton Christian and Ian Tarr, both of McCool Junction, won Outstanding Crew Member awards.
- CLASS D1: Wausa was the Class D1 State Champion. This was Wausa's 16th State Championship in Play Production. Braydon Hoelsing of Wausa was one of the two Outstanding Performer award winners. Wausa had the Outstanding Technical Crew. Braden Bloomquist and Jake Munter, both of Wausa, were the two Outstanding Technical Crew Members.
- CLASS D2: Arnold was the Class D2 State Champion. Ella Cool of Arnold was one of the Outstanding Performer award winners.

* At this year's NCSA State Principals Conference, several awards were presented. Many of the awards went to Principals at NRCSA-member districts. They include:

Seth Ryker, Gothenburg Public Schools, was selected as the 2024/25 NSASSP High School Principal of the Year.



The 2024 Nebraska Assistant Principal of the Year is Luis Nieto (Lexington High School).



The 2025-2026 NSASSP High School Principal of the Year is presented to Chadron's Jerry Mack.



The 2025/26 NSASSP Middle School Principal of the Year is Bill Curry (Boone Central).



This year's NSASSP Distinguished Service Award recipient was Dr. Brandon Mowinkel, Principal at Milford Public Schools.



The NAESP Outstanding New Principal of the Year is DeLinda Lackey, Principal at Morrill Elementary School.



This year's National Distinguished Principal from Nebraska is Summerland Elementary's Cathy Cooper.



* Southwest High School has been crowned the Nebraska State Champion for the Fall, 2024 Vocabulary Bowl, hosted by Vocabulary.com. The school excelled by mastering 10,800 words, securing first place in the state.

* Several athletes from NRCSA-member schools received First Team All-State recognition in Volleyball by the Omaha World-Herald (OWH) and/or the Lincoln Journal-Star (LJS). Honored were:

- CLASS C1: Mattie Kamery, Minden (LJS & OWH), Nora Herian, Pierce (LJS & OWH), Shayla Rautenberg, Milford (LJS & OWH), Myla Emery, Minden (LJS & OWH), Aubree Bules, Minden (LJS), Skylar Scholting,

Pierce (OWH)

- CLASS C2: Brandi Helzer, Oakland-Craig (LJS & OWH), Ella Brueggemann, Thayer Central (LJS & OWH), Emma Brueggemann, Thayer Central (LJS), Taryn Ottemann, Johnson-Brock (OWH)
- CLASS D1: Reagan Meyers, Superior (LJS & OWH), Kaydence Haase, EMF (LJS & OWH), Kyra Nelms, Southwest (LJS & OWH), Myleigh Weers, Diller-Odell (LJS), Erin Johnson, Cambridge (LJS & OWH), Faith Butler, Superior (LJS & OWH), Alaina Kopf, Tri County (LJS), Atleigh Nelms, Southwest (OWH)
- CLASS D2: Daisy Ryan, Overton (LJS & OWH), Taryn Arbuthnot, SEM (LJS & OWH), Jalyn Branson, Shelton (LJS & OWH), Erin Gegg, Shelton (LJS & OWH), Shawnee Gamble, Leyton (LJS), Addie Ketteler, Stuart (LJS), Ellie Morgan, Shelton (LJS & OWH), Reagan Stracke, Stuart (OWH), Zaili Benish, Leyton (OWH)

* Many athletes from NRCSA-member schools received First Team All-State recognition in Football by the Omaha World-Herald (OWH) and/or the Lincoln Journal-Star (LJS). Selected were:

- SUPER STATE: Ren Brown, Stanton (LJS)
- CLASS B: Quentin Terry, McCook (OWH)
- CLASS C1: Wyatt Dent, Central City (OWH, LJS), Riley Lavene, Central City (OWH, LJS), Owen Rowell, Auburn (OWH, LJS), Parker Osten, Lakeview (OWH, LJS), Noah Shoemaker, Cozad (OWH, LJS), Quinn Bailey, Chadron (OWH, LJS), Corbin Kyes, Central City (OWH), Brandon DeAnda, Lakeview (OWH, LJS), Patrick McCartney, Sidney (OWH), Keian Kaiser, Sidney (OWH, LJS), Lane Wright, Sidney (OWH), Landon Riddle, Sidney (OWH, LJS), Nixon Ligouri, Auburn (OWH, LJS), Alek Doty, Sidney (LJS), Cal Wells, Broken Bow (LJS), Truman Ryan, Central City (LJS), Brant Gulizia, Auburn (LJS), Parker Zikmund, Central City (LJS)
- CLASS C2: Corbin Guill, Oakland-Craig (OWH), Tavion Johnson, Raymond Central (OWH, LJS), Dawson Amick, Battle Creek (OWH, LJS), Jed Boettcher, Ord (OWH, LJS), Mason Wisnieski, Malcolm (OWH, LJS), Braylon Anderson, Oakland-Craig (OWH, LJS), Brogan Benes, Boone Central (OWH, LJS), Connor Heiderman, Battle Creek (OWH, LJS), Tom Roberts, Boone Central (OWH, LJS), Brek Thompson, Battle Creek (OWH, LJS), Jaxon Mettler, Battle Creek (OWH, LJS), Logan McGreer, Malcolm (OWH, LJS), Jack Poppe, Doniphan-Trumbull (OWH), Beau Rohrich, Wood River (LJS), Corbin Guill, Oakland-Craig (LJS), Wyatt Jelinek, Raymond Central (LJS)
- CLASS D1: Sam Cheatum, Summerland (OWH, LJS), Jack Watts, Sandy Creek (OWH, LJS), Ren Brown, Stanton (OWH, LJS), Garrett Hansen, Stanton (OWH), Ethan Shaw, Sandy Creek (OWH, LJS), Will Cacy, Arapahoe (OWH, LJS), Ethan Latta, Dundy County-Stratton (OWH, LJS), Becker Pohlman, Stanton (OWH, LJS), Alex Diaz, Arapahoe (OWH, LJS), Hudson Devlin, Sandy Creek (OWH, LJS), Collin Vrbka, Shelby-Rising City (OWH, LJS), Jacson King, Plainview (OWH), Connor Rempe, Sandy Creek (OWH, LJS), Alec Schindler, Summerland (OWH), Barrett Wilke, Stanton (OWH, LJS), Karter Lingelfelter, Plainview (OWH, LJS), Sam Souerdyke, Thayer Central (OWH, LJS), Corbin Lemburg, Clarkson/Leigh (LJS), Wyatt Tramp, Crofton (LJS), Trenton Roskop, Arapahoe (LJS), Michael Koenig, Summerland (LJS)
- CLASS D2: Braylon Wegner, Bancroft-Rosalie (OWH, LJS), Eli Weber, BDS (OWH, LJS), Andrew Kosch, Humphrey (OWH, LJS), Caden Zutavern, Sandhills-Thedford (OWH, LJS), Kyle Cox, Sandhills-Thedford (OWH, LJS), Dylan Brichacek, Howells-Dodge (OWH), Maddox Wagoner, Kenesaw (OWH), Jack Molt, Riverside (LJS), Hunter Luther, Howells-Dodge (LJS), Dane Schalk, Riverside (LJS), Ayden Dolezal, Bancroft-Rosalie (LJS), , Mason Geilenkirchen, Humphrey (LJS), , Eli Luther, Overton (LJS), Carson Loos, BDS (LJS), Elijah Bergstrom, Axtell (LJS), Trevor Carraher, Riverside (LJS)
- CLASS D6: Trenton Williams, Southwest (OWH, LJS), Ben Paxton, Stuart (OWH, LJS), Isaiah Yellow Cloud, Santee (OWH, LJS), Kayde Ramm, Stuart (OWH, LJS), Maddox Jones, SEM (OWH, LJS), Gage Ely, Red Cloud (OWH, LJS), Jett Farwell, Pawnee City (OWH, LJS), Jaycen Hanna, Arthur County (OWH, LJS), Talan Smith, Hay Springs (OWH, LJS), Hunter Tubbs, Stuart (OWH, LJS), Cohen Rohde, SEM (OWH, LJS), Luke Bailey, Ansley-Litchfield (OWH, LJS), Anthony Kling, Pawnee City (OWH, LJS), Owen Littau, Stuart (OWH, LJS), Dylan Young, Hay Springs (OWH, LJS), Quinten Koenen, South Platte (OWH, LJS)

MEMBER SPOTLIGHT

Crofton Community Schools



Superintendent: **Chris Look**

Principals: **Mark Wragge**, K-6 Elementary;
Johnnie Ostermeyer, 7-12 Secondary

Mascot: Warriors

Enrollment: 370

Location(s): Crofton, NE

Interesting Fact: Crofton has 45 State Championships (20 Girls XC, 8 Boys XC, 9 Girls BB, 6 Girls Track & Field, 1 One-Act, 1 Speech) and 24 State Runner-Up Finishes (7 Boys XC, 2 Volleyball, 2 Football, 5 Girls BB, 2 Girls Track & Field, 1 Boys Golf, 5 Speech). Crofton students are successful on and off the field with 97% college attendance rate over the last 3 years, the High School being selected as a 2016 National Blue Ribbon School recipient, and our students consistently score higher than the state average on state assessments and ACT scores.



Board of Education: **Larry Potts**-President, **Lisa Van Heek**-Vice President, **Craig Marsh**-Secretary, **Michael Janssen**-Board Member, **Amy Hoffman**-Board Member, **Jayne Arens**-Board Member, **Jeremy Buschkamp**-Member Elect

Programs

Program 1. ES Steam/HAL: The 4th-6th grade STEAM program at Crofton Elementary was launched in 2021 under the leadership of Lisa Pack. This initiative aims to engage qualifying students with enriching, hands-on experiences in Science, Technology, Engineering, Art, and Math (STEAM). Participants explore a wide range of engaging activities, including robotics, coding, 3D printing, CAD, game design, and maker challenges, all aimed at fostering creativity, problem-solving, and innovation.



Program 2. One Act: Crofton Community School's one-act play production activity offers students from every walk of life an opportunity to demonstrate their individual talents in an environment of acceptance and accountability. The diversity collaboration of the students range from those skilled in industrial tech, athletics, academics, visual arts and those with special education needs. For example, of the students involved, a State Champion Wrestler receives Outstanding Performance Awards alongside a student working two jobs outside of school who dedicates time each week to building a set. The success of the program hinges on the team's commitment. No member is allowed to slack in their responsibilities. Because of this, the team has gained recent success, including two qualifying visits to Nebraska State Activities Association's Play Production Championships (2022, 2023), and two District Runner-up awards (2021, 2024). In addition, Crofton has received the Outstanding Technical Crew Award at every competition in which they participated, marking a 100% success rate for the techies! Furthermore, the culture of community support and recognition that the high-school kids are helping create is attractive to underclassmen and the roster is consistently rising, albeit the early 7:00 a.m. practices. It's an "all in" attitude based on respect, learning new communicative skills, and a lot of fun! Crofton One-Act is led by Mrs. Holly Wortmann, assisted by Mrs. Nancy Schieffer and Ms. Shiann Hansen.



MEMBER SPOTLIGHT

Elm Creek Public Schools



Mascots: Buffaloes

Enrollment: 364

Location(s): Elm Creek, NE

Interesting Fact: Time Capsule Discovery:

In the process of tearing down the old elementary school, BD Construction discovered a time capsule in the old elementary building's cornerstone. This was created in 1922, when the original school was built. The time capsule was hidden in a hollowed-out section of the cornerstone, which we have on display outside of Elm Creek Public Schools. The time capsule was made of copper, with "Elm Creek Public Schools" and the year "1922" engraved on its surface. Inside, smaller containers were found, which were preserved in wax to protect them from moisture over the decades. Inside the container was a penny and the dice, as well as three August 1922 issues of the Elm Creek Beacon, a legal description of the land the school was built on, and the names of school board members who approved the new building in 1922. Another document showed that the school cost \$75,000 to build that year. We were surprised to find that there were no items specifically related to students. It seems that the small group responsible for making the building a reality focused on preserving the story of the challenges they faced in bringing the new school to life.



Board of Education: **Alicia Beavers, Cole Brodine, Lynette Mitchell, Jacob Kringle, Ryan Martin**

Administration:



Kim Beran

Superintendent



Alicia Beavers

Board President



Brandon Marquez

JH/HS Principal & AD



Terah Williams

Elementary Principal

Programs:

Program 1. - PK-12 MTSS Process

Elm Creek Public Schools successfully utilizes a PK-12 MTSS process that fosters a supportive, data-driven learning environment where all students can thrive. Teachers provide high-quality core instruction, supported by frequent universal screenings to identify students needing additional help. We have implemented targeted interventions in small groups (Tier 2) or through intensive, individualized support (Tier 3) based on each student's specific academic, behavioral, or social-emotional needs. We have a true collaborative approach including teachers, specialists, administrators, and families that regularly review student progress and adjust strategies as needed. By integrating academic and behavioral support systems, promoting equity, and maintaining clear communication, the school ensures that all students receive the appropriate level of support to meet their goals! We are committed to this process and proud of the systems we have developed here at Elm Creek Public Schools! We have grown tremendously in academics and continue to build our positive culture!

Program 2. - Adopting High Quality Instructional Materials

At Elm Creek Public Schools, we have introduced several new high-quality instructional materials across various content areas. This effort has been made possible through our partnership with ESU 10, whose support we greatly value. We have established a structured adoption process at the district level, guided by clear decision rules. A team of subject area experts leads the selection of evidence-based resources aligned with standards and student needs. Throughout the process, the team collaborates closely with staff to gather feedback. To ensure effective implementation, staff members participate in ongoing training, promoting consistent, engaging, and culturally responsive instruction. Regular reviews of student performance help refine practices, fostering better learning outcomes and greater equity across all grade levels.



Updates from Members & Other Entities

Southern Superintendent Chris Prosocki has shared a sample Superintendent Checklist that he uses. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

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

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

From NRCSA Executive Director Jack Moles: *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program is provided below. This program is beneficial on many levels. Among them are:*

- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school districts. All three of the State Colleges are NRCSA members.*
- *The program provides an opportunity to connect prospective teachers with rural schools. Some of the tutors did not attend rural high schools and this provides an opportunity for them to connect with rural.*
- *The program provides an opportunity to connect YOUR school with prospective teachers. You may be in the market to hire one of these tutors in the future and this connection could help!*

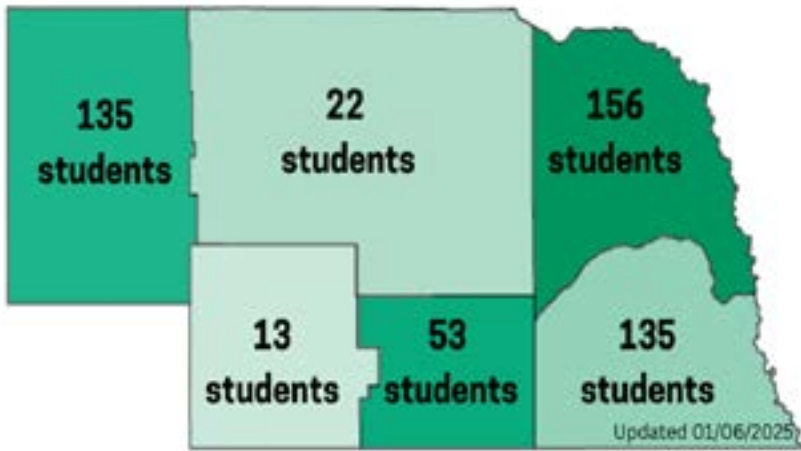
Nebraska SMART Free Online Tutoring for K-12 Students



Nebraska SMART End-of-Semester Feedback Survey

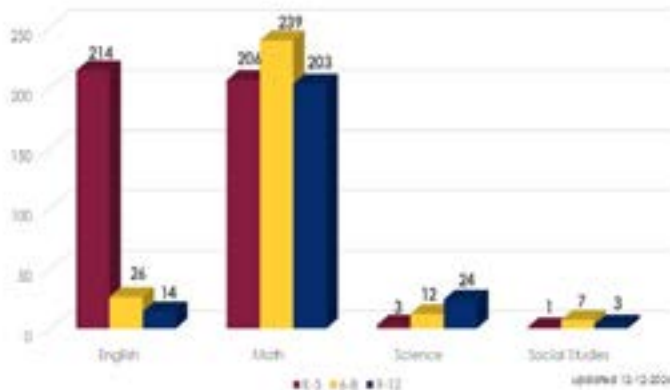
Thank you to those who have completed the End-of-Semester Feedback Survey. We appreciate your feedback. If you haven't already done so, would you please complete the Nebraska SMART **[End-of-Semester Feedback Survey](#)**? Please feel free to share this survey with principals, teachers, counselors, and other district staff.

Since the end of the Spring 2024 Semester, over 372 new students have registered, bringing the total to 514 students, 74% of whom attend NRCSA member school districts.



The Fall 2024 Semester ended with 692 completed tutoring sessions, totaling 952 sessions conducted since February. Tutors spent over 406 hours tutoring during the fall semester.

Below is a breakdown of tutoring sessions completed by subject and grade level since February.



Spring 2024 Semester Tutoring Hours

Tutoring for the Spring 2025 Semester will begin on January 13. Tutoring will be offered Monday through Thursday, from 3:30 to 7:30 PM local time.

How can school districts help?

Your help in reaching out to parents within your district is essential to increasing awareness of this program. Here are a few ways you can assist:

Share about Nebraska SMART

- In school/district/classroom parent newsletters
- During Parent/Teacher Conferences
- With Teachers, Counselors, Parent/Teacher Associations, and district staff
- Link [Nebraska SMART](#) as a student resource on school district websites
- Distribute bookmarks to each K-12 student in school/district
- Connect with Nebraska SMART on social media: [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share with district technology team the domain [allowlist guide](#)

For more information, visit: www.nscs.edu/nebraskasmart

Email for inquiries or to request promotional supplies: nebraskasmart@nscs.edu

Thank you for your support in raising awareness of Nebraska SMART!

Julie Dickerson, Nebraska SMART Director
nebraskasmart@nscs.edu

From Rebecca Vogt, UNL

Today we are releasing the first of the reports from the 2024 Rural Poll, focusing on the well-being of rural Nebraskans. The report can be accessed online. The press release for this report can be found [here](#).

Well Being of Rural Nebraskans

From Jay Martin, NDE Director of School Safety & Security

It is time for a new school year, and I hope you all found time this summer to do something fun and/or relaxing! Below you will find the School Safety Newsletter – Fall Edition. In the first five pages is the quarterly school safety updates and trainings. The **Badge Certification** is underway, and we already have several schools who will be getting their Diamond Badges to show their communities the challenging work they are doing to keep students, staff, and visitors safe and secure. Make sure to sign-in and get your badge today!

Due to many requests the **Digital Parent Academy is now available on our YouTube Channel**. Also, there is a Promo video for parents that can go up on schools Digital Billboards to direct parents to view the 4-part series on being digitally wise with their children. Thanks to those of you who suggested the billboard.

Once you have read the School Safety Newsletter there is **seven different flyers with trainings** that are available this fall. Please use the links to get your staff signed up for these opportunities to aid in keeping others safe.

Lastly, please join us in Kearney on October 17th YCC, South from 8:30 to 4:30 for the **School Safety Summit**. Anyone from our schools is welcome to attend including the first responders in your communities. **School Safety is not just for specific people** it is for everyone, and we will have a great keynote Lisa Hamp, Virginia Tech survivor, several breakouts, and a panel discussion on two emergency situations. Registration will be coming soon this month or the first part of September.

Take care and have a safe school year!

School Safety Newsletter - Fall 2024

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

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

We in the Institute of Agriculture and Natural Resources (IANR), specifically the College of Agricultural Sciences & Natural Resources (CASNR) and Nebraska Extension 4-H, believe this strategy for K-12 partnerships will result in a strong learning innovation network of support for every learner and every educator in the state of

Nebraska. The world of higher education is evolving, driven by changes in technology, demographics, workforce demands, and societal expectations. To meet the needs of today's learners in the 21st century and prepare them for the challenges of tomorrow, we are embracing innovation, collaboration, and a student-centered approach.

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

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

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

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

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS. The report "looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support". The study is well done and shows Nebraska in a pretty positive light. I would

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

[Why Rural Matters](#)

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

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

[Understanding REAP](#)

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

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

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

[New Leaf PowerPoint Presentation](#)

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



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



[Read the Full Blog](#)

The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:

Tobacco Free Schools. Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using

e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are here.

Improving Cardiac Response in Schools. Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop [Cardiac Emergency Response Plans](#). These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: Tim.Nikolai@heart.org.

[Learn CPR in 60 Seconds](#)

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning.

*Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football**. Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually**. For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I'm happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.

Finally, at the risk of sharing too much – a few other notes I wanted to highlight.

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

[American Heart Association Service Summary](#)

Farm to School Network Takes Root in Nebraska

The Nebraska Department of Education, Center for Rural Affairs, Nebraska Extension, Buy Fresh Buy Local, and No More Empty Pots are pleased to announce the establishment of the Farm to School Network in Nebraska. The network aims to increase access to fresh and nutritious foods in Nebraska schools and strengthen connections between local farmers, educators, and communities.

To build this network, a Network Development Committee and Advisory Committee will lead the process and guide stakeholders to create a strategic, collective action plan that will move farm to school forward in Nebraska. The Network Committees are made up of representatives from key organizations and institutions across the state and are focused on breaking down barriers standing in the way of implementing farm to school initiatives.

The Network Committees will begin the network building process with mapping community assets, phase one of the Nebraska Farm to School Network Timeline. Through this phase, they will collect information on existing farm to school activities in the state and establish a vision for the network.

All stakeholders interested in building a stronger and healthier food system in Nebraska may participate in upcoming virtual and in-person listening sessions. These listening sessions will take place from October 10th to 18th and provide a platform for sharing information about current farm to school activities and discussing the future vision for the network.

“Pillars to farm to school success in a state include partnerships, policies, and supportive programming. A network will support development of these initiatives,” said Sarah Smith, Nebraska Department of Education Farm to School Specialist and Project Director.

To register for the listening sessions or to learn more about the Nebraska Farm to School Network, please visit the [Network's webpage](#).



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

Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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

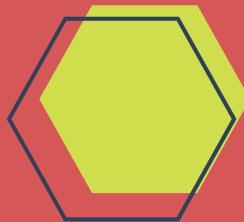


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

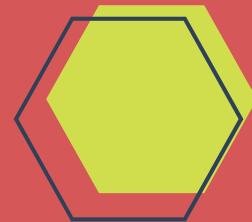


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1



Nebraska School Administrators & School Board Members,

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

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

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



The National Rural Education Association's Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level.

NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA Federal Legislative Summit in Washington DC on April 28-30.



JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL



NRCSA EXECUTIVE DIRECTOR JACK MOLES AND NEBRASKA CONGRESSMAN ADRIAN SMITH

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Copies of NREA's publication, "Why Rural Matters" was presented to each of the offices.
- Full funding of IDEA was stressed. This would bring about \$171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring about \$180,000 to school districts surrounded by tax-exempt public lands.

A brief description of the six NREAC legislative priorities are as follows:

1) EDUCATION FUNDING: NREA seeks preservation of critical federal funding for rural schools.

2) REAP FUNDING: NREA urges Congress to increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School Program.

3) INFRASTRUCTURE: NREA supports efforts to ensure any infrastructure proposal in Congress must include funding for modernizing or maintaining rural school facilities.

4) FOOD AND NUTRITION: NREA supports any effort to streamline processes and reduce the administrative burdens related to school meal programs.

5) SCHOOL SAFETY: NREA supports flexible federal formula funding streams that channel resources to rural school districts for school safety that recognizes the geographic and economic challenges in rural communities.

6) BROADBAND AND CONNECTIVITY: NREA believes access to high-speed internet is critical for providing equitable access to learning for students in rural schools. As such, NREAC strongly supports maintaining E-Rate as an element of the Universal Service Fund in its current funding structure.

NREA Legislative Committee Agenda

The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with.

Sarah Abernathy, CEF's Executive Director, provided an update following in November's elections. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

FROM SARAH:

I. The election and CEF's mission to support investments in education

Dear CEF Members:

As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment

– superintendency) or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCEES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at nick.pace@unl.edu

[Big Red Leader Website](#)

[Big Red Leadership Flyer](#)

In addition, invite your participation in a federal grant application aimed at helping Nebraska school districts. Led by the UNL Department of Educational Administration, the *Growth-Oriented Leadership Development (GOLD) Project* is a collaboration across NCSA, NRCSA, ESUCC, and NDE. Goals include:

- Developing current and future leaders in a grow-your-own model
- Strengthening School Leadership
- Improving Principal and Teacher Retention

GOLD Highlights:

- A focus on local, building/district level context, not a top-down, one-size-fits-all approach
- Research-based content aligned with Marzano's Balanced Leadership and other recent work
- Use of existing professional development structures led by credible leaders and coaches
- No additional costs or duties to ESUs or districts

GOLD Includes:

- Regular, large group professional development for the principal and 2-3 teacher leaders per building
- Small group coaching and facilitation provided by grant-funded coaches
- Application of material presented in sessions to local school improvement priorities and integration with the new NDE Nebraska Teacher and Principal Professional Standards (NTPPS)
- A stipend to participating schools to support implementation of GOLD dimensions and materials

To Learn More:

<https://cehs.unl.edu/edad/gold-project/>

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

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

Who: Any individual who holds a minimum of an Associate's Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district.

What: Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor's in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

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

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

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

Things for your consideration:

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

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

The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska

rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

<https://cehs.unl.edu/edpsych/clinic/>

A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district's story as that is the most powerful way to get this message across.

[NRCSA Spending Study](#)

[A Look at School Spending in NE from Open Sky](#)

for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.

Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and how likely they are to happen. Key things to keep in mind:

Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.

It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.

Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief

executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.

Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next? Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more

for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.

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

[NRCSA Principal Search Brochure](#)

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

All of NRCSA's corporate exhibit at the NRCSA Spring Conference.



Purple Ribbon Partners



Apptegy

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CORNHUSKER
INTERNATIONAL
TRUCKS

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Purple Ribbon Partners



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TRANE

TRANE
TECHNOLOGIES

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Blue Ribbon Supporters



Albireo Energy



Blue Cross Blue Shield of Nebraska



Cognia



First National Capital Markets



Hausmann Construction



Johnson Controls



Kearney Visitors Bureau



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Sparq Data



Stonebrook Exterior



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Student Assurance Services

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NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program



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MID-YEAR 2024 POLICY UPDATE

Recently, the Nebraska Department of Education notified schools about updates to federal guidance and regulations. These changes require updates to Policy 3132 (“Internal Controls”). As a reminder, Policy 3132 is one of the key policies required and reviewed during federal audits. Although most of the updates are technical, these updates include:

1. Add a reference to “cybersecurity” to the District’s obligation to protect sensitive information;
2. Clarify the monetary threshold (now \$10,000) for the disposition of property acquired with federal funds;
3. Include the required contract terms for contracts with federal awards;
4. Add a requirement for federal interest reporting and recording;
5. Update the suspension and debarment language to now provide three options to confirm a contractor has not been suspended or debarred from performing federal work;
6. Increase the capital expenditure threshold from \$5,000 to \$10,000; and
7. Update the conflict-of-interest language.

The new regulations also increase the single audit threshold from \$750,000 to \$1,000,000.

Please let us know if you have any questions.

Business OperationsInternal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

- 1) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and align these internal controls consistent with the “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- 2) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
- 3) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
- 4) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- 5) Take reasonable cybersecurity and other measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as “sensitive” or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a control system to ensure safeguards for preventing property loss, damage, or theft;
- 4) Implement adequate maintenance procedures for the equipment; and
- 5) Implement sales and disposition procedures for the equipment to ensure the highest possible return.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value of \$10,000 or less (per unit) may be retained, sold, or otherwise disposed of in accordance with the Board's Sale and Disposal of Property Policy.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value in excess of \$10,000 (per unit), may only be sold or otherwise disposed of in accordance with the provisions of 2 C.F.R. § 200.313(e)(2)-(3).

Legal Reference: 2 C.F.R. §§ 200.313 & 200.303.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for small purchases (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids (over \$250,000);
- 4) A procedure for competitive proposals (with an explanation for why sealed bids were not accepted if over \$250,000); and
- 5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Contract Terms: All contracts funded (in whole or in part) by federal funds and/or federal awards must contain the following terms or, via this Policy, the following terms are required and incorporated into any such contracts:

- 1) An assurance that minority business enterprises and labor surplus area firms are used, when possible;
- 2) An Anti-Lobbying clause for all contracts, including an Anti-Lobbying Certification, for contracts exceeding \$100,000;
- 3) A Suspension and Debarment clause;
- 4) A provision for termination for cause and for convenience, including the manner by which it will be affected and the basis for settlement;
- 5) A clause that addresses administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and a provision for sanctions and penalties;
- 6) For contracts in excess of \$150,000, a clause addressing the Clean Air Act and the Federal Water Pollution Control Act;
- 7) A provision maintaining contract oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders;
- 8) A provision addressing the District's conflict of interest policies; and
- 9) A requirement that the contractor maintains records related to the contracted work.

Legal Reference: 2 CFR § 200.319(d); 2 CFR § 200.321; 2 CFR § 200, Appendix II(I); 2 CFR § 200, Appendix II(H); 2 CFR § 200, Appendix II(B); 2 CFR § 200, Appendix II(A); 2 CFR § 200, Appendix II(G); 2 CFR § 200.318(b); 2 CFR § 200.318(c)(1); 2 CFR § 200.318(i); 2 CFR § 200.324(a); 2 CFR § 200.324(b).

Federal Interest Reporting: The District will follow the required federal interest reporting and recording requirements, if applicable, for any real property or improvement interest financed, in whole or in part, with federal funds.

Legal Reference: 2 CFR §§ 200.310-200.313.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient, or as otherwise specified by the federal award or federal law.

For all other records, the District will retain such records for the length of time as required by law.

Legal Reference: 2 C.F.R. § 200.333, 2 C.F.R. § 200.34 & 34 C.F.R. § 81.31.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will either: (1) verify that a vendor has not been debarred, suspended or otherwise excluded via SAM.gov, (2) collect a verification from that vendor; or (3) add a clause to the contract with the vendor. The District will maintain a copy of said verification or documentation.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Maintaining records and documentation that sufficiently identify the amount, source, and expenditure of funds for federally funded activities;
- 4) Ensuring effective controls over accountability and safeguards for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another federal award, except where the federal statute authorizing a program specifically provides that federal funds made available for such program can be applied to matching or cost sharing requirements of other federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both federal and non-federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally assisted, and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) federal award; a federal award and non-federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Any leave and/or fringe benefits charged to a federal award must satisfy all criteria set forth in 2 C.F.R. § 200.431(b) and/or (c).

Budget estimates will generally not be used to support charges to federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: If the District is granted the authority to use federal funds for a construction project, the District will follow the Davis-Bacon and Related Acts, including the payment of “prevailing wages” to those who work on the job site, as well as the contractor bonding requirements.

Legal Reference: 40 U.S.C. § 3141, et seq; 2 C.F.R. § 200.326.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

- 1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- 2) Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$10,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- 3) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.
- 4) Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.
- 5) When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the federal awarding agency.
- 6) If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

- 7) Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Conflict of Interest: No District employee, agent, or Board Member with a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by or with federal funds. A “conflict of interest” includes, but is not limited to, a financial or other interest in or a tangible personal benefit from federal funds that would directly or indirectly benefit either (1) the employee, agent, or board member; (2) any member of their immediate family; or their spouse or partner, or (3) an organization that employs or is about to employ those individuals. District employees, agents, and Board Members may only accept gratuities, favors, or anything of monetary value from federally funded contractors in accordance with the District’s Conflict of Interest Policy. Any District employee, agent, or Board Member who knowingly violates these terms may be subject to discipline, up to and including termination of employment and/or referral for possible criminal prosecution.

Legal Reference: 2 C.F.R. §§ 200.112 & 200.318.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: [Insert Date]

Extra Duty Schedule Changes

Columns Re-lettered (removed doubles)

12+ Years added to all columns

Columns C & DD Combined (Percentages/Increments were the same)

Columns I & J Combined (Percentages/Increments were the same)

Summer Band moved from flat rate of \$1500 to Column I

Asst FFA moved to Column I

Asst FBLA added and placed on Column I

FBLA moved from Column old E to new G

FFA moved from Column old G to new G

Language changes to clarify function of the extra duty committee

Master Agreement Changes

Base Salary increase \$850 (\$41,750)

Changes to Sick Leave Bank

- Everyone must join as new hires, all current staff non-members will open-enroll and join during the 2025-2026 year
- Leave days used paid back at a rate of 2 per year

Insurance Changes

- The difference between HSA and PPO premiums contributed to personal HSA at all levels (emp, emp/children, emp/spouse, emp/spouse/children) for the traditional and alt networks
- Short-Term Disability Provided by the District to all employees subject to the master certified agreement

Salary Schedule Changes

- Added a step to the bottom of columns MA, MA+9, MA+18, and MA+27

Personnel-All EmployeesPersonnel Files

Any teacher, administrator, or full-time employee of any public school district shall, upon request, have access to their personnel file and shall have the right to attach a written response to any item in such file, and may in writing authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to any letters of recommendation solicited by the employer which appear in the personnel file. No other person except school officials while engaged in their professional duties shall be granted access to such file nor shall the contents thereof be divulged in any manner to any unauthorized person.

Legal Reference: §79-539; §79-8,109

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - All Employees

Receiving Agents, Salespersons, and Other Business Representatives

No school employee shall visit with or discuss business matters of a personal nature with any sales representative during the hours the employee is on duty in the school, except by special permission of the Superintendent or building principal.

Any agent or business representative calling on school personnel about school matters, such as, textbooks, publication of the school annual, class insignia, athletic equipment, school equipment, school supplies, building and custodial supplies, and the like, shall first obtain the permission of the Superintendent or building principal and it is the duty of the school employee to ascertain that the representative has such permission. In general, a teacher shall not interrupt class work to confer with such representatives.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; January 10, 2022

Personnel - All Employees

Unauthorized Purchases

Any employee who orders any supplies or equipment without express authorization of the Superintendent or building principal may be personally liable for payment of the bill for the material so ordered.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016, November 12, 2018; January 10, 2022

Personnel - All Employees

Use of School Facilities and Equipment by School Employees

The Superintendent, may approve use of school facilities, equipment and other resources by school employees, except for activities which result in personal or corporate gain and provided that such use is consistent with Policy No. 1100.

School vehicles shall not be available for personal use.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016, November 12, 2018; January 10, 2022

Personnel - All Employees

Activity Passes

All employees and Board of Education members of Arlington Public Schools may be given an activity pass which will admit the employee and Board of Education member and spouse to school activities. The activity pass may be used only by the person whose name appears on the pass.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Community RelationsPolitical Activity

The Board requires that staff members who desire to seek public office or to engage in other political activity likely to interfere with their normal work requirements seek prior Board approval.

In order to guard against placing students or staff members under undue pressure to adopt particular positions on political issues, the Board directs that employees avoid using their positions or their access to school materials or facilities for solicitation, promotion, recruiting or to otherwise work for the election or defeat of any candidate for public office or to influence the outcome of an election or a decision by a governing body on a political issue. Specifically, employees are restricted from the use of the following for such purposes.

1. Their position, whether as an instructor or as a leader or supervisor of other employees;
2. Classrooms, buildings or facilities;
3. Students; or
4. School equipment, materials or mailing systems.

These restrictions do not apply to employees who are engaged in authorized lobbying activities on behalf of the district. The restrictions also do not apply to the distribution of employee association correspondence or newsletters in the normal course of association business, even though those communication media may contain information concerning adopted positions of the association on political issues.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - All EmployeesFair Labor Standards Act (Minimum Wage & Overtime)

Work week: The work week for overtime purposes shall be 12:00 a.m. Sunday until 11:59 Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime: Overtime will be paid to non-exempt employees as required by law. Compensatory pay in-lieu of overtime pay may be implemented in accordance with law. A non-exempt employee shall not work overtime without the express approval of the employee's supervisor.

Salaried Basis: The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Legal Source:

Fair Labor Standards Act, 29 U.S.C. § 201 et seq.;
29 CFR §§ 541.303; 541.602; 541.603; 541.710; 553.20-.28; and 771.105

Adopted: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - All EmployeesShredding Consumer Reports

It is the policy of Arlington Public Schools to take reasonable measures to protect against unauthorized access to consumer information from consumer reports.¹ A consumer report includes criminal background checks performed on applicants or employees by a third party. It does not include criminal checks performed by school staff.

Reasonable measures to protect against unauthorized access to or use of consumer information in connection with its disposal include the following examples. These examples are illustrative only and are not exclusive or exhaustive methods for complying with this directive.

- (1) Shredding of papers containing consumer information so that the information cannot practicably be read or reconstructed. Burning or pulverising such papers are also options where appropriate.
- (2) Destruction or erasure of electronic media containing consumer information so that the information cannot practicably be read or reconstructed.
- (3) After due diligence,² entering into and monitoring compliance with a contract with another party engaged in the business of record destruction to dispose of material in a manner consistent with this directive.

This policy does not require that the consumer reports information be disposed of; rather, it specifies the action to be taken whenever such disposal occurs. Questions regarding the disposal of consumer reports information should be directed to the Superintendent or the Superintendent's designee.

Legal Reference: FTC Rule on Disposal of Consumer Report Information and Records, 16 CFR Part 682

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

¹ “The term ‘consumer report’ means any written, oral, or other communication of any information by a consumer reporting agency bearing on a consumer's credit worthiness, credit standing, credit capacity, character, general reputation, personal characteristics, or mode of living which is used or expected to be used or collected in whole or in part for the purpose of serving as a factor in establishing the consumer's eligibility for . . . (B) employment purposes.” Fair Credit Reporting Act, 15 U.S.C. § 1681a(3).

² The FTC rule states: “In this context, due diligence could include reviewing an independent audit of the disposal company's operations and/or its compliance with this rule, obtaining information about the disposal company from several references or other reliable sources, requiring that the disposal company be certified by a recognized trade association or similar third party, reviewing and evaluating the disposal company's information security policies or procedures, or taking other appropriate measures to determine the competency and integrity of the potential disposal company.”

Personnel - All EmployeesSocial Security Numbers

Employee social security numbers shall be kept confidential to the extent required by law. Use of more than the last four digits of an employee's social security number shall be made by the District only for:

1. Legal Mandates. Compliance with state or federal laws, rules, or regulations.
2. Internal Administration. Internal administrative purposes, including provision of employee social security numbers to third parties for such purposes as administration of personnel benefits and employment screening and staffing. However, the internal administrative uses shall not permit use of employee social security numbers:
 - a. As an identification number for occupational licensing.
 - b. As an identification number for drug-testing purposes except when required by state or federal law.
 - c. As an identification number for District meetings.
 - d. In files with unrestricted access within the District.
 - e. In files accessible by any temporary employee unless the temporary employee is bonded or insured under a blanket corporate surety bond or equivalent commercial insurance.
 - f. For posting any type of District information.
3. Voluntary Transactions. Commercial transactions freely and voluntarily entered into by the employee with the District for the purchase of goods or services.

The District will not use or require an employee to use more than the last four digits of an employee's social security number District for:

1. Public Posting or Display. Any public posting or display available to the general public or to an employee's coworkers.
2. Internet Transmission. Transmission over the Internet unless the connection is secure or the information is encrypted.
3. Internet Access. To access an Internet web site unless a password, unique personal identification number, or other authentication device is also required to access the Internet web site.
4. Identifier. As an employee number for any type of employment-related activity.

Full implementation of this Policy shall occur by September 1, 2008.

Legal Reference: Laws 2007, LB 674
 5 USCS § 552a (note) (Privacy Act of 1974)

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - All EmployeesMilitary and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference: Neb. Rev. Stat. §§ 55-160 to 55-166;
Neb. Rev. Stat. §§ 55-501 to 55-507
29 U.S.C.A. §§ 2611, et seq. and 29 CFR Part 825
38 USC Sections 4301 to 4333 and 20 CFR Part 1002

Date of Adoption: July 13, 2009 and August 10, 2009

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - All EmployeesProhibition on Aiding and Abetting Sexual Abuse

A school employee, contractor, or agent of the school district is prohibited from assisting another school employee, contractor or agent in obtaining a new job if the individual knows or has probable cause to believe, that such other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law.

“Assisting” does not include the routine transmission of administrative and personnel files.

Exceptions to giving such assistance may only be made where the exception is authorized by the Every Student Succeeds Act (for example, where the matter has been investigated by law enforcement and the person has been exonerated and approved by the Superintendent or designee.)

Legal Reference: ESSA sec. 8038, § 8546

Date of Adoption: August 8, 2016

Reviewed: November 12, 2018; January 10, 2022

Personnel - All Employees

Wage and Deduction Information

Within ten working days after a written request is made by an employee, the Superintendent or designee shall furnish the employee with an itemized statement listing the wages earned and the deductions made from the employee's wages for each pay period that earnings and deductions were made. The statement may be in print or electronic format.

Legal Reference: Neb. Rev. Stat. § 48-1230

Date of Adoption: June 14, 2010 and July 12, 2010

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - All EmployeesProfessional Boundaries Between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent as soon as practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Legal Reference: LB 1080 (2020)

Date of Adoption: November 9, 2020

Review Date: January 10, 2022

PersonnelComplaints About Employees

The board recognizes that situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the board. The board will not hear charges against employees in open session unless an employee requests an open session.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board consideration however, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.
2. Unsettled matters from (1) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for certificated employees and the immediate supervisor for support staff.
3. Unsettled matters regarding certificated employees from (2) above or problems and questions concerning the school district should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president for inclusion on the board agenda of a regularly scheduled meeting in accordance with board policy 1020.

Date of Adoption: November 8, 2010 and December 13, 2010

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - All EmployeesWorkplace Privacy Policy

1. The District will abide by the Nebraska Workplace Privacy Act and will not:
 - a. Require or request that an employee or applicant provide or disclose any user name or password or any other related account information in order to gain access to the employee's or applicant's personal Internet account by way of an electronic communication device;
 - b. Require or request that an employee or applicant log into a personal Internet account by way of an electronic communication device in the presence of the District in a manner that enables the District to observe the contents of the employee's or applicant's personal Internet account or provides the District access to the employee's or applicant's personal Internet account;
 - c. Require an employee or applicant to add anyone, including the District, to the list of contacts associated with the employee's or applicant's personal Internet account or require or otherwise coerce an employee or applicant to change the settings on the employee's or applicant's personal Internet account which affects the ability of others to view the content of such account;
 - d. Take adverse action against, fail to hire, or otherwise penalize an employee or applicant for failure to provide or disclose any of the information or to take any of the actions prohibited by the Workplace Privacy Act.
 - e. Require an employee or applicant to waive or limit any protection granted under the Workplace Privacy Act as a condition of continued employment or of applying for or receiving an offer of employment.

Notwithstanding anything to the contrary, all employees must abide by the District's technology policies, procedures and guidelines, including the District's Internet Use policy and/or practice. Pursuant to the Workplace Privacy Act, the District may also:

- a. Monitor, review, access, or block electronic data stored on an electronic communication device supplied by or paid for in whole or in part by the District or stored on the District's network, to the extent permissible under applicable laws;
- b. Access information about an employee or applicant that is in the public domain or is otherwise obtained in compliance with the Workplace Privacy Act;
- c. Conduct an investigation or require an employee to cooperate in an investigation if the District has specific information about potentially wrongful activity taking place on the employee's personal Internet account, for the purpose of ensuring compliance with applicable laws, regulatory requirements, or prohibitions against work-related employee misconduct;
- d. Any other reason permitted by the Workplace Privacy Act.

Legal Reference: Laws 2016, LB 821

Date of Adoption: August 8, 2016

Reviewed: November 12, 2018; January 10, 2022

Personnel - All EmployeesEmployee Fundraising

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

An employee who receives permission to fundraise shall abide by the following requirements:

- a. The employee shall inform the Superintendent or Superintendent's designee of any content (including online messages or requests) that the employee intends to publish.
- b. The employee shall not violate any District policy, rule or law in any fundraising efforts and shall keep all student information confidential.
- c. The employee must account for any money raised through the approved fundraising effort and shall provide evidence to the Superintendent or Superintendent's designee as to how the money was spent.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

Date of Adoption: July 10, 2017

Reviewed: November 12, 2018; January 10, 2022

Personnel - All EmployeesWage Information

The District will not terminate or retaliate against any employee for inquiring about or sharing compensation information for the purpose of determining whether the District gives equal pay for equal work. However, an employee with authorized access to wage information as part of their job function, who discloses the wages of other employees to those who do not have authorized access to other employees' compensation information, may be disciplined for such disclosure, up to and including termination, unless the disclosure is made in response to a complaint or investigation proceeding, hearing or other similar action.

Legal Reference: LB 217 (2019)

Date of Adoption: August 12, 2019

Review Date: January 10, 2022

Personnel - All EmployeesInjury Leave

A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.

If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.

Legal Reference: LB 1186 (2020)

Date of Adoption: November 9, 2020

Review Date: January 10, 2022

Personnel - Certificated Employees

Qualifications for Appointment as Teacher

To be eligible for appointment as a teacher, an applicant must have a minimum of a Bachelor's Degree from an accredited or approved college or university and have a current teaching certificate from the State of Nebraska, Department of Education (or provide satisfactory evidence that these requirements will be in place prior to commencement of duties), and such other certification or license as may be required by law.

Legal Reference: 79-801 et. seq.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated Employees

Qualifications for Appointment to Administrative and Supervisory Positions

To be eligible for appointment to any administrative or supervisory position, an applicant must have a minimum of a Master's Degree from an accredited institution of higher learning with graduate training in educational supervision and administration from an accredited or approved college or university and have a current Administrative and supervisory certificate from the State of Nebraska, Department of Education (or provide satisfactory evidence that these requirements will be in place prior to commencement of duties), and such other certification or license as may be required by law.

Legal Reference: 79-801 et. seq.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated Employees

Contract

All contracts for employment of a teacher or administrator to be effective must meet the following conditions:

1. The contract must be in writing and contain such provisions as are required by law.
2. The employed person must hold a valid teaching or administrative certificate at all times.
3. The employed person must not be under contract to another district in this state.
4. The contract must be approved by at least four (4) school Board members and signed by a designated member of the Board.

No member of the Board of Education may cast a vote in favor of the election of any teacher when such member of the Board is related to him or her or to the majority of the Board by blood or marriage.

Legal Reference: §79-817
 §79-818
 §79-819

Date of Adoption: March 10, 2008
Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated Employees

Certification

Each certified staff member shall hold at all times a valid Nebraska teaching or administrative certificate.

Legal Reference: §79-802

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated EmployeesRelease from Contract

Certificated employees who wish to be released from their contract shall submit a written request for release to the Board of Education. The written request shall include a resignation.

The action on a request for a release received after April 15th, to be effective in or at the end of the then current school year, shall be discretionary with the Board. The earlier the request for release is submitted, the greater will be the likelihood that a release will be granted. The Board of Education may take the following action in response to a late resignation:

- a. Provide a full, unconditional release from the contract.
- b. Provide a conditional release from the contract subject to recruiting and entering into a contract with a suitable replacement.
- c. Provide a conditional release from the contract subject to recruiting and entering into a contract with a suitable replacement and negotiation of terms with the resigning teacher for reimbursement of the District's expenses and costs incurred for recruiting, advertising, interviewing and other expenses incurred in obtaining the replacement. While there will be no penalty for release from the contract, the certificated employee may not be given the requested release absent agreement on the certificated employee paying such expenses and costs.
- d. Not grant a release from contract.

Where a certificated employee leaves employment without receiving an approved release, the Superintendent is authorized to file a complaint with the Nebraska Professional Practices Commission. The Board also reserves the right to seek damages against any certificated employee as a result of breach of contract.

Legal Reference: Neb. Statute § 79-819; § 79-820; §79-821; § 79-817 et seq.
 NDE Rule 27

Date of Adoption: March 14, 2011

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated Employees

Probationary Certified Employees

During the first three (3) years of employment with the School District, as determined and calculated in accordance with state law, a certificated employee shall be considered a probationary employee. A probationary employee's rights to continued employment status and non-renewal of a probationary employee's contract shall be determined according to law.

Legal: §79-824

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated Employees

Permanent Certified Employees

A certificated employee who has been employed for the full probationary period as set forth in policy 4120 and in accordance with state law is a permanent certificated employee. A permanent certificated employee's rights to continued employment status and termination of said permanent certificated employee's contract shall be determined according to law.

Legal: §79-824

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated Employees

Assignment of Duties

The Superintendent shall have the authority to assign and reassign teachers and other staff to extracurricular activities and other specific activities, including supervision of pupils in halls, study halls, playgrounds, work on faculty committees and staff activities, and other duties necessary for the operation of the school.

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Personnel - Certificated Employees

Agents/Tutors

Teachers shall not act as agents, or accept commission, royalties, or other rewards for books or other school materials, the selection or purchases of which they may influence.

During the school year, teachers shall not tutor for any additional compensation any student they teach during the school year. Any instruction for which the teacher receives pay as a private tutor should not occur on school property or during the assigned time of the teacher during the school year. (Exceptions must be approved by the Superintendent).

Date of Adoption: March 10, 2008

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Personnel - Certificated Employees

Student Teachers and Pre-Student Teachers

The district will cooperate with colleges and universities by allowing students who are preparing to teach to devote a reasonable amount of time to training in our schools, provided that this training will in no way impede the satisfactory progress of pupils.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012; January 11, 2016; November 12, 2018; January 10, 2022

Personnel - Certificated EmployeesSubstitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty for ten (10) consecutive school days for the same teacher, such substitute teacher shall be paid an additional amount above the regular daily rate as annually determined by the Board. An indefinite long-term substitute (a substitute that has been issued an actual contract by the district) will be paid a daily rate figured on the contracted base rate divided by the number of master agreement contract days for teachers. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers.

Legal Reference: Neb. Rev. Stat. §79-808

Date of Adoption: December 10, 2018

Review Date: January 10, 2022

Personnel - Certificated EmployeesProhibition of Employment of Board Members

Nebraska statutes recognize the inherent conflict of interest that is created when a member of the board of education serves as a certificated employee of the district. Consequently, section 79-544 of the statutes prohibits a board member from being engaged in a contract to teach pursuant to sections 79-817 through 79-821 with the school district where he or she also serves on the board.

A conflict of interest is also created when a board member serves simultaneously as both a board member and an employee in any capacity, whether certified or non-certified. Therefore, a board member shall not be employed by the school district when serving on the board except on a temporary, substitute, or emergency basis. If an employee is elected or appointed to the board, his or her non-temporary, non-substitute, or non-emergency employment shall be terminated upon being seated on the board. Because of the conflict that is created by a board member applying for employment while sitting on the board, a board member who wishes to apply for non-temporary, non-substitute, or non-emergency employment shall be required to resign from the board before applying.

Board members who are also employed by the district are strictly prohibited from discussing any issue with students, staff or parents in their capacity as an employee that may come before the board.

This policy does not prohibit the board from contracting with members of the board for services or products when the relationship is not one of employer/employee and such contracts are in compliance with the requirements of statute and board policy regarding conflicts of interest.

Date of Adoption: February 11, 2019

Review Date: January 10, 2022

PersonnelProfessional GrowthRequired Professional Growth Activities

Every six years the teachers in the Arlington Public Schools system shall give evidence of professional growth as is approved by the school board in order to remain eligible for continued employment, educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth".

A. Professional Growth Period

Professional Growth Period refers to the six year period during which permanent (tenured), certificated employees are required by law to give evidence of professional growth. A tenured teacher, upon employment on September 1, begins his/her initial six year growth period at that time, and end it on August 31, six years later. The beginning of the seventh year starts the second six year period.

B. Professional Growth Activities

Professional Growth Activities shall refer to the kinds of professional work or activities herein listed which contribute to professional growth. The conditions and limitations under which such activities are performed and accepted may be reviewed and changed by resolution of the Board of Education from time to time.

Point System for Professional Growth Activities

Evidence of completed professional growth activities totaling 30 points must be recorded on the Professional Growth Point Form in the Superintendent's office. It is the individual teacher's responsibility to show that the professional development activity did actually contribute to their increased effectiveness in the capacity in which employed. The requirement of proof as to how professional activities can be related to improvement of instruction rests with the individual teacher but can include: written reports, AV presentations, grade transcripts, etc.

Professional Growth Committee

A professional growth committee will be selected by the Arlington Education Association and approved by the superintendent. The superintendent and three teachers will make up this committee. The teachers will be appointed for a two-year period.

Procedures for Applying for Growth Credit

Application for accreditation of professional growth activities and horizontal advancement shall be made on forms prescribed by the superintendent of schools. Application shall be initiated by the person requesting credit. Any activity not clearly defined as a possibility for professional growth must have preliminary approval before participation by the superintendent and principal. The application, together with requested evidence that the work has been completed, shall be given to the superintendent's office. The superintendent will preliminarily review the applications for professional growth and will report his/her decision to the committee for their review. After the superintendent has considered the application, it has been reviewed by the professional growth committee, and then signed by the superintendent, notice will be sent to the applicant of the approval or non-approval. After all the parties have taken action, the application

will be filed in the applicant's personal file. Teachers may earn more than 30 professional growth points in a six-year period.

District Sponsored Professional Growth Activities

- Building Principals' designees are responsible for checking attendance
- The Building Principals will submit attendance sheets to the Professional Growth Committee.
- The Professional Growth Committee will collaborate with the Superintendent in making final determinations on the amount of professional growth points for district sponsored professional growth activities.

Right of Appeal

Staff members have the right to appeal the decision of the Professional Growth Committee. Within seven calendar days after receiving the decision of the Professional Growth Committee, any applicant may request, in writing, a review of the decision with the Committee and the Superintendent of Schools. This written appeal must be submitted to the Superintendent. All such reviews will be acted upon within five calendar days and the Superintendent will notify the staff member of the decision.

Classification of Activities

Listed are the activities for which growth points may be obtained. The required **30** points may be earned in a single year or over a period of six years. Points earned during one growth period may not be carried over into the succeeding professional period, even though they may have earned in excess of the required number.

Date of Adoption: February 13, 2012; January 11, 2016

Reviewed: November 12, 2018; January 10, 2022

PROFESSIONAL GROWTH PLAN CATEGORIES - POINT VALUES

Growth Type	Activity	Point Value
<i>Category I = "Continued Education"</i>		
A. College Credit	College credit earned in accredited college	1 semester credit = 3 pts.
B. Audit Credit	Auditing college courses (must pertain to staff members assignment)	1 semester credit = 2 pts.
C. College	Special College work done in specialized training schools – Examples: Foreign Language Institutes, Coaching Clinics (Must pertain to staff members current assignment)	1 semester credit = 3 pts.
D. Non Credit Coursework	Taking Adult Ed/Community Ed classes	12 clock hours = 1.5 pt.
E. Workshops/Clinics Conventions	Curriculum or educational workshops or sectionals	8 clock hours = 1 pt. 4 clock hours = .5 pt.
<i>Category II = Extended Teaching Responsibilities</i>		
A. College Teaching	College Teaching in Accredited Colleges	1 semester credit = 3 pts.
B. Adult Teaching	Teaching Adult Education Classes (i.e. SECC classes)	8 clock hours = 3 pt.
C. Conduct Workshop	Conducting educational in-service sessions or workshops	8 clock hours = 2 pt. 4 clock hours = 1 pt
D. Student Teacher	Supervising a student teacher or intern for 9 weeks full days, or its equivalent.	3 pts per student teacher/per sem
E. Teaching Classes	Teaching classes beyond assigned duties	3 clock hours 1 pt.
<i>Category III = "Teacher Growth Not Reflected in the above categories"</i>		
A. School Visit	School visitations	1 pt. per day
B. Committee Work	Serving on district committees (Safety, STARS, Curriculum, SAT, SCIP, SIP, etc.)	4 clock hours = 1 pt.
C. Officer	Serve as appointed or elective officer for professional Organization (local/state/national)	2 pt. per year
D. Published	Professional Published - Must be approved by Supt.	5-10 Pts.
E. Travel	Educational Travel - (Applicant must submit tangible evidence of professional growth. This should include specific materials and methods to be used in the classroom as a result of the travel. A unit incorporating the materials and methods must be submitted to the Superintendent.)	Supt. Discretion
F. Summer Work	Employment that contributes to the professional growth of the teacher. (Examples: Vocational teacher working in teaching area; Counselor working as counselor at camp or with Job Service; Running or working at summer camps for youth)	3 Pts per year
G. District-Sponsored Workshops	Specific building in-services <2011-12 TCT Teams> <2011-12 Data Analysis Workshop>	Determined by Committee 4 points Annually 1 point
H. Other	Approval of other activities. (This section includes activities that are worthy of professional growth which do not come within the scope of the above listings and descriptions.)	Supt Discretion = No Limit

Personnel - Certificated EmployeesTeacher Training

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

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