

Board of Education Regular Meeting  
Monday, October 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
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. CONSENT AGENDA
  - 3.1. Minutes of the Previous Board Meeting(s)
  - 3.2. Monthly Financial Reports
  - 3.3.
    - Resignations:
    - Hires:
    - Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
  - Counselor's Report
5. REVIEW OF ANNUAL DISTRICT PLAN
6. PRINCIPALS' REPORTS
  - 6.1. Mr. Pfingsten's Secondary Report
  - 6.2. Mr. Shada's Activity Report
    - Scoreboard Ad Sales Report
  - 6.3. Dr. Morgan's Elementary Report
7. SUPERINTENDENT'S REPORT
  - 7.1. Report from Commissioners Supt Advisory Council Meeting
  - 7.2. NASB and NRCSA Reports
  - 7.3. Supt Leave Log Review
  - 7.4. Enrollment Report Oct 1 Snapshot
  - 7.5. Review of Supt Evaluation Timelines:
    - **Fri. Oct. 31<sup>st</sup> – Thur. Nov. 6<sup>th</sup>**: Superintendent completes the self-evaluation
    - **Mon. Nov. 10<sup>th</sup>**: NASB sends board self-evaluation results
    - **Mon. Nov. 10<sup>th</sup> – Wed. Nov. 19<sup>th</sup>**: Board members complete their evaluations
    - **Wed. Nov. 26<sup>th</sup>** Final Report & Executive Summary will be emailed to the board president by
  - 7.6. External Visit Change of Date
    - Nov 20-21
8. COMMITTEE AND REPRESENTATIVE REPORTS
  - 8.1. Buildings and Grounds Committee
  - 8.2. Negotiations Committee
    - Time to schedule our first meeting with the AEA

- 8.3. Professional Development Sharing
  - NASB Regional Membership Meeting
  - Labor Relations Conference (Dr. Lewis and Mrs. Arp attended)
9. UNFINISHED BUSINESS
  - 9.1. Discuss and Consider Policy 3132- Internal Controls on Second Reading
    - Recently Updated by Federal Interpretation
10. NEW BUSINESS
  - 10.1. Discuss, Consider, and Take Necessary Action to Adopt 2025-2026 Option Capacity and Resolution
  - 10.2. Review Policies 5401-5414:
    - 5401- Equal Opportunity and Complaint Form
    - 5402- Child Abuse Reporting
    - 5403- Married Students
    - 5405- Corporal Punishment
    - 5406- Search and Seizures
    - 5407- Vandalism
    - 5408- Health Inspections
    - 5409- Communicable Diseases
    - 5411- Law Violations
    - 5412- Missing Persons
    - 5413- Requests to Contact Students and Student Interviews by non-School Personnel
    - 5414- Identification of Gifted (new in July)
11. EXECUTIVE SESSION
  - The board will enter into executive session to prevent the needless harm to the reputations of individuals to discuss a personnel matter
12. ACTION ON EXECUTIVE SESSION ITEMS
13. ADJOURNMENT

## Board of Education Regular Meeting

HS CONFERENCE ROOM  
705 N 9th Street  
Arlington, NE 68002

Monday, September 8, 2025 7:00pm or  
Immediately Following Tax Request Hearing

### 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: Steve Slykhuis, Present: Shannon Willmott, Present

Also present were Aaron Pfingsten, Jacque Morgan, James Shada, Dawn Lewis and Jennifer Arp

#### 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 Steve Slykhuis and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

### 2. WELCOME TO GUESTS AND PUBLIC FORUM

#### 2.1. Dan Larson/Scott Parson, Tech Director/Instructional Tech--Discussing Phone System and VOIP

Mr. Larson, Technology Director, was present at the meeting to discuss the APS phone system. The current phone system is right at 20 years old, and the voice mail is not up and running, the current system is out of date.

Mr. Larson has been looking into new systems for about a year now. He had three different systems to have the board look at and presented them this evening. Hamilton, High-Point, and Eaks have presented bids.. Mr. Larson spoke to the board about all the ins and outs of the three options, and what it looks like with all the possibilities of what each system might present. The board asked questions they had about the systems and what we currently have and how the systems are operating.

### 3. CONSENT AGENDA

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

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

#### 3.1. Minutes of the Previous Board Meeting(s)

#### 3.2. Monthly Financial Reports

#### 3.3.

Resignations:

Hires: Teresa Peck, Elem Para

Reassignments:

### 4. CURRICULUM/INSTRUCTION REPORTS

- Media/Library- Mrs. Lorsch

Mrs. Lorsch is unable to be at the meeting due to a conflict with a softball game. She would like to extend an invitation to the board members to feel free to stop by the library anytime and visit.

## 5. PRINCIPALS REPORTS

5.1. Mr. Pfingsten's Secondary Report

5.2. Mr. Shada's Activity Report

5.3. Dr. Morgan's Elementary Report

## 6. SUPERINTENDENTS REPORT

6.1. Mission Statement Vote from NASB Strategic Plan Process

New Mission Statement:

***"Empower all students to develop the skills necessary for life-long learning, responsible decision-making, and adaptability, enabling them to make meaningful contributions to their communities."***

6.2. NASB and NRCSA Reports

6.3. Upcoming Meetings for Dr. Lewis

- Sept 15: Commissioners Advisory Council in Hershey - All Day
- Sept 22: NRCSA Region Meeting in Wayne - Part Day
- Sept 24: NASB Region Meeting in Fremont - Evening with board members

6.4. Updated Enrollment Report

Current Enrollment Pk-12: 713

There will be an option enrollment report in October

6.5. Update on DLR meetings/visits scheduled:

- Sept 9: Staff Interviews
- Sept 22: Small Invitational Focus Group
- Oct 22: Second Meeting Focus Group

## 7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Committee for American Civics

This committee met tonight at 6:15

They reviewed the requirements for LB 79-724 for the civics requirements for the school and school year.

7.2. St Pauls Liaison

This committee met Last week with Pat Dunklau and Dan Douglas. Mr. Dunklau wanted to have St. Paul's kids involved in the Veterans day program.

APS will make these accommodations to make this happen.

7.3. Finance Committee

Finance has met a couple of times in August to discuss and finalize the numbers on the budget and levy.

## 8. UNFINISHED BUSINESS

### 8.1. Discussion of Coaches Handbook

Mr. Kratochvil began the discussion by saying that there were a lot of changes in the handbook this year. The board was concerned about the process of how the assistant coaches are evaluated. The board feels like they have not seen the most updated corrected handbook. Mr. Shada said these changes were actually in place for a couple of years, and that he meets with all the head coaches and they give their honest feedback and then if changes are needed then Mr. Shada handles the changes and meeting with the assistant coaches if needed.

Mr. Shada will provide the correct version of the coach's handbook to the board of education members.

## 9. NEW BUSINESS

### 9.1. Discuss, Consider and Take Necessary Action to Approve 2025-2026 Budget of Expenditures as Presented:

General Fund: \$12,250,504.00  
Depreciation: \$1,153,078.00  
Activities Fund: \$486,412.00  
School Nutrition: \$384,306.00  
QCPUF: \$92,498.75  
Bond: \$565,587.50  
Special Building: \$1,534,980.00

Total: \$16,467,366.25

Motion to Adopt 2025-2026 Budget 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, Steve Slykhuis: Yea, Shanon Willmott: Yea

Mr. Kratochvil went over the information, and that it was presented in the hearing tonight prior to the regular board meeting. The board had an opportunity to ask questions and discuss the items again as needed.

### 9.2. Discuss, Consider and Adopt Resolution to Set Final Tax Request for 2025-2026:

General Fund: \$6,947,852.00 (0.681148)  
Bond Fund: \$757,576.00 (0.074271)  
Special Building Fund: \$719,049.00 (0.070494)  
Total: \$8,424,477.00 (0.825913)

Motion to Adopt Resolution to Set Final Tax Request for 2025-2026: General Fund: \$6,947,852.00 (0.681148) Bond Fund: \$757,576.00 (0.074271) Special Building Fund: \$719,049.00 (0.070494) Total: \$8,424,477.00 (0.825913) Passed with a motion by Brian Laaker and a second by Chase Kratochvil.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

Mr. Kratochvil went over the details of the proposed levy that were discussed in the hearing prior to tonight's regular board meeting.

He spoke about how the board has done a good job of keeping out levy level and being responsible and mindful of our taxpayers' money and our budget.

Dr. Lewis read through the full resolution in front of the whole board.

9.3. Discuss, Consider and Take Necessary Action to Approve Purchase of up to Three Ten-Passenger Vans

Motion to Approve Purchase of up to Three Ten-Passenger Vans for a price not to exceed \$65,694 each from Woodhouse Motors to be Paid from General Funds Passed with a motion by Cassie Flesner and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

The board asked questions on the purchase of the vans and sought some clarification on the new requirements for vans for school usage.

9.4. Discuss, Consider and Approve Language Addendum to 2025-2026 Certificated Master Agreement to Clarify Use of Short-Term Disability and Sick Leave

Motion to Approve Addendum to 2025-2026 Certified Master Agreement to Clarify Short Term Disability Leave Combined with Sick Time and Sick Leave Bank Requests Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

Chase discussed with the board the short-term disability benefit for the certified staff and the negotiated agreement.

Clarification was needed on the wording for the usage of the short-term disability when combined with accumulated sick time and/or sick leave bank requested time.

9.5. Discuss, Consider, and Take Necessary Action to Approve VOIP Phone System

Motion to Approve VOIP Phone System From Hamilton to be Paid From Depreciation and/or QCPUF Passed with a motion by Cassie Flesner and a second by Chase Kratochvil.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

Mr. Larson, Technology director was present and shared the three different options of changing over to a new phone system. The board had an opportunity to ask questions and discuss the different features. Mr. Larson is already familiar with the Hamilton system.

9.6. Discuss, Consider, and Review Policies 5201-5305:

5201(x): Promotion and Retention & Form

5202(z): Student Records and FERPA notification

5203: Academic Progress

5204: Grading System

5205: Graduation

5206: Early Completion Plan

5207: Make Up Work

5208: Graduation Ceremony

5301: Association Activities

5302: Student Organizations

5303: Student Activities Hazing

5304: Selection of Students

5305: School Dances

9.7. Discuss and Consider Policy 3132- Internal Controls on First Reading

- Recently Updated by Federal Interpretation

New federal interpretation led to a modification of the policy. Will approve at the second reading next month.

10. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 8:36pm

\_\_\_\_\_  
Chase Kratochvil, Board President

\_\_\_\_\_  
Dawn Lewis, Board Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Arlington Public Schools  
September 30, 2025**

| Fund Name<br>2 Rivers Bank | Bank Statement<br>Starting Balance | Receipts             | Disbursements | Interest    | Interfund<br>Transfers     | Bank Statement<br>Ending Balance |                    |
|----------------------------|------------------------------------|----------------------|---------------|-------------|----------------------------|----------------------------------|--------------------|
| General Fund - 864         | \$ 3,640,302.37                    | \$ 1,319,905.37      | \$ 922,906.76 | \$ 8,529.75 | \$ 3,093.76                | \$ 4,048,924.49                  | HL for Sept in Oct |
| Activities - 109           | \$ 208,172.60                      | \$ 69,712.17         | \$ 53,953.31  | \$ 340.90   | \$ -                       | \$ 224,272.36                    |                    |
| Hot Lunch - 487            | \$ 70,039.39                       | \$ 37,307.42         | \$ -          | \$ 71.54    | \$ (3,093.76)              | \$ 104,324.59                    | HL Sept in Oct     |
| Depreciation Fund          | \$ 1,018,207.45                    | \$ -                 | \$ -          | \$ -        | \$ 3,141.02                | \$ 1,021,348.47                  |                    |
| Depreciation CD - 5826     | \$ 281,510.34                      | \$ -                 | \$ -          | \$ -        | \$ -                       | \$ 281,510.34                    |                    |
|                            |                                    |                      |               |             | <b>Total Depreciation:</b> | <b>\$ 1,302,858.81</b>           |                    |
| 2017 Bond Refunding        | \$ 595,729.85                      | \$ 131,264.23        | \$ -          | \$ -        | \$ 1,439.44                | \$ 728,433.52                    |                    |
| QCPUF                      | \$ 200,876.39                      | \$ -                 | \$ -          | \$ -        | \$ 485.46                  | \$ 201,361.85                    |                    |
| Spec Bldg Fund             | \$ 563,365.39                      | \$ 37,375.50         | \$ -          | \$ -        | \$ 1,361.48                | \$ 602,102.37                    |                    |
| Sp Bldg CD (none for now)  | \$ -                               | \$ -                 | \$ -          | \$ -        | \$ -                       | \$ -                             |                    |
|                            |                                    |                      |               |             | <b>Total Spec Bldg:</b>    | <b>\$ 602,102.37</b>             |                    |
| <b>Total Special Funds</b> | <b>\$ 2,659,589.42</b>             | <b>\$ 168,639.73</b> | <b>\$ -</b>   | <b>\$ -</b> | <b>\$ 6,427.40</b>         | <b>\$ 2,834,756.55</b>           |                    |
| <b>Total SF minus CD's</b> | <b>\$ 2,378,179.06</b>             |                      |               |             |                            | <b>\$ 2,553,246.21</b>           |                    |

**CHECK REGISTER FOR August 2025**  
(Includes special fund checks)

| PAYEE NAME                  | DESCRIPTION                                 | AMOUNT        |
|-----------------------------|---|---------------|
| Ace Hardware                | stihl maintenance & keys copied             | \$ 95.77      |
| Ace Hardware                | copies of keys for shed                     | \$ 49.90      |
| Ace Hardware                | stihl chain & trimmer head                  | \$ 67.98      |
| Airgas                      | welding rentals                             | \$ 94.63      |
| Arbor Family Counseling     | Onsite hours for Aug                        | \$ 525.00     |
| Arbor Family Counseling     | Quarterly Invoice for EAP & SAP             | \$ 3,020.40   |
| Camp Fontanelle             | Outdoor Education Activities & lunch        | \$ 1,252.00   |
| Carolina Biological Supply  | science materials                           | \$ 159.97     |
| Carolina Biological Supply  | Science materials                           | \$ 567.74     |
| Chad Christensen            | Service call for garage doors               | \$ 225.00     |
| City Wide Facility Solution | gym clean up                                | \$ 610.00     |
| Curriculum Associates       | Cars & Stars student books & teacher guides | \$ 300.71     |
| Charleston                  | Filters for maintenance                     | \$ 700.07     |
| Charleston                  | Caps for maintenance                        | \$ 15.09      |
| Culligan                    | Salt  | \$ 397.50     |
| DB Nebraska Service         | Supply Fan Control wire harness             | \$ 472.00     |
| DB Nebraska Service         | Repairs on RTU                              | \$ 10,839.00  |
| Dietze                      | sheet music                                 | \$ 469.12     |
| Dietze                      | piccolo repair                              | \$ 85.00      |
| Dietze                      | sheet music-elementary                      | \$ 51.48      |
| Dietze                      | sheet music                                 | \$ 114.60     |
| DLR Group                   | APS Future Plan project                     | \$ 2,500.00   |
| Eagle Auto Repair           | Van 12 TPMS sensor                          | \$ 180.94     |
| ESU 3                       | Elementary MOEMS competition fee            | \$ 60.00      |
| ESU 5                       | SE NE Distance Learning Consortium          | \$ 3,100.00   |
| EJ Sign CO                  | Eagle sponsor panel                         | \$ 499.23     |
| Ewell Education Svc         | AET Program                                 | \$ 390.00     |
| Fastwyer                    | telephone service                           | \$ 468.27     |
| Eagle Auto Repair           | Van 4-oxygen sensor & tpms sensor           | \$ 941.88     |
| ESU 3                       | Domain renewal apseadles.org                | \$ 215.85     |
| ESU 3                       | Preschool new teacher institute             | \$ 400.00     |
| Fiber Platform              | internet provider                           | \$ 558.62     |
| Faronics                    | yearly license renewal                      | \$ 2,812.50   |
| Flinn Scientific            | Science chemicals                           | \$ 106.79     |
| Hometown Leasing            | printer copier lease                        | \$ 1,810.93   |
| Journeved.com               | microsoft license                           | \$ 3,979.56   |
| Knudsen                     | fuel at bus barn                            | \$ 5,389.24   |
| KSB School Law              | legal counsel calls & emails                | \$ 1,761.50   |
| LE Learn2Move               | pt services                                 | \$ 1,053.40   |
| Martin Clausen              | monthly pest control                        | \$ 92.64      |
| Macgill & Co                | nurse supplies                              | \$ 311.28     |
| Menards                     | football field striping paint               | \$ 247.96     |
| Menards                     | repair supplies for restroom                | \$ 123.71     |
| Menards                     | maintenance supplies for elementary         | \$ 230.16     |
| Menards                     | restroom repair items                       | \$ 22.86      |
| Menards                     | tools, connectors for maintenance           | \$ 127.05     |
| Menards                     | winter items for maintenance                | \$ 256.69     |
| Menards                     | staff bathroom repair parts                 | \$ 44.76      |
| Menards                     | Vaccuum & hardware                          | \$ 128.77     |
| Menards                     | 24" rough-surf push broom                   | \$ 55.94      |
| Menards                     | waterproof paint                            | \$ 72.94      |
| Menards                     | battery for plow truck                      | \$ 164.99     |
| Methodist Fremont Health    | trainer services August                     | \$ 2,502.43   |
| Midwest Alarm               | battery packs                               | \$ 82.72      |
| NASB                        | 2025 Area membership meeting                | \$ 356.00     |
| NASB                        | Membership dues                             | \$ 195.00     |
| NASB Alicap                 | 2025-26 Insurance Policy                    | \$ 186,395.00 |
| National Business Educ A    | yearly membership                           | \$ 149.00     |
| NCS Pearson                 | Q-Interactive Licenses                      | \$ 587.67     |
| Nebraska Dept of Ed         | Intro to Pre-K class                        | \$ 95.00      |
| Nebraska Council of Scho    | 2025 School law update                      | \$ 140.00     |
| NE School Cpunselor Ass     | Membership                                  | \$ 40.00      |
| NCSA                        | NASES Fall conference                       | \$ 190.00     |
| Omaha Truck                 | Bus 2019 thermostat, wire harness           | \$ 225.73     |

|  |   |                     |
|--|---|---------------------|
| Omaha Truck  | bus 2015 clamp                            | \$ 73.28            |
| O'Reilly Auto  | repairs 2010 and van 13 and shop supplies | \$ 208.52           |
| OPPD   | Electricity                               | \$ 14,095.00        |
| JW Pepper  | Sheet music                               | \$ 108.44           |
| JW Pepper  | sheet music                               | \$ 45.00            |
| JW Pepper  | sheet music                               | \$ 201.39           |
| Roots to Wings   | Farmer service fees                       | \$ 1,060.00         |
| Roots to Wings   | Farmer service agreement                  | \$ 630.00           |
| Ralston Public Schools   | second semester student services          | \$ 10,192.93        |
| Sherwin Williams   | football field striping paint             | \$ 421.87           |
| Sherwin Williams   | football field striping paint             | \$ 468.71           |
| Sherwin Williams   | football field striping paint             | \$ 144.95           |
| Sherwin Williams   | football field striping paint             | \$ 284.11           |
| Sherwin Williams   | cross country striping paint              | \$ 160.28           |
| Sherwin Williams   | paint for FB Field                        | \$ 421.20           |
| Sherwin Williams   | football field striping paint             | \$ 421.20           |
| School Nurse Supply  | gloves & thermometer covers               | \$ 479.00           |
| Striv  | Services for 2025-26                      | \$ 2,595.00         |
| TEC Equipment  | bus barn tools                            | \$ 1,553.04         |
| TAESE/USU  | Special Ed law conference                 | \$ 1,250.00         |
| Teaching Strategies  | Mighty Minutes-PreK                       | \$ 258.00           |
| Thermo King  | oil, batteries, de-icer                   | \$ 2,491.86         |
| Total Fire & Security  | service job to correct network            | \$ 290.00           |
| Trigon Sports Intl   | Standard Windscreen (baseball field)      | \$ 3,208.92         |
| Virco  | round activity table                      | \$ 406.44           |
| Waste Connections  | garbage service                           | \$ 867.62           |
| Capital One -Walmart   | supplies                                  | \$ 211.46           |
| Wood River   | natural gas                               | \$ 1,194.88         |
| Visa   | various                                   | 5930.08             |
| Village of Arlington   | water                                     | 1519.49             |
| <b>Total Payables (GF checks not mailed until approved by the BOE)</b> |   | <b>\$288,853.15</b> |

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

|                            |  |                     |
|----------------------------|--|---------------------|
| Agile Sports Tech          | Hudl package                               | \$ 9,200.00         |
| Casey's                    | Fuel for vans                              | \$936.31            |
| Village of Arlington       | Water (bill for August came after meeting) | \$414.00            |
| Woodhouse                  | 3 new vans                                 | \$193,146.00        |
| <b>Total Hand payables</b> |  | <b>\$203,696.31</b> |
| <b>Total General Fund</b>  |  | <b>\$492,549.46</b> |

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

|   |                   |
|---|-------------------|
| BLT Plumbing Heating & / replacement of 7 supply registers in kitchen | \$ 1,985.20       |
|   | \$0.00            |
| <b>Total Special Funds</b>  | <b>\$1,985.20</b> |

**Hot Lunch Expenses**

|                        |                       |                    |
|------------------------|-----------------------|--------------------|
| US Foods               |                       | \$10,366.67        |
| Hoodmasters            | hood exhaust cleaning | \$ 496.00          |
| CWD                    |                       | \$8,838.33         |
| Jackson Service        |                       | \$439.10           |
| Sysco                  |                       | \$438.88           |
| Earthgrains            |                       | \$9,298.27         |
| Hiland Roberts         |                       | \$4,032.42         |
| Hyvee                  | gluten free food      | \$ 195.23          |
|                        |                       | 0                  |
|                        |                       | \$0.00             |
|                        |                       | \$0.00             |
| <b>Hot Lunch Total</b> |                       | <b>\$34,104.90</b> |

EFINANCE - POWERSCHOOL  
 DATE: 10/03/2025  
 TIME: 10:32:46

ARLINGTON PUBLIC SCHOOL  
 CHECK REGISTER

PAGE NUMBER: 2  
 VENCHK11  
 ACCOUNTING PERIOD: 2/26

FUND - 99 - DISBURSEMENT FUND

| CHECK NUMBER | CASH ACCT | DATE ISSUED | VENDOR | ACCT | DESCRIPTION                    | AMOUNT |
|--------------|-----------|-------------|--------|------|--------------------------------|--------|
| 48665        |           |             | 4607   | VISA |                                |        |
| 48666        |           |             | 4607   | VISA | VOID: MULTI STUB CHECK         |        |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | VOID: MULTI STUB CHECK         |        |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 4TH GRADE MYVIEW FULL YEA | 72.00  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON - AREA RUG FOR DAM | 75.99  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 AMAZON - CALL OF THE WILD | 9.99   |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 AMAZON - COMPLETE SET OF  | 122.74 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON - DYNAREX CLEANSIN | 8.84   |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 AMAZON - LEGEND OF SLEEPY | 15.95  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON - PHONICS CARDS    | 80.85  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON - REPLACEMENT BATT | 27.54  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 AMAZON - SRA READING MAST | 96.00  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON - SWING SWIVEL FOR | 19.99  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON - WRITING SPACERS  | 10.59  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON BALSA WOOD STRIPS  | 234.40 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2734 AMAZON WIRELESS PRESENTAT | 42.74  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-DISINFECTANT SPRAY | 16.48  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-DISINFECTANT SPRAY | 38.48  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-DISINFECTANT SRPAY | 48.67  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-DISINFECTANT SRPAY | 48.67  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-DRY ERASE MARKERS  | 11.99  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2734 AMAZON-HDMI SPLITTER      | 18.99  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-J HOOK PEGBOARD AC | 16.40  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2734 AMAZON-KINIVO HDMI SWITCH | 97.00  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-OFFICE SUPPLIES    | 108.34 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2734 AMAZON-OREI HDMI SPLITTER | 23.64  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-RECEIPT BOOKS      | 59.96  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2734 AMAZON-SEYMAC STOCK CASE  | 367.84 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-SHOP TOOLS FOR BUS | 462.46 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-SHOP TOOLS FOR BUS | 462.47 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 AMAZON-SMALL GAS ENGINES  | 56.11  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-TECHNOLOGY SUPPLIE | 44.95  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-TECHNOLOGY SUPPLIE | 99.90  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-TECHNOLOGY SUPPLIE | 452.20 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-TECHNOLOGY SUPPLIE | 212.98 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 AMAZON-USB ADAPTER TYPE C | 7.99   |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2580 APPLEBEES-MEAL FOR SUPERI | 19.05  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 BLAKE RICHTER PRODUCTIONS | 84.60  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 DURACELL BATTERIES FOR AE | 55.98  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 ESTIMATED SHIPPING/HANDLI | 3.99   |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 ESTIMATED SHIPPING/HANDLI | 20.00  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2626 FILL-RITE BUS BARN FUEL   | 85.00  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 HIGH CURRENT RELAY-BUS BA | 41.87  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 HIGH CURRENT RELAY-BUS BA | 97.72  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 HYVEE-ALBUTEROL FOR NURSE | 44.99  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 I-READY MATH DIAGNOSTIC G | 2.99   |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 MARVEL SPIDERMAN JIGSAW P | 33.47  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 MOSYLE CORP APPLE PRODUCT | .92    |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2640 MUSICSPOKE-"SIKIRILEKE/KO | 107.50 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2810 NAFME MEMBERSHIP-CROSLAND | 143.00 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2810 NAFME MEMBERSHIP-MASTNY   | 143.00 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2810 NMEA CONFERENCE REG-CROSL | 110.00 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2810 NMEA CONFERENCE REG-MASTN | 110.00 |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2643 QUIZLET PLATFORM          | 35.99  |
| 48667        | 9001      | 10/03/25    | 4607   | VISA | 2610 SCHEELS-UNIFORM SHORTS XC | 234.33 |

EFINANCE - POWERSCHOOL  
DATE: 10/03/2025  
TIME: 10:32:46

ARLINGTON PUBLIC SCHOOL  
CHECK REGISTER

PAGE NUMBER: 3  
VENCHK11  
ACCOUNTING PERIOD: 2/26

FUND - 99 - DISBURSEMENT FUND

| CHECK NUMBER | CASH ACCT | DATE ISSUED | VENDOR    | ACCT | DESCRIPTION               | AMOUNT   |
|--------------|-----------|-------------|-----------|------|---------------------------|----------|
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | SLP TOOLKIT YEARLY        | 215.00   |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | SUPER TEACHER YEARLY SUBS | 24.95    |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT - CUBISM TANGLES      | 7.00     |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT - FIRSTIEMATH FIRST G | 12.00    |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT - NWEA MAP PRIMARY MA | 2.50     |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT - TEACHING THEME ACTI | 4.50     |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT - THIRD GRADE WORD WO | 12.75    |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT - UFLI ALIGNED PROGRE | 45.00    |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT - UFLI PHONICS LESSON | 14.95    |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | TPT-DOWNLOADS FOR CURRICU | 137.41   |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2640 | UFLI TEACHER MANUAL & SOU | 70.00    |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | USPS CERTIFIED MAIL FOR R | 11.26    |
| 48667        | 9001      | 10/03/25    | 4607 VISA | 2610 | WAREHOUSE LIGHTING FOR SO | 465.24   |
| TOTAL CHECK  |           |             |           |      |                           | 5,870.10 |
| TOTAL FUND   |           |             |           |      |                           | 5,870.10 |
| TOTAL REPORT |           |             |           |      |                           | 5,930.08 |

EFINANCE - POWERSCHOOL  
DATE: 10/03/2025  
TIME: 10:32:46

ARLINGTON PUBLIC SCHOOL  
CHECK REGISTER

PAGE NUMBER: 1  
VENCHK11  
ACCOUNTING PERIOD: 2/26

FUND - 06 - FOOD SERVICE

| CHECK NUMBER | CASH ACCT | DATE ISSUED | -----VENDOR----- | ACCT | -----DESCRIPTION-----     | AMOUNT |
|--------------|-----------|-------------|------------------|------|---------------------------|--------|
| 409          | 9001      | 10/03/25    | 4607 VISA        | 2610 | AMAZON-STORAGE ORGANIZERS | 59.98  |
| TOTAL FUND   |           |             |                  |      |                           | 59.98  |

**General Fund  
2025-2026**

| <u>Reciepts</u>            | <u>Budgeted</u> | <u>Actual Reciepts</u> | <u>% Received</u> | <u>Last Year At this time %</u> |
|----------------------------|-----------------|------------------------|-------------------|---------------------------------|
| Property Taxes             | \$ -            | \$ 1,000,336.97        | 0.00%             | 21.78%                          |
| Carline Taxes              | \$ -            | \$ 588.16              | 0.00%             | 15.84%                          |
| Motor Vehicle              | \$ -            | \$ 41,070.89           | 0.00%             | 9.98%                           |
| PreSchool Tuition          | \$ -            | \$ 5,100.00            | 0.00%             | 16.80%                          |
| County Sources             | \$ -            | \$ 45.25               | 0.00%             | 0.24%                           |
| State Aid                  | \$ -            | \$ 219,616.00          | 0.00%             | 10.48%                          |
| Sped SA Revenue            | \$ -            | \$ -                   | 0.00%             | 0.00%                           |
| Federal & all other        | \$ -            | \$ 9,778.06            | #DIV/0!           |                                 |
|                            |                 | \$ -                   |                   |                                 |
| Transfer From Depreciation | \$ -            | \$ -                   | -                 |                                 |
|                            | \$0.00          | \$1,276,535.33         | 0.00%             | 16.68%                          |

| <u>Expenditures:</u>       | <u>Budgeted</u> | <u>Expenditures YTD</u> | <u>% Disbursed</u> |       |
|----------------------------|-----------------|-------------------------|--------------------|-------|
| <u>General Fund Totals</u> |                 |                         |                    |       |
| Elementary                 | \$ -            | \$ 502,152.47           | 0.00%              | 7.88% |
| Secondary                  | \$ -            | \$ 482,166.83           | 0.00%              | 7.94% |
| District                   | \$ -            | \$ 148,697.13           | 0.00%              | 9.41% |
| <b>Total</b>               | \$ -            | \$ 1,133,016.43         | 0.00%              | 8.22% |

**General Fund Categories of Particular Interest**

| <u>Transportation</u>      |      |               |       |       |
|----------------------------|------|---------------|-------|-------|
| Elementary                 | \$ - | \$ 105,450.39 | 0.00% | 6.29% |
| Elem Transportation Maint. | \$ - | \$ 5,804.91   | 0.00% | 4.99% |
| Secondary                  | \$ - | \$ 103,511.50 | 0.00% | 4.50% |
| HS Transportation Maint.   | \$ - | \$ 4,669.39   | 0.00% | 5.32% |

**District Level Categories of Particular Interest**

| <u>Facilities and Operations</u> |      |              |       |        |
|----------------------------------|------|--------------|-------|--------|
| Operat of Building               | \$ - | \$ 47,326.70 | 0.00% | 4.29%  |
| Building Maint.                  | \$ - | \$ 11,927.38 | 0.00% | 15.48% |
| Grounds Maint                    | \$ - | \$ 6,897.29  | 0.00% | 1.27%  |

| Activity Balances as of |                         | 9/30/2025           |                    |                    |                     |
|-------------------------|-------------------------|---------------------|--------------------|--------------------|---------------------|
| Source Code:            | Account                 | Beginning Bal       | YTD Revenues       | YTD Expenditures   | Balance             |
| 701                     | One School One Team     | \$ 15,898.98        | \$468.00           | \$14,000.00        | \$ 2,166.98         |
| 702                     | Always For Kids ELEM    | \$ 13,354.46        | \$ 556.48          | \$824.51           | \$ 13,086.43        |
| 702                     | HS Always for Kids      | \$ 2,355.89         | \$360.00           | \$0.00             | \$ 2,715.89         |
| 703                     | Art Class               | \$ 5,791.54         | \$370.00           | \$1,702.05         | \$ 4,459.49         |
| 704                     | Art Club                | \$ 1,596.69         | \$0.00             | \$0.00             | \$ 1,596.69         |
| 705                     | Athletics               | \$ (33,348.50)      | \$17,874.84        | \$16,857.04        | \$ (32,330.70)      |
| 706                     | Band                    | \$ 3,960.89         | \$162.00           | \$89.70            | \$ 4,033.19         |
| 708                     | Book Club               | \$ 822.17           | \$0.00             | \$0.00             | \$ 822.17           |
| 709                     | Cheerleading            | \$ 911.15           | \$5,159.03         | \$1,926.00         | \$ 4,144.18         |
| 710                     | Welding                 | \$ 2,202.95         | \$30.00            | \$0.00             | \$ 2,232.95         |
| 711                     | Class of 2030           | \$ -                | \$0.00             | \$0.00             | \$ -                |
| 714                     | SKILLS                  | \$ 336.53           | \$120.00           | \$0.00             | \$ 456.53           |
| 716                     | GIRLS WRESTLING         | \$ 1,398.90         | \$1,000.00         | \$0.00             | \$ 2,398.90         |
| 717                     | Transition              | \$ 1,613.51         | \$0.00             | \$0.00             | \$ 1,613.51         |
| 720                     | Concessions             | \$ 620.62           | \$9,292.80         | \$4,293.09         | \$ 5,620.33         |
| 721                     | Dance Squad             | \$ 5,825.13         | \$1,000.00         | \$503.76           | \$ 6,321.37         |
| 722                     | Drama                   | \$ 2,245.84         | \$0.00             | \$283.22           | \$ 1,962.62         |
| 723                     | MS STEM                 | \$ 260.56           | \$391.40           | \$0.00             | \$ 641.96           |
| 724                     | Elem Lounge             | \$ -                | \$0.00             | \$0.00             | \$ -                |
| 725                     | WEIGHTS                 | \$ (30.82)          | \$0.00             | \$0.00             | \$ (30.82)          |
| 726                     | FBLA                    | \$ 17,499.94        | \$8,096.10         | \$3,057.08         | \$ 22,538.96        |
| 727                     | Football                | \$ 7,461.28         | \$1,240.00         | \$1,398.50         | \$ 7,322.78         |
| 728                     | Reimbursement (general) | \$ 278.55           | \$0.00             | \$23.00            | \$ 255.55           |
| 732                     | Fam Cons Science        | \$ (194.52)         | \$400.00           | \$0.00             | \$ 205.48           |
| 733                     | Wrestling               | \$ 1,043.48         | \$1,040.00         | \$14.99            | \$ 2,088.48         |
| 735                     | Honor Society           | \$ 1,184.19         | \$0.00             | \$0.00             | \$ 1,184.19         |
| 736                     | Activities Interest     | \$ 4,089.10         | \$0.00             | \$0.00             | \$ 4,089.10         |
| 737                     | MS Student Council      | \$ 3,684.26         | \$0.00             | \$0.00             | \$ 3,684.26         |
| 739                     | Library Fund Elem/HS    | \$ 1,433.77         | \$0.00             | \$0.00             | \$ 1,433.77         |
| 740                     | Industrial Tech / Woods | \$ 3,475.21         | \$675.00           | \$0.00             | \$ 4,150.21         |
| 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          | \$ 14,117.33        | \$2,279.30         | \$79.91            | \$ 16,316.72        |
| 749                     | Student Council         | \$ 4,368.97         | \$1,690.00         | \$873.62           | \$ 5,185.35         |
| 750                     | Student Vending         | \$ (663.09)         | \$0.00             | \$126.94           | \$ (790.03)         |
| 751                     | Swing Choir             | \$ 3,784.32         | \$0.00             | \$200.00           | \$ 3,584.32         |
| 753                     | Yearbook                | \$ 743.38           | \$60.00            | \$4,120.72         | \$ (3,317.34)       |
| 756                     | Pepsi                   | \$ 782.71           | \$0.00             | \$330.00           | \$ 462.71           |
| 758                     | Floor Fund              | \$ 427.95           | \$0.00             | \$0.00             | \$ 427.95           |
| 761                     | Honors History          | \$ -                | \$0.00             | \$0.00             | \$ -                |
| 762                     | Baylor/ACT              | \$ 3,121.21         | \$0.00             | \$0.00             | \$ 3,121.21         |
| 764                     | Metro                   | \$ 25,466.91        | \$0.00             | \$0.00             | \$ 25,466.91        |
| 765                     | Class of 2028           | \$ 1,267.40         | \$617.50           | \$0.00             | \$ 1,884.90         |
| 766                     | FFA                     | \$ 15,133.42        | \$1,575.00         | \$4,870.57         | \$ 11,837.85        |
| 768                     | RR Store                | \$ 7,840.58         | \$0.00             | \$1,026.85         | \$ 6,813.73         |
| 770                     | K3 Basketball Camp      | \$ -                | \$0.00             | \$0.00             | \$ -                |
| 772                     | Class of 2023           | \$ -                | \$0.00             | \$0.00             | \$ -                |
| 773                     | Class of 2024           | \$ 798.81           | \$0.00             | \$0.00             | \$ 798.81           |
| 774                     | Class of 2025           | \$ 60.04            | \$0.00             | \$0.00             | \$ 60.04            |
| 775                     | Class of 2026           | \$ 2,755.59         | \$0.00             | \$0.00             | \$ 2,755.59         |
| 776                     | Class of 2027           | \$ 3,639.90         | \$15.00            | \$0.00             | \$ 3,654.90         |
| 777                     | Class of 2029           | \$ -                | \$1,037.80         | \$0.00             | \$ 1,037.80         |
| 782                     | Volleyball              | \$ 8,416.72         | \$2,099.75         | \$485.53           | \$ 10,029.94        |
| 783                     | Boys Golf               | \$ 3,441.85         | \$1,000.00         | \$0.00             | \$ 4,441.85         |
| 784                     | Girls Golf              | \$ 4,472.71         | \$1,000.00         | \$0.00             | \$ 5,472.71         |
| 785                     | Cross Country           | \$ 7,576.53         | \$1,000.00         | \$579.92           | \$ 7,996.61         |
| 786                     | Track Fund              | \$ 4,064.38         | \$1,000.00         | \$0.00             | \$ 5,064.38         |
| 787                     | MS Track                | \$ 222.12           | \$0.00             | \$0.00             | \$ 222.12           |
| 788                     | Softball                | \$ 493.69           | \$2,383.50         | \$1,044.00         | \$ 1,833.19         |
| 789                     | Baseball Fund           | \$ (333.34)         | \$1,000.00         | \$0.00             | \$ 666.66           |
| 790                     | Boys Basketball         | \$ 697.34           | \$1,730.00         | \$700.00           | \$ 1,727.34         |
| 791                     | Girls Basketball        | \$ 4,750.24         | \$1,250.00         | \$700.00           | \$ 5,300.24         |
| 792                     | MS Girls Basketball     | \$ 181.50           | \$0.00             | \$0.00             | \$ 181.50           |
| 793                     | Striv                   | \$ 1,585.17         | \$0.00             | \$0.00             | \$ 1,585.17         |
| 794                     | Sped                    | \$ 1,163.21         | \$928.20           | \$0.00             | \$ 2,091.41         |
| 795                     | Wellness (District)     | \$ 1,094.00         | \$0.00             | \$0.00             | \$ 1,094.00         |
| 796                     | Elementary Activity     | \$ -                | \$0.00             | \$0.00             | \$ -                |
| 799                     | Girls On The Run        | \$ -                | \$0.00             | \$0.00             | \$ -                |
| 713                     | Alpaca                  | \$ 7.00             | \$0.00             | \$0.00             | \$ 7.00             |
| 100-800                 | ELEM Unified School     | \$1,078.11          | \$250.00           | \$65.00            | \$ 1,263.11         |
| 200-800                 | HS Unified School       | \$1,125.99          | \$250.00           | \$65.00            | \$ 1,310.99         |
| 300-801                 | Hospitality             | (\$140.22)          | \$0.00             | \$128.37           | \$ (268.59)         |
|                         | <b>Totals</b>           | <b>\$190,487.23</b> | <b>\$69,401.70</b> | <b>\$60,369.37</b> | <b>\$199,519.56</b> |



# **CURRICULUM BOARD REPORT**

**K-12 SCHOOL COUNSELING  
OCTOBER 2025**

# Who We Are



**KEVIN KRAUS**  
**K-6 SCHOOL**  
**COUNSELOR**



**HOLLY TOFT**  
**7-12 SCHOOL**  
**COUNSELOR**



# What We Do

**CORE  
CURRICULUM**

**INDIVIDUAL  
STUDENT  
PLANNING**

**RESPONSIVE  
SERVICES**

**INDIRECT  
SERVICES**

A large, horizontal, yellow watercolor brushstroke with irregular, feathered edges, centered on a light gray background. The stroke is contained within a thin white rectangular border.

# **School Mental Health Services**

# **GLOW Grant**

- **FUNDED AND ADMINISTERED THROUGH ESU 3  
(FORMERLY SYSTEMS OF CARE GRANT)**
- **THERAPIST HERE THREE DAYS A WEEK**
- **DIRECT THERAPY SERVICES AND SYSTEM  
SUPPORT**

# **Arbor Family Counseling**

- **FREE SERVICES FOR STUDENTS AND STAFF  
FUNDED BY THE SCHOOL**
- **THERAPIST HERE THREE HOURS A WEEK**
- **TWO OMAHA LOCATIONS**
- **DIRECT THERAPY SERVICES**

A large, abstract watercolor splash in shades of yellow and orange, centered on a light gray background. The splash has irregular, feathered edges and is contained within a thin white rectangular border.

# **Room of Requirements**

# Room of Requirements

- **FULLY DONATION-FUNDED SPACE FOR STUDENTS TO ACCESS FREE CLOTHING, SHOES, SCHOOL SUPPLIES, AND HYGIENE ITEMS**
  - **ALMOST ALL ITEMS ARE BRAND NEW**
- **ACCESS TO A WASHER AND DRYER**



A large, abstract watercolor splash in shades of yellow and orange, centered on a light gray background. The splash has irregular, feathered edges and is contained within a thin white rectangular border.

# **Access Period**

# **Access Period**

- **FREE PERIOD PRODUCTS IN THE MIDDLE AND HIGH SCHOOL GIRLS' BATHROOMS AND LOCKER ROOMS**
- **ACCESS PERIOD IS A NON-PROFIT ORGANIZATION BASED IN OMAHA**



# **K-6 Counseling**

**Kevin Kraus**

# **Services and Roles**

- **CLASSROOM LESSONS IN EACH CLASS EVERY WEEK**
- **SHORT-TERM INDIVIDUAL COUNSELING**
- **SMALL GROUPS**
- **CONSULTATION WITH FAMILIES AND STAFF**
- **COMMUNITY RESOURCE REFERRALS**
- **504 COORDINATOR**
- **MTSS TEAM MEMBER**

# Examples of Lessons

- **FRIENDSHIP**
- **EMPATHY AND RESPECT**
- **GOAL SETTING**
- **TEAMWORK**
- **SELF-ESTEEM**
- **MAKING GOOD CHOICES**
- **BEING RESPONSIBLE**
- **MANAGING STRONG EMOTIONS**
- **BULLYING PREVENTION**
- **IMPORTANCE OF KINDNESS**
- **SUICIDE PREVENTION**



# **7-12 Counseling**

**Holly Toft**

# **Services and Roles**

- **CLASSROOM LESSONS**
- **SHORT-TERM INDIVIDUAL COUNSELING**
- **CONSULTATION WITH FAMILIES AND STAFF**
- **COMMUNITY RESOURCE REFERRALS**
- **504 COORDINATOR**
- **ACT AND PRE-ACT TESTING COORDINATOR**
- **MTSS TEAM MEMBER**

# **August - Present**

- **SCHEDULING**
- **DUAL ENROLLMENT AND KICKSTART ENROLLMENT**
- **ONE-ON-ONE SENIOR MEETINGS**
- **JUNIOR COLLEGE AND CAREER FAIR**
- **APPLY 2 COLLEGE DAY**

# Upcoming and Ongoing

- **ASVAB TESTING**
- **PSAT TESTING**
- **FAFSA NIGHT**
- **SCHEDULING**
- **PRE-ACT AND ACT TESTING**
- **SCHOLARSHIPS**
- **MTSS SUPPORT**



# ARLINGTON PUBLIC SCHOOLS

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2025-2030 DISTRICT STRATEGIC PLAN



# ARLINGTON PUBLIC SCHOOLS STRATEGIC PLAN - TABLE OF CONTENTS

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# **This Strategic Framework Presented to**

Dr. Dawn Lewis, Superintendent

and

## **Arlington Board Of Education**

Chase Kratochvil

Cassie Flesner

Brian Laaker

Steve Slykhuis

Shannon Willmott

Jason Arp



## MISSION STATEMENT

Empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.

## VISION

For all students to discover a Passion, feel a sense of Purpose, and find or create a Pathway.



# GUIDING PRINCIPLE I: ACADEMIC LEARNING & SUCCESS

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**Objective:** Amplify the academic program at APS by providing the necessary supports, systems, and opportunities for all to engage meaningfully in the education process.

**Strategy 1.1:** Provide job-embedded meeting time for certified staff members to evaluate the effectiveness of instructional supports through the MTSS process, using data to ensure all students are provided with necessary support and enrichment.

*Recommended Performance Indicators:*

- a. Administration will provide staff meeting time to increase staff data literacy, assessing if data is utilized well in the MTSS process to meet the needs of students.
- b. Administrators and appropriate staff will evaluate the effectiveness of the instructional supports and benefits of MTSS implementation and enhance where needed.

**Strategy 1.2:** Through professional development and staff collaboration, staff will clarify and develop the components of the instructional program (instructional framework, curriculum mapping, alignment, scope and sequence) to build common instructional practice district-wide.

*Recommended Performance Indicators:*

- a. Evaluate current district onboarding process and implement necessary changes to ensure the process for certificated and appropriate classified staff includes a focus on utilizing the district-adopted instructional framework.
- b. Administration, with board support, will develop an annual schedule that provides consistent collaboration time for staff (departments and teams) to fully develop the components of the curriculum, establishing the order the components should be addressed.

**Strategy 1.3:** Develop program evaluations to verify integration of APS Curriculum and Outcomes with character expectations and future workforce needs of the community, with specific attention given to CTE offerings.

*Recommended Performance Indicators:*

- a. The board and administration will determine key data sources to use in the evaluation of district programming.
- b. Utilizing gathered data, determining long term feasibility of district programming, including CTE expansion, giving consideration to local needs, stakeholder feedback and functionality of current or future facilities.
- c. The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands.



## ACADEMIC LEARNING & SUCCESS

| Strategy 1.1: Provide job-embedded meeting time for certified staff members to evaluate the effectiveness of instructional supports through the MTSS process, using data to ensure all students are provided with necessary support and enrichment. |                              |   |  |
|---|------------------------------|---|--|
| Alignment Areas:  |                              | NASB Guiding Principles: Personnel Effectiveness; Student Centered Learning |  |
| Performance Indicator   | Target Date                  | Responsible   | Progress Updates   |
| a. Administration will provide staff meeting time to increase staff data literacy, assessing if data is utilized well in the MTSS process to meet the needs of students.  | Ongoing                      | All members of admin team   | <ul style="list-style-type: none"> <li>Mrs. Wolf preparing staff to interpret new iReady data on 9-9-25 and 9-22-25</li> </ul>                       |
|   |                              |   | <ul style="list-style-type: none"> <li>Regular Tuesday morning staff meetings to adjust to Friday PLC shift for the 2025-2026 school year</li> </ul> |
|   |                              |   | <ul style="list-style-type: none"> <li>Elementary Team Time Weekly to discuss student data</li> </ul>  |
| b. Administrators and appropriate staff will evaluate the effectiveness of the instructional supports and benefits of MTSS implementation and enhance where needed.   | <i>(Example: Biannually)</i> | <i>(Example: Superintendent, Principal and MTSS Team)</i>                   | <ul style="list-style-type: none"> <li><i>(Example: Team met on 1/2/34 to discuss MTSS Implementation)</i></li> </ul>                                |
|   |                              |   | <ul style="list-style-type: none"> <li></li> </ul>   |



## ACADEMIC LEARNING & SUCCESS

| Strategy 1.2: Through professional development and staff collaboration, staff will clarify and develop the components of the instructional program (instructional framework, curriculum mapping, alignment, scope and sequence) to build common instructional practice district-wide. |   |  |   |
|---|---|--|---|
| Alignment Areas:  | NASB Guiding Principle: Personnel Effectiveness |  |   |
| Performance Indicator   | Target Date                                     | Responsible  | Progress Updates  |
| a) Evaluate current district onboarding process and implement necessary changes to ensure the process for certificated and appropriate classified staff includes a focus on utilizing the district-adopted instructional framework.   | Aug 2025  | All members of the admin team  | <ul style="list-style-type: none"> <li>On-boarding (new teacher orientation and mentoring) shifted from one day to two days pre-contract; time dedicated to Instructional Model</li> </ul>  |
|   | TBD   |  | <ul style="list-style-type: none"> <li>TBD will review Marzano Instructional Framework and MTSS with all staff members, as we have many new staff since adopting the framework</li> </ul>   |
|   |   |  | <ul style="list-style-type: none"> <li></li> </ul>  |
| b) Administration, with board support, will develop an annual schedule that provides consistent collaboration time for staff (departments and teams) to fully develop the components of the curriculum, establishing the order the components should be addressed.                    | March 2026                                      | Calendar Committee, Admin Team, and Board of Education<br><br>Principals | <ul style="list-style-type: none"> <li>Calendar committee and admin team will propose calendar to the board which will include PD days to embed time to work on curriculum and staff collaboration</li> </ul>                       |
|   | Ongoing   |  | <ul style="list-style-type: none"> <li>Team time facilitated weekly in the elementary by Dr. Morgan</li> <li>Department meetings at the secondary level during inservice time and/or Tues morning meetings when possible</li> </ul> |



## ACADEMIC LEARNING & SUCCESS

| Strategy 1.3: Develop program evaluations to verify integration of APS Curriculum and Outcomes with character expectations and future workforce needs of the community, with specific attention given to CTE offerings.      |   |   |  |
|--|---|---|--|
| Alignment Areas:   | NASB Guiding Principle: Access to Educational Opportunities |   |  |
| Performance Indicator  | Target Date   | Responsible   | Progress Updates   |
| a) The board and administration will determine key data sources to use in the evaluation of district programming.  | Ongoing   | All members of the admin team, curriculum committee board members, and full board | <ul style="list-style-type: none"> <li>● Implementation of iReady</li> <li>● Adoption of curriculum with teacher/admin/board input</li> </ul>  |
|  |   |   | <ul style="list-style-type: none"> <li>●</li> </ul>  |
| b) Utilizing gathered data, determining long term feasibility of district programming, including CTE expansion, giving consideration to local needs, stakeholder feedback and functionality of current or future facilities. | Dec 2025  | Board, Supt, and Architect  | <ul style="list-style-type: none"> <li>● Sept 9-DLR interviewed Teacher</li> <li>● Sept 22- DLR conducted focus group meeting</li> </ul>       |
|  |   |   | <ul style="list-style-type: none"> <li>●</li> </ul>  |
| c) The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands.   | January 2026  | Board of Education and Admin Team   | <ul style="list-style-type: none"> <li>● Community Engagement meeting 2026 plan to present DLR findings, cost of improvements, etc.</li> </ul> |
|  |   |   | <ul style="list-style-type: none"> <li>●</li> </ul>  |



## GUIDING PRINCIPLE II: DISTRICT/BUILDING CLIMATE & CULTURE

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**Objective:** Foster a positive culture of high expectations that pushes all students and staff members toward connection and excellence.

**Strategy 2.1:** The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program.

*Recommended Performance Indicators:*

- a. Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established.
- b. Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district.
- c. Embed opportunities to recognize staff, at all levels, into regular district wide communication.

**Strategy 2.2:** Beginning with the Board of Education, the district will clearly define behaviors and habits that strive to meet the APS standard of excellence.

*Recommended Performance Indicators:*

- a. Create opportunities for staff to have dedicated time to define APS standards of excellence in the areas of academics, student behaviors, MTSS, etc. and formulate action steps to pursue high and consistent expectations in these areas.
- b. Consider parent advisory committees for building level administrators to help define high expectations and APS standards of excellence.

**Strategy 2.3:** Evaluate and revise the district onboarding process for all staff members to ensure clear professional standards, preparation of all job duties, and the instillation of district values and cultural expectations.

*Recommended Performance Indicators:*

- a. Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities.
- b. Ensure all teachers, with attention given to new hires, have access to and use high quality curriculum resources, including curriculum maps, common assessments, academic programs, and instructional materials.



## DISTRICT/BUILDING CLIMATE & CULTURE

| Strategy 2.1: The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program.    |   |  |   |
|---|---|--|---|
| Alignment Areas:  | NASB Guiding Principle: Family & Community Partnerships |  |   |
| Performance Indicator   | Target Date   | Responsible                                | Progress Updates  |
| a. Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established.               | Ongoing   | Principals and Supt                        | <ul style="list-style-type: none"> <li>Supt email report to board regularly (weekly or more at times)</li> <li>Bi-Monthly newspaper article</li> </ul>  |
|   |   |  | <ul style="list-style-type: none"> <li>Principals send weekly newsletters to staff and families</li> </ul>  |
|   |   |  | <ul style="list-style-type: none"> <li></li> </ul>  |
| b. Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district. | Ongoing   | Admin team, secretaries, technology staff  | <ul style="list-style-type: none"> <li>Use of Canva to create graphic posts on events for social media</li> <li>New activities calendar program to keep the public informed of competitions and performances</li> </ul> |
|   |   |  | <ul style="list-style-type: none"> <li></li> </ul>  |
|   |   |  | <ul style="list-style-type: none"> <li></li> </ul>  |
| c. Embed opportunities to recognize staff, at all levels, into regular district wide communication.   | Ongoing   | Admin team, student council, PPP committee | <ul style="list-style-type: none"> <li>Teacher of the Month</li> <li>Staff Spotlights</li> </ul>  |
|   |   |  | <ul style="list-style-type: none"> <li></li> </ul>  |
|   |   |  | <ul style="list-style-type: none"> <li></li> </ul>  |



## DISTRICT/BUILDING CLIMATE & CULTURE

| Strategy 2.2: Beginning with the Board of Education, the district will clearly define behaviors and habits that strive to meet the APS standard of excellence.  |   |                     |   |
|---|---|---------------------|---|
| Alignment Areas:  | NASB Guiding Principle: Student Centered Learning |                     |   |
| Performance Indicator   | Target Date                                       | Responsible         | Progress Updates  |
| a. Create opportunities for staff to have dedicated time to define APS standards of excellence in the areas of academics, student behaviors, MTSS, etc. and formulate action steps to pursue high and consistent expectations in these areas. | Ongoing   | All staff and admin | <ul style="list-style-type: none"> <li>SOAR program in elementary</li> </ul>  |
|   |   |                     | <ul style="list-style-type: none"> <li></li> </ul>  |
|   |   |                     | <ul style="list-style-type: none"> <li></li> </ul>  |
| b. Consider parent advisory committees for building level administrators to help define high expectations and APS standards of excellence.  | TBD   | Principals          | <ul style="list-style-type: none"> <li>NASB strategic planning initiated the conversation</li> <li>In discussion phase</li> </ul> |
|   |   |                     | <ul style="list-style-type: none"> <li></li> </ul>  |
|   |   |                     | <ul style="list-style-type: none"> <li></li> </ul>  |



## DISTRICT/BUILDING CLIMATE & CULTURE

**Strategy 2.3:** Evaluate and revise the district onboarding process for all staff members to ensure clear professional standards, preparation of all job duties, and the instillation of district values and cultural expectations.

Alignment Areas: **NASB Guiding Principle:** Personnel Effectiveness

| Performance Indicator   | Target Date | Responsible | Progress Updates |
|---|-------------|-------------|------------------|
| a. Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities.   |             |             | •                |
|   |             |             | •                |
|   |             |             | •                |
| b. Ensure all teachers, with attention given to new hires, have access to and use high quality curriculum resources, including curriculum maps, common assessments, academic programs, and instructional materials. |             |             | •                |
|   |             |             | •                |
|   |             |             | •                |



## GUIDING PRINCIPLE III: DISTRICT RESOURCES

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**Objective:** Devote key resources to support the recruitment and retention of staff members, and the physical and programming growth of the district.

**Strategy 3.1:** Promote the support and benefits provided by the district to recruit high quality staff members to the district.

*Recommended Performance Indicators:*

- a. Communicate long-term staffing needs to the board to allow for the necessary allocation of resources.
- b. Develop partnerships with identified institutions and community entities to create consistent pools of high-quality applicants

**Strategy 3.2:** Working transparently with the community, prioritize and devote resources toward current and anticipated facility needs to provide functional learning space and tools for expanded student learning opportunities.

*Recommended Performance Indicators:*

- a. The board, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offerings and student achievement.
- b. The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings.



## DISTRICT RESOURCES

| Strategy 3.1: Promote the support and benefits provided by the district to recruit high quality staff members to the district.    |             |   |  |
|---|-------------|---|--|
| Alignment Areas:  |             | NASB Guiding Principle: District/Building Climate & Culture |  |
| Performance Indicator   | Target Date | Responsible   | Progress Updates   |
| a. Communicate long-term staffing needs to the board to allow for the necessary allocation of resources.                          | Ongoing     | Supt and Principals   | <ul style="list-style-type: none"> <li>Option Capacity adoption each October</li> <li>Budget process communicating the cost of employees so budget can be adequately funded for staffing</li> </ul>  |
|   |             |   | <ul style="list-style-type: none"> <li></li> </ul>   |
|   |             |   | <ul style="list-style-type: none"> <li></li> </ul>   |
| b. Develop partnerships with identified institutions and community entities to create consistent pools of high-quality applicants | ongoing     | Supt and Principals<br>HS Guidance                          | <ul style="list-style-type: none"> <li>Metro Community College: Dual Credit Instructors to support course offerings</li> <li>Student teachers from Midland, UNO, and Wayne</li> <li>Industry Connections for alternatively certificated teaching candidates</li> </ul> |
|   |             |   | <ul style="list-style-type: none"> <li></li> </ul>   |
|   |             |   | <ul style="list-style-type: none"> <li></li> </ul>   |



## DISTRICT RESOURCES

| Strategy 3.2: Working transparently with the community, prioritize and devote resources toward current and anticipated facility needs to provide functional learning space and tools for expanded student learning opportunities. |                     |  |  |
|---|---------------------|--|--|
| Alignment Areas:  |                     | NASB Guiding Principles: Access to Educational Opportunities; Board Governance |  |
| Performance Indicator   | Target Date         | Responsible  | Progress Updates   |
| a. The board, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offerings and student achievement.   | Annually in January | Board and Supt   | <ul style="list-style-type: none"> <li>Community Engagement</li> </ul>   |
|   | TBD through year    | Board committees and principals  | <ul style="list-style-type: none"> <li>Curriculum Committee during review and adoption cycles, and to meet American Civics requirement</li> <li>Buildings and Grounds/Transportation Committee meet as needed to plan for future facilities, summer projects, and review upkeep</li> </ul> |
|   |                     |  | <ul style="list-style-type: none"> <li></li> </ul>   |
| b. The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings.  | Ongoing             | Admin Team, Board of Education   | <ul style="list-style-type: none"> <li>Engage with DLR to prepare for future facilities updates and renovations</li> </ul>   |
|   |                     |  | <ul style="list-style-type: none"> <li></li> </ul>   |
|   |                     |  | <ul style="list-style-type: none"> <li></li> </ul>   |



# BOARD GOVERNANCE

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**Objective:** Create a highly effective governance process that promotes accountability internally, the integration of community perspectives, and the advancement of student learning.

**Strategy 4.1:** Continuously engage the community in district developments to ensure the community has opportunities to provide input.

*Recommended Performance Indicators:*

- a. The board will re-engage district patrons annually/biannually to provide timely updates on the progress of the Strategic Plan, including results of feasibility studies and data collection.
- b. Seek out additional opportunities to receive stakeholder feedback surrounding district goals and priorities.
- c. Ensure continuous engagement with community stakeholders is included in any district communication plans. (See Strategy 2.1)

**Strategy 4.2:** Ensure board meetings are student-focused by receiving updates, reports, and data to validate program impact on instruction and learning and ensure alignment with long-term district goals.

*Recommended Performance Indicators:*

- a. Establish clear expectations for program review reports to verify effective use of district resources.
- b. Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings.

**Strategy 4.3:** Create an annual advocacy plan/process to engage with local and state officials.

*Recommended Performance Indicators:*

- a. Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda.
- b. The board will seek opportunities to engage with local representatives (village board, county commissioners, state legislature) to share the story of APS and develop a reciprocal relationship resulting in the district and the representatives working toward the common good of public education.



## BOARD GOVERNANCE

| Strategy 4.1: Continuously engage the community in district developments to ensure the community has opportunities to provide input.  |                                   |                                  |   |
|---|-----------------------------------|----------------------------------|---|
| Alignment Areas:  | NASB Guiding Principle:           |                                  |   |
| Performance Indicator   | Target Date                       | Responsible                      | Progress Updates  |
| a. The board will re-engage district patrons annually/biannually to provide timely updates on the progress of the Strategic Plan, including results of feasibility studies and data collection. | Annually in January               | Supt and Board                   | <ul style="list-style-type: none"> <li>Community Engagement Meeting</li> </ul>  |
|   | Quarterly                         | Admin team                       | <ul style="list-style-type: none"> <li>Review of Board Goals and Strategic Plan in Board Meeting</li> <li>Annual Board Retreat for deep review of goals</li> </ul>  |
|   |                                   |                                  | <ul style="list-style-type: none"> <li></li> </ul>  |
| b. Seek out additional opportunities to receive stakeholder feedback surrounding district goals and priorities.   | Ongoing                           | Board<br>Admin Team<br>All Staff | <ul style="list-style-type: none"> <li>Survey of parents and Community members</li> <li>Community Engagement Meeting Annually</li> <li>Surveys of specific populations (SPED, graduating seniors, etc.)</li> <li>Survey of Staff and Stakeholders for frameworks accreditation</li> </ul> |
|   |                                   |                                  | <ul style="list-style-type: none"> <li></li> </ul>  |
|   |                                   |                                  | <ul style="list-style-type: none"> <li></li> </ul>  |
| c. Ensure continuous engagement with community stakeholders is included in any district communication plans. (See Strategy 2.1)   | Schedule for January of each year | Board and Supt                   | <ul style="list-style-type: none"> <li>Annual CEM</li> </ul>  |
|   |                                   |                                  | <ul style="list-style-type: none"> <li></li> </ul>  |
|   |                                   |                                  | <ul style="list-style-type: none"> <li></li> </ul>  |



## BOARD GOVERNANCE

| Strategy 4.2: Ensure board meetings are student-focused by receiving updates, reports, and data to validate program impact on instruction and learning and ensure alignment with long-term district goals. |             |                         |   |
|--|-------------|-------------------------|---|
| Alignment Areas:   |             | NASB Guiding Principle: |   |
| Performance Indicator  | Target Date | Responsible             | Progress Updates  |
| a. Establish clear expectations for program review reports to verify effective use of district resources.  | Implemented | All Staff               | <ul style="list-style-type: none"> <li>● Present on a rotation to board of education monthly</li> <li>● Principal and Supt reports monthly</li> </ul> |
|  |             |                         | <ul style="list-style-type: none"> <li>●</li> </ul>   |
|  |             |                         | <ul style="list-style-type: none"> <li>●</li> </ul>   |
| b. Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings.   | TBD         | Supt                    | <ul style="list-style-type: none"> <li>●</li> </ul>   |
|  |             |                         | <ul style="list-style-type: none"> <li>●</li> </ul>   |
|  |             |                         | <ul style="list-style-type: none"> <li>●</li> </ul>   |



## BOARD GOVERNANCE

| Strategy 4.3: Create an annual advocacy plan/process to engage with local and state officials.   |                         |                |                  |
|--|-------------------------|----------------|------------------|
| Alignment Areas:   | NASB Guiding Principle: |                |                  |
| Performance Indicator  | Target Date             | Responsible    | Progress Updates |
| a. Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda.  | TBD                     | Board and Supt | •                |
|  |                         |                | •                |
|  |                         |                | •                |
| b. The board will seek opportunities to engage with local representatives (village board, county commissioners, state legislature) to share the story of APS and develop a reciprocal relationship resulting in the district and the representatives working toward the common good of public education. | TBD                     | Board and Supt | •                |
|  |                         |                | •                |
|  |                         |                | •                |



# **Secondary Principal's Report For the October 2025 Board Meeting**

## **Parent Teacher Conferences**

Will be held on October 22 and 23 from 5:00-8:00 in the competition gym.

## **Check Out The New Pictures**

We continue to highlight students in action, student work, and student recognition through our hallway decor and social media posts. These have been a great addition to our overall environment.

## **STRIV at State Softball**

Members of our STRIV team will be traveling to Hastings to help stream state softball next week. They will be working Class C games at 2:00 and Class A games at 4:30.

## **Stop the Bleed Training**

Thanks to Officer Ashley and Officer Judkins, the staff received valuable stop the bleed training during our PD day in September.

## **Curriculum Work**

Science - Adoption (select later this year)

Social Sciences - Research and Development

James Shada  
October  
Board Report

### **Pink Out**

The athletic department in conjunction with the dance team will be hosting Pink Out Nights in October. We will be encouraging students to wear pink and honor families fighting cancer. Pink out games: Volleyball 10/7, Football 10/17.

### **2025 Homecoming**

We had a great week for the 2025 Homecoming! Theme days were: Monday-No School, Tuesday- Twin Day, Wednesday – Patriotism Day, Thursday- Country v. Country Club, and Friday – Spirit Day! Please check out our social media pages for all the involvement from all our students K-12 and Staff!

### **Arlington Education Foundation Recognition**

Congratulations to Senator Brittany Wilkins for being inducted into the Arlington Education Hall of Fame. Brittany is a 2000 graduate. Congratulation to Mr. Keith Fink on receiving the Marian Wilkins award. Mr. Fink was recognized for his dedication to our community and school district.



## Homecoming King and Queen

Congratulations to Emerson Timm and Creighton Schlueter on being crowned the 2025 Homecoming Queen and King!



## Elementary Board Report October 2025

- **6th Grade Outdoor Education** - Arlington students participated in an outdoor education experience at Camp Fontanelle. Students were able to do some gravestone rubbings, learn of the history of the area, climb trees, and many other things.



- **5th Grade Outdoor Education** - 5th Grade students go to DeSoto Bend, but it has been postponed due to Government shut down.
- **Homecoming Week** - Students participated in dress up days and the excitement of the Homecoming pep rally!



- **Elementary Student Council** - Students applied, interviewed and were selected to participate in Arlington Elementary's Student Council!

## Grade Level iReady SHOUT OUTS

### HIGHEST TIME-ON-TASK IN READING:

4TH GRADE w/98% of the students with 30+minutes

### HIGHEST TIME-ON-TASK IN MATH:

4TH GRADE w/96% of the students with 30+minutes

### HIGHEST PERCENTAGE OF LESSONS PASSED IN READING:

2ND GRADE w/94% of lessons passed

### HIGHEST PERCENTAGE OF LESSONS PASSED IN MATH:

3RD GRADE w/97% of lessons passed

iReady is our new assessment system, it has a skills portion of the platform that we have been using. The research suggests 30-50 a week in content specific goal areas will increase retention of materials. We are doing weekly shoutouts to continue to encourage grade levels to work. iReady is part of our weekly team time conversations, we discussed student needs, timing and other pieces to best influence outcomes. Direct instruction will always be best, however, this program provides a meaningful substitute for practice, extension and remediation of skills.

Door Greeters - Door greeters are out and about on Friday mornings!  
This past week we had the Arlington Dance Team!





# 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



President's Retreat - Monday, February 16 - Kearney

NAEP State Convention - March 24-25 - Kearney

Final Day of the 2026 Legislative Session - Friday, April 17

2026 NASB Federal Advocacy Fly-In - April 26-29 - Washington, DC

Area Membership Meetings - August through September

State Education Conference - November

New Board Member Workshops - December

## 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>

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Leadership

Innovation

Vision

Engagement

#liveNASB

# 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

View the full, detailed listings of NASB Affiliates at:  
<https://members.nasbonline.org/about-us/affiliate-members>

## ACCOUNTING

Watts and Hershberger, P.C.

## ARCHITECTS

Alley Poyner Macchietto Architecture

BCDM Architects  
PLATINUM LEVEL AFFILIATE



BVH Architecture  
PLATINUM LEVEL AFFILIATE



Carlson West Povondra Architects  
PLATINUM LEVEL AFFILIATE



Clark & Enersen  
PLATINUM LEVEL AFFILIATE



CMBA Architects  
PLATINUM LEVEL AFFILIATE



DLR Group  
GOLD LEVEL AFFILIATE

## BUILDING CONTROLS AND BUILDING SERVICES

Navitas  
GOLD LEVEL AFFILIATE

## CONSTRUCTION SERVICES

914 Coatings  
GOLD LEVEL AFFILIATE

BD Construction  
GOLD LEVEL AFFILIATE

Boyd Jones  
PLATINUM LEVEL AFFILIATE



Darland  
GOLD LEVEL AFFILIATE

Hausmann Construction  
PLATINUM LEVEL AFFILIATE



JEO Consulting Group, Inc.  
GOLD LEVEL AFFILIATE

MCL Construction  
GOLD LEVEL AFFILIATE

Sampson Construction  
PLATINUM LEVEL AFFILIATE



## ENERGY SERVICES

Community Building Solutions

Facility Advocates  
PLATINUM LEVEL AFFILIATE



Johnson Controls, Inc.  
GOLD LEVEL AFFILIATE

## EQUIPMENT AND FURNITURE

ABcreative, Inc.  
GOLD LEVEL AFFILIATE

Demco

## FINANCIAL SERVICES

Ameritas Investment Company

D.A. Davidson & CO.  
PLATINUM LEVEL AFFILIATE



Nebraska Liquid Asset Fund  
PLATINUM LEVEL AFFILIATE



Northland  
PLATINUM LEVEL AFFILIATE



Piper Sandler  
PLATINUM LEVEL AFFILIATE



## FOOD SERVICE

Lunchtime Solutions  
GOLD LEVEL AFFILIATE

Opaa! Food Management

## FUNDRAISING

Omaha Public Schools Foundation  
GOLD LEVEL AFFILIATE

## INSURANCE SERVICES

American Fidelity  
PLATINUM LEVEL AFFILIATE



Blue Cross Blue Shield of Nebraska  
GOLD LEVEL AFFILIATE

National Insurance Services

Public Risk Management/ALICAP  
PLATINUM LEVEL AFFILIATE



## LEGAL SERVICES

Mueller Robak, LLC

## PLAYGROUND/SCOREBOARDS/SURFACING

Creative Sites, LLC  
SILVER LEVEL AFFILIATE

Cunningham Recreation/GameTime

Fisher Tracks, Inc.

## SAFETY & SECURITY

OneSource - The Background Check Company  
SILVER LEVEL AFFILIATE

## STUDENT SERVICES

Amergis Educational Staffing  
SILVER LEVEL AFFILIATE

TeamMates Mentoring Program  
SILVER LEVEL AFFILIATE

## TECHNOLOGY/SOFTWARE

Enviser  
PLATINUM LEVEL AFFILIATE



Hamilton  
PLATINUM LEVEL AFFILIATE



Sparq Data Solutions  
PLATINUM LEVEL AFFILIATE



## TRANSPORTATION PRODUCTS

Cornhusker International  
GOLD LEVEL AFFILIATE

Nebraska Safety Center

## VIDEO CREATION & PRODUCTION

Third Rail Content, Inc.  
PLATINUM LEVEL AFFILIATE





# Nebraska Rural Community Schools Association

*Member Update*

*October 9, 2025*



*Photo Credit: Arapahoe Holbrook Public Schools*



[www.nrcsa.net](http://www.nrcsa.net)



[www.twitter.com/NRCSA1980](https://www.twitter.com/NRCSA1980)



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)



# NRCSA Calendar

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## NRCSA Events

### **NRCSA Legislative Forum**

February 26, 2026

Cornhusker Hotel in Lincoln

[More about this event](#)

### **NRCSA Spring Conference**

March 18 & 20, 2026

Crowne Plaza & Younes North Convention Center in Kearney

[More about this event](#)

### **NRCSA Golf Tournament**

July 28, 2026

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

## Committee Meetings

### **NRCSA Executive Committee**

9:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Scholarship & Recognition Committee**

10:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Closing the Achievement Gap Research Team**

11:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Leaders Lunch**

12:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Legislative Committee**

1:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Rural Teacher Committee**

3:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

## *NRCSA Search Service*

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**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.**



### **Axtell Community Schools**

**[Notice of Vacancy](#)**

**[Apply for this Vacancy](#)**

Application Deadline: **Oct. 29, 2025**

Finalists Selected: **Nov. 10, 2025**

Interviews: **Nov. 15, 2025**

Contract Starts: **July 1, 2026**



### **Bancroft-Rosalie Community Schools**

**[Notice of Vacancy](#)**

**[Apply for this Vacancy](#)**

Application Deadline: **Nov. 3, 2025**

Finalists Selected: **Nov. 17, 2025**

Interviews: **Dec. 6, 2025**

Contract Starts: **July 1, 2026**



### **Hampton Public Schools**

Search starting soon!



### **Hayes Center Public Schools**

**[Notice of Vacancy](#)**

**[Apply for this Vacancy](#)**

Application Deadline: **Oct. 13, 2025**

Finalists Selected: **Oct. 22, 2025**

Interviews: **Oct. 27, 2025**

Contract Starts: **July 1, 2026**



### **Potter-Dix Public Schools**

**[Notice of Vacancy](#)**

**[Apply for this Vacancy](#)**

Application Deadline: **Oct. 9, 2025**

Finalists Selected: **Oct. 13, 2025**

Interviews: **Oct. 30, 2025**

Contract Starts: **July 1, 2026**

Access the Members area of [www.nrcsa.net](http://www.nrcsa.net) anytime.

**Login: member Password: learning**

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## ***NRCSA Updates***

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**The six NRCSA district meetings are now in the book.** Thanks to all who attended. This is one of my favorite times of the year as I get out into the state to see many of you. I also try to work in stops to schools and hit a few Board of Education meetings. I also thank the District Representatives to the Executive Committee for helping set up each of the district meetings: Jon Davis (Alma), Jane Davis (Hershey), Ginger Meyer (Chadron), Dale Hafer (Ainsworth), Daryl Schrunck (Randolph) and Andy Havelka (Freeman).

This year I was also able to visit the three State Colleges. While at Chadron, Peru, and Wayne, I was able to visit with the Presidents and representatives of the Education departments.



CHADRON STATE INTERIM PRESIDENT DR. JODI KUPPER



WAYNE STATE PRESIDENT MARYSZ RAMES

### **NRCSA Leadership**

Chris Kuncl, President.  
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.  
Ord Public Schools

Stephanie Kaczor, Pres-Elect.  
Riverside Public Schools

Jeremy Braden, Secretary.  
Doniphan-Trumbull Public Schs

### **District Representatives:**

Ginger Meyer, West  
Chadron Public Schools

Dale Hafer, North Central  
Ainsworth Community Schools

Daryl Schrunck, Northeast  
Randolph Public Schools

Andrew Havelka, Southeast  
Freeman Public Schools

Jon Davis, South Central  
Alma Public Schools

Jane Davis, Southwest  
Hershey Public Schools

### **Executive Director:**

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:**

Jessica Bland,  
Oakland-Craig Public Schools

Jim Widdifield  
Minden Public Schools



*PERU STATE INTERIM PRESIDENT WENDY WAUGH*

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## **SUPERINTENDENT SEARCH & PLANNING**

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

NRCSA is currently helping the Axtell, Hayes Center, Potter-Dix, Hampton, and Bancroft-Rosalie Boards of Education with their 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. Our current consultants are: Jim Havelka, Fred Helmink, Robin Stevens, Rob Hanger, Caroline Winchester, Curtis Cogswell, Mike Cuning, Paul Sheffield, Mo Hanks, and Jay Bellar.

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@nrca.net](mailto:jmoles@nrca.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 Brochure\*\*](#)

[\*\*NRCSA Planning Support Brochure\*\*](#)

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**Our annual membership drive is coming to a close soon.** Last year we had 224 school districts, ESU's, and State colleges and we hope to continue our annual growth. As of this writing, we are still waiting on a few members to renew. They have indicated that they are doing so, though. We also have a few non-members who are considering joining. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not

create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether that be by passing, amending, or stopping legislation, comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is “at the table” and making a difference on behalf of our rural students, schools, and communities.

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**The School Financing Review Commission, which was created this Spring by the Unicameral, had its first meeting on Tuesday, August 12.** Information on the meeting can be found in the following communication from NDE. The next meeting is set for Friday, October 31, from 8:00 a.m. to 12:00 p.m. at the Nebraska Department of Education.. This is a public meeting, which can be attended by anyone. All meeting materials that are shared during the meeting will also be uploaded after the gathering for those who are interested in reviewing them.

The Commission is made up of 18 individuals and is chaired by Commissioner of Education, Dr. Brian Maher. Senators on the Commission include Sen. Dave Murman, Sen. Jana Hughes, and Sen. Eliot Bostar, as well as former State Senators Lou Ann Linehan, Tom Briese, and Fred Meyer. Individuals from the Education world include Brady Superintendent Ann Foster, Pender Superintendent (and NRCSA Legislative Co-Chair) Jason Dolliver, Bennington Superintendent Aaron Plas, Millard Superintendent John Schwartz, Lincoln Associate Superintendent Liz Standish, Lakeview Board of Education President Keith Runge, Omaha Board of Education member Shavonna Holman, and Chancellor of the Nebraska State College System, Dr. Paul Turman.

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

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

Key Findings from the NSWERS brief:

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

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

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

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

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

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

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

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

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

This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at [anna@a-plum.com](mailto:anna@a-plum.com) or visit [www.a-plum.com](http://www.a-plum.com).

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**Recently, Minden Superintendent Jim Widdifield contacted the NRCSA office to see if we could be in assistance in helping him conduct a survey concerning Early Childhood programs in our rural schools.** We assisted him with dissemination of the survey and he recently shared results.

From Jim: I have finally completed putting this together for those who filled out the survey. I received a good response from 87 schools. I appreciate all the schools that took the time to complete the survey. I did not include the specific schools in the results, but instead grouped them by size.

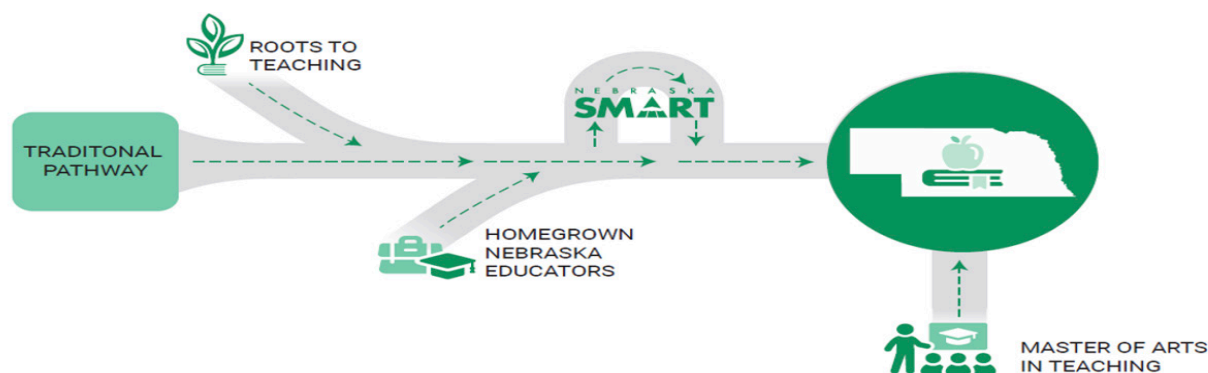
I share this information with you, not only because it has some very good information on Early Childhood programs, especially as it pertains to age groups, numbers of staff, and funding sources, but also to remind you that if you are wanting to research something please keep NRCSA in mind. Sometimes we already have compiled the information you are looking for. Also, if you want to do surveys, we can help you to disseminate the survey materials.

### **Nebraska Pre-School Programs**

I recently had a communique from a member Superintendent as to the history of Equalization Aid in his district. That is something we keep track of on an annual basis for all districts, so his request for help was very easily filled. Again, at NRCSA we may have already compiled information you might be wanting to find. All you need to do is ask!

**Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.**

**Educator Preparation Pathways**



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

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

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

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

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

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor’s degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options

to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

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

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**Chris Prososki, formerly the Superintendent at Southern and now at Hastings, 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](#)**

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**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](mailto: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,*

*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.*

*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](http://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](#)

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

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

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

[New Leaf PowerPoint Presentation](#)

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



[New Leaf Flyer](#)

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

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**One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon.** The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average, and students with a "C" average compete against other students with a "C" average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

## Nebraska Rural Community Schools Association

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This past year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

Each year there is a central theme for the Academic Decathlon curriculum. For the 2025-26 school year, the theme is “The Roaring 20’s”. Music, art, and literature will cover the Jazz Age.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles of one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody [ardis.moody@gmail.com](mailto:ardis.moody@gmail.com)

Cris Hay-Merchant [chaymerchant@bellevue.edu](mailto:chaymerchant@bellevue.edu)



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

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

Applications for the 2026 Spring semester scholarships will be open in the fall, at a date to be determined.

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

### **[NRCSA School Programs](#)**

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**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 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. In talking with some districts, there is a chance there could be upwards of 112 entities participating. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2024-25, the rebate was over \$34,000 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@nrca.net](mailto:jmoles@nrca.net)) or Jeff Bundy ([jbundy@nrca.net](mailto:jbundy@nrca.net)).

U.S. Bank will provide two webinars for those considering using the program or for those who are currently using it, but want to find out more about the program. Of special interest is a new feature which allows the district to load a virtual purchase card on an employee's smartphone. This would be in lieu of the employee actually having a purchase card. This appears to be a very appealing feature of the program. The webinars are scheduled for:

**Tuesday, Oct. 21 at 10:00 a.m.**

**Thursday, Oct. 30 at 2:00 p.m.**

Reminders will be sent out closer to those dates.

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**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 136 such meetings. I most recently attended the Board meetings at Sandhills and Mullen on September 8, as well as Thedford and Stapleton on September 15.

I am scheduled to attend the following Board of Education meetings in the near future:

**Monday, October 20:** Central City

I have really enjoyed this venture 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.

## Nebraska Rural Community Schools Association

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.



*SANDHILLS BOARD OF EDUCATION AND ADMINISTRATION*



*MULLEN BOARD OF EDUCATION AND ADMINISTRATION*



*THEFORD BOARD OF EDUCATION AND ADMINISTRATION*



*STAPLETON BOARD OF EDUCATION AND ADMINISTRATION*



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

**October 2025:**

**\* Sarah Hardin, a high school science teacher at Mullen, was named the Nebraska Teacher of the Year. She received her award in a surprise ceremony in Mullen by Commissioner Brian Maher.**



**\* Ord FFA instructor, Dave Ference, was honored as the Nebraska State Fair's Parade Grand Marshal on FFA Weekend at the Fair. Dave was selected in honor of his nearly four decades of teaching and mentoring students at Ord High School.**



**Grand Marshal**  
Longtime ag teacher honored at the fair  
for his efforts to support ag youth

**\* West Point Elementary School is one of only seven schools in Nebraska to be recognized as a Solution Tree Model PLC at Work School.**

**\* The Nebraska Department of Education and the Nebraska Seal of Biliteracy Advisory Committee recently announced that 122 Seals of Biliteracy have been awarded to 118 Nebraska students in August of 2025. These prestigious awards recognize high school students who have achieved a high level of proficiency in English and at least one other language. Students at NRCSA-member districts who were recognized include:**

- **Addyson Hinz**, Deshler (Spanish)
- **Alyssa Dobias**, West Holt (Spanish)
- **Anel Monasterio**, West Holt (Spanish)
- **Clay Sandman**, Boone Central (Spanish)
- **Danessa Buckles**, Deshler (Spanish)
- **Hannah Scribner**, David City (Spanish)
- **Kiersten Jensen**, Conestoga (Spanish)
- **Lathan Buesing**, Gothenburg (Spanish)
- **Madalyn Pistulka**, West Holt (Spanish)
- **Madysen Kramer**, West Holt (Spanish)
- **Monica Chavez**, West Holt (Spanish)
- **Reese Svoboda**, David City (Spanish)
- **Sundus Abdi**, Lexington (Somali Maxaa)
- **Taylor Peek**, West Holt (Spanish)

**\* The National Merit Scholarship Corporation announced that 108 Nebraska high school students are semi-finalists for its scholarship program. Students from NRCSA-member districts who are semi-finalists are:**

- **Jack Hayes**, Auburn
- **Scott Bennett**, Aurora
- **Brett Mellies**, Aurora
- **Sofia Center**, Chadron
- **Rebecca Lempka**, Minden
- **Noel Onate**, Sidney

\* **Sofia Alonzo-Hidalgo, a freshman at Diller-Odell, has been selected as the Nebraska representative to compete in the Spanish FFA Creed event at National FFA Convention this year.**



\* **Sarah Lange, a student at Raymond Central, was one of only three Nebraska students and only 161 high school students nationwide, to be named a U.S. President Scholar. The program recognizes high school seniors for their accomplishments in academics, the arts, and career and technical education fields**

\* **Heather Thompson, of Shelby-Rising City, was honored as the 2025 Distinguished Administrator Award winner in appreciation for her dedication and service to the Nebraska School Librarians Association.**



\* **Courtney Polak, a teacher at Raymond Central, was recognized as a 2025 U.S. Presidential Scholars Program's Distinguished Teacher.**



\* **Kari Schroeder, a teacher at Syracuse-Dunbar-Avoca and NRCSA's Outstanding Elementary Teacher for 2025, was a finalist for the National Rural Education Association's National Rural Teacher of the Year Award.**



# MEMBER SPOTLIGHT

## Diller-Odell Public Schools



**Mascot:** Griffins

**Enrollment:** 238 students

**Location(s):** PK-6 in Diller; 7-12 in Odell

Interesting Fact: Mike Meyerle is in his 14th year of being the schools Superintendent. He has spent his entire 36 year career at Diller or Diller-Odell Public Schools. He began as a Social Studies Teacher and Head Football coach in 1990. Over his career, he has also served as a PK-6 Principal, PK-12 Principal, Activities Director, assisted in coaching a variety of sports, and substitute bus driver. He is planning to retire at the end of the 2027 school year.



**Superintendent:** Mike Meyerle (with is wife Steph)



**Principal(s):** Dylan Hinrichs, PK-6; Matt Mezger, 7-12

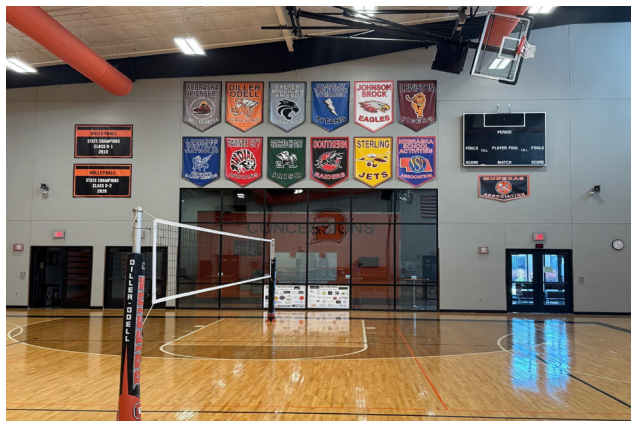


**Board of Education (pictured left):** Alissa Andersen, Josh Carpenter, Angie Clifford, Adam Engelman, Kasey Murphy, and Stuart Vitosh

## Programs

### Volleyball

Our volleyball team has been to the State Tournament nine out of the last 11 years. We won State Championships in 2019 and 2020.



### FFA

Sofia Alonzo-Hidalgo, grade 9, has been selected as the Nebraska representative to compete in the Spanish FFA Creed event at National FFA Convention this year.



# MEMBER SPOTLIGHT

## West Holt Public Schools



**Superintendent: Paul Pistulka**

**Principals: Cody Havranek, JR High/High School; Tracy Larson, Elementary**

**Mascots: Huskies**

**Enrollment: 424 students**

**Location(s): Atkinson, NE**

**Interesting Fact:** West Holt Public Schools only serves the community of Atkinson and is not a consolidated school district. In the late 60's the rural and community schools came together to create West Holt Rural High School as a feeder for all the Class I rural schools in western Holt County. Through the process, Stuart remained separate and West Holt Rural High School came to be without Stuart, but the name stuck. Rather than Atkinson High School, the name of West Holt Rural High School remained as to represent all of the students, including the rural school students. After the closing of Class I schools in 2005, all the schools combined to make West Holt Public Schools as we are today. Several rural schools still operated for many years with the final school closing in 2020. Now all students are served at the PK-12 campus in Atkinson.

**Board of Education:**



Scott Gotschall, Susan Judge, Brenna Schaaf, Nick Konrad, Brian Mlady, Kelly Jelinek

**Programs:**

The Elementary Student Council is in its third year at West Holt! Every year we work to make the program better and add new items. Around 10-12 students in grades 4-6 are selected from a pool of students who filled out an application and gathered references. Throughout the school year, the student council helps with events like Red Ribbon Week, fundraising for specific items like playground equipment, Kindness Week, and service projects. Last year they made tie blankets to donate to our local nursing home. They are in charge of creating posters for social media and the hallways, as well as creating scripts that are read over the intercom during respective events. During lunch once a week, student council members meet to either organize upcoming events or focus on leadership qualities.



The West Holt Agriculture/FFA program is regarded as one of the leading Ag/FFA programs in the state. The program has consistently demonstrated excellence and dedication to the advancement of Agricultural Education which leads to success both in and out of the classroom. Currently, over 60% of West Holt JH/HS students are members of the FFA program and over 50% of last year's graduating Seniors received their State Degrees. Over the past three decades, the program has produced an impressive 63 State Champion teams and has recently produced a National Championship team at the FFA National Convention in Indianapolis. The involvement in our Ag/FFA programs by a majority of our students prompted the district to hire a 2nd Agricultural Teacher to help build and expand the program's offerings. Recently, our School Based Enterprises have thrived with businesses expanding and profits continuing to grow. These SBEs provide our students with valuable hands-on experiences in entrepreneurship and financial management. The West Holt Ag/FFA program looks to continue to build on the success both in and out of the classroom by developing invaluable life skills, leadership qualities, and a deep appreciation for agriculture.



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## ***Updates from Members & Other Entities***

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**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 Free Online Tutoring for K-12 Students.**

#### **Fall 2025 Tutoring Now Available**

Nebraska SMART offers free, one-on-one online tutoring for K–12 students across the state. Parents and students can schedule tutoring sessions through their Nebraska SMART accounts, request on-demand help during tutoring hours, or set up recurring appointments by submitting the Recurrent Appointment Request Form.

Students are encouraged to bring assignments to each session. Homework can be uploaded directly to the secure classroom, sent in advance to the tutor, or shared by photo during the session.

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#### **Fall 2025 Tutoring Schedule:**

Aug. 18 – Dec. 11, 2025

**Monday–Thursday, 3:30–8:30 p.m. CT**

Days tutoring are unavailable: October 13-14 and November 25 - 28

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#### **How Schools Can Help Promote Nebraska SMART**

- Share program information in school, district, and classroom newsletters
- Highlight Nebraska SMART during Open House and Back-to-School events
- Follow and share Nebraska SMART on Facebook, Instagram, and X (Twitter)
- Post Nebraska SMART updates on school/district social media pages
- Add Nebraska SMART as a student resource on your district website
- Share information with teachers, counselors, and other staff
- Communicate with Parent/Teacher Associations
- Display posters in visible school locations (mailed in July)
- Provide your district technology team with the Nebraska SMART domain allowlist guide

Please note: Nebraska SMART tutoring is available only for K–12 students. Promotional materials should not be shared with Pre-K students.

## Learn More

Website: [www.nscs.edu/nebraskasmart](http://www.nscs.edu/nebraskasmart)

Email: [nebraskasmart@nscs.edu](mailto:nebraskasmart@nscs.edu)

Social Media: [Facebook](#), [Instagram](#), [X \(Twitter\)](#)

Thank you for helping us connect Nebraska students with the academic support they need to succeed.

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

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

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

### [Strengthening Rural Communities Through Public Education](#)

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

### [State by State Fact Sheet](#)

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**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](#)

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**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](#)

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**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**

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**From Jay Martin, NDE Director of School Safety & Security**

Hello All,

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

Below you will find the School Safety Newsletter and information. The main question to look for is a Threat Assessment Survey. We are gaging schools' interest in future Threat Assessment trainings. The last page has a breakdown of the three Threat Assessment trainings offered by UNLPPC. Please take a moment to complete this survey by April 15, 2025.

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

Thanks for all you do in school safety.

**School Safety Newsletter Spring 2025**

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**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](mailto:tmittelstet@unl.edu)) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit ([bailey.feit@unl.edu](mailto: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,

## Nebraska Rural Community Schools Association

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.

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**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](#)

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

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

### [Understanding REAP](#)

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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

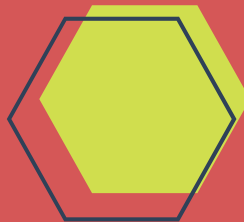


## Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

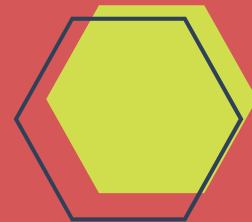


## During the Game/Event

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 6-8.

NREAs Legislative Agenda for 2025 is as follows:



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

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.



NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSEN WITH NEBRASKA SENATOR DEB FISCHER (1999 NRCSA Outstanding Board of Education Member)

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

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- 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 almost \$200,000 to school districts surrounded by tax-exempt public lands.

1. **RURALSCHOOL FUNDING** • NREA urges Congress to sustain and, where possible, 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. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. **RURAL EDUCATION DATA AND RESEARCH** • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. **RURAL TEACHER EDUCATION AND**

WORKFORCE INVESTMENTS • NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. • NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. • NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

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**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 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.*

*FY 2025 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.*

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

[\*\*NRCSA Principal Search Brochure\*\*](#)

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

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

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

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

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

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

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

**Things for your consideration:**

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

Please contact Dr. Adam Fette for more program information, at [afette@csc.edu](mailto:afette@csc.edu).

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**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/>

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**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](#)

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

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



## From ECE to CTE: Designing Learning Spaces for Early Childhood through Career and Technical Education

### Clark & Enersen

While the subject matter and teaching methods evolve throughout a person’s educational journey, a primary goal of schools remains constant: to foster learning and discovery, ultimately preparing students for future success. Clark & Enersen has 79 years of experience designing learning spaces for PK-12 through post-secondary and beyond, with a special focus on early childhood education (ECE) and career and technical education (CTE). These often serve as bookends for students on their educational journey and are vital for educational and career growth.

### Early Childhood Education

With each ECE project, our team leverages their knowledge and experience designing numerous similar facilities, with consideration toward creating spaces that foster learning and discovery. Examples of interactive learning elements include placing windows at child eye level for connection to nature; incorporating magnetic and write-able surfaces in engaging places; incorporating shapes, numbers, letters, and primary colors into wall graphics and flooring; and other design elements that encourage large motor skill development. We believe educational opportunities can and should be expanded beyond the classroom, immersing students in a world of learning.

For Heartland Community Schools in Henderson, Neb., the Clark & Enersen team provided pre-bond services to help the District secure funding for several improvements to its facilities, with a major emphasis on early childhood education. Following a successful bond campaign, our team designed spaces to expand the District’s ECE program, including a community-operated daycare facility, infant and toddler rooms, and before/after school care spaces. The design also provided a dedicated secure entrance, while also ensuring physical connection to the existing school building.

“Early childhood education projects are critical for supporting families and providing young children with an impactful start to their educational journey,” says Senior Principal and Architect Tim Ripp, AIA, LEED, who served as Clark & Enersen’s principal-in-charge on the project. “It was very rewarding to help Heartland Community Schools prepare for the bond election, celebrate the successful campaign, and design spaces that will serve the school and community for years to come.”



*Rendering created for Heartland Community Schools bond campaign, featuring an early childhood education space.*

## Career and Technical Education

As students near the end of their PK-12 journey, it is important to provide them with college and career readiness opportunities. These initiatives help equip them with the skills and knowledge needed to transition into their next educational pursuits or join the workforce. Clark & Enersen has designed numerous career and technical education (CTE) facilities in collaboration with PK-12 schools, community colleges, and universities. These spaces support a wide range of potential career paths related to: agriculture, arts and fabrication, automation engineering/industrial, automotive technology, aviation, business management/administration, construction, cosmetology, culinary skills, government and public administration, health sciences and healthcare, HVAC maintenance, hospitality and tourism, human services, information technology, law and public safety training, manufacturing, robotics, transportation, and welding.

District OR-1, which supports students in Palmyra and Bennet, Neb., and Clark & Enersen have a long, successful history of collaboration, with much of the work being funded by bond campaigns. Most recently, our firm helped the District pass a \$22 million bond to complete improvements to Bennet Elementary and Palmyra Jr.-Sr. High School. This includes a new expansion with approximately 7,300 square feet of shops dedicated to metalworking, woodworking, agriculture, and other CTE focus areas. With growing demand for various trades within the local and national workforce, these spaces will be crucial for preparing students to join the workforce or pursue further education/training within their chosen field.

“Strong and practical career technical education (CTE) facilities and programs are invaluable for our high school students, local businesses, and our school community,” says Michael Hart, superintendent of District OR-1 Public Schools. “The lifelong skills learned and applied through experience with CTE programs are critical for preparing our students to successfully integrate, contribute, and thrive in our rural communities after high school. Even students who may not end up in typical CTE career tracks will find the addition of these skills and experiences beneficial. We are blessed to have a community that strongly supports and understands the value of CTE.”



*A shop space located in Palmyra Jr.-Sr. High School, which is part of a 7,300-SF expansion to support the school's CTE programs.*

For more information on how Clark & Enersen can help your school support students from ECE through CTE, please visit [www.clarkenersen.com](http://www.clarkenersen.com).



# Purple Ribbon Partners



### **Apptegy**

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Little Rock, AR 72202  
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conferenceteam@apptegy.com



CORNHUSKER  
INTERNATIONAL  
TRUCKS

### **Cornhusker International Trucks**

Russ Folts  
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Lincoln, NE 68504  
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russ.folts@cornhuskerinternational.com



### **Cheever Construction**

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Lincoln, NE 68504  
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### **DA Davidson**

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### **Clark Enersen Partners**

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### **DLR Group**

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eokeeffe@dlrgroup.com



### **CMBA Architects**

Troy Keilig  
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Grand Island, NE 68801  
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### **Facility Advocates**

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# Purple Ribbon Partners



FARRIS ENGINEERING

## Farris Engineering

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kbreitenfeld@farris-usa.com



construction | the people you build with

## MCL Construction

Travis Justice  
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## Network For Educator Effectiveness (NEE)

Marc Doss  
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## RMV Construction

Curtis Baetz  
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curtis@rmvconst.com



TRANE

TRANE  
TECHNOLOGIES

## Trane Technologies

Jonathan Hoesch  
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TREMCO™

Roofing and Building Maintenance

## Tremco Roofing

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



## Voss Lighting

Randy Herrick  
4624 S 140th St  
Omaha, NE 68137  
Phone: (402) 850-9789  
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WILKINS

ARCHITECTURE | DESIGN | PLANNING

## Wilkins Architecture, Design, Planning

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### **Legislative Contacts**

#### **U.S. Senators**

[Deb Fischer](#)

[Pete Ricketts](#)

#### **U.S. House of Representatives**

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### **Nebraska Governor**

[Jim Pillen](#)

#### **NE State Senators**

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[John Fredrickson, Dist 20](#)

[Dunixi Guereca, Dist 7](#)

[Bob Hallstrom, Dist 1](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

[Dan Lonowski, Dist 33](#)

[Dan McKeon, Dist 41](#)

[Terrell McKinney, Dist 11](#)

[Glen Meyer, Dist 17](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jason Prokop, Dist 27](#)

[Dan Quick, Dist 35](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Victor Roundtree, Dist 3](#)

[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)

# Nebraska Rural Community Schools Association



*“Quality Rural Schools”*

[www.nrcsa.net](http://www.nrcsa.net)



## *NRCSA Programs*

[New Leaf Teletherapy](#)

[Planning Support Service](#)

[Scholarship and Awards Programs](#)

[Superintendent Search Service](#)

[USBank OneCard Program](#)



*NRCSA Rural Community Schools Association*  
*440 S 13th St, Suite B*  
*Lincoln, NE 68508*



[www.nrcsa.net](http://www.nrcsa.net)



[www.twitter.com/NRCSA1980](https://www.twitter.com/NRCSA1980)



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)

| Superintendent Leave Log 2025-2026 |             |            |                             |  |                   |
|------------------------------------|-------------|------------|-----------------------------|--|-------------------|
|                                    |             | Sick Days  | Bereavement Days            | Vacation Days                                    | Floating Holidays |
| Carryover                          |             | 45         | per contract per occurrence | 10<br>(unpaid/unused from previous years)        |                   |
| <b>Starting Balance</b>            |             | <b>55</b>  |                             | <b>20</b>  | <b>3</b>          |
| Date                               | Description |            |                             |  |                   |
| 8-1-2025                           | vac         |            |                             | 1  |                   |
|                                    |             |            |                             |  |                   |
|                                    |             |            |                             |  |                   |
|                                    |             |            |                             |  |                   |
|                                    |             |            |                             |  |                   |
| <b>Ending Balance</b>              |             | <b>55</b>  |                             | <b>19</b>  | <b>3</b>          |
| On Duty Out of Office              |             |            |                             |  |                   |
| Admin Days                         | Kearney     | July 22-24 | 2.5 Days                    |  |                   |
| Commissioner Advisory Committee    | Hershey     | Sept 15    | 1 Day                       |  |                   |
| ESU3/NASA Rgn 2 Meeting            | LaVista     | Sept 30    | .5 day                      |  |                   |
| Labor Relations Conference         | Lincoln     | Oct 2      | 1 day                       | Had responsibilities as NASA president this year |                   |
|                                    |             |            |                             |  |                   |

| Grade Level        | 10/1/2025  | 9/6/2024   | 10/1/2024  | 12/2/2024  | 3/8/2025   | Final June 2025 |
|--------------------|------------|------------|------------|------------|------------|-----------------|
| PS                 | 25         | 26         | 26         | 26         | 28         | 25              |
| KG                 | 45         | 45         | 45         | 47         | 46         | 46              |
| 1ST                | 46         | 52         | 52         | 51         | 52         | 52              |
| 2ND                | 50         | 47         | 47         | 48         | 48         | 47              |
| 3RD                | 49         | 51         | 51         | 52         | 53         | 53              |
| 4TH                | 53         | 56         | 56         | 56         | 57         | 57              |
| 5TH                | 59         | 39         | 39         | 40         | 41         | 41              |
| 6TH                | 40         | 57         | 56         | 56         | 56         | 56              |
| <b>PS-6 TOTAL</b>  | <b>367</b> | <b>373</b> | <b>372</b> | <b>376</b> | <b>381</b> | <b>377</b>      |
| 7TH                | 59         | 56         | 56         | 55         | 55         | 53              |
| 8TH                | 56         | 51         | 50         | 50         | 50         | 49              |
| 9TH                | 51         | 67         | 66         | 66         | 64         | 63              |
| 10TH               | 64         | 61         | 61         | 61         | 61         | 60              |
| 11TH               | 61         | 56         | 56         | 57         | 55         | 55              |
| 12TH               | 56         | 44         | 44         | 44         | 44         | 44              |
| <b>7-12 TOTAL</b>  | <b>347</b> | <b>335</b> | <b>333</b> | <b>333</b> | <b>329</b> | <b>324</b>      |
| <b>PK-12 TOTAL</b> | <b>714</b> | <b>708</b> | <b>705</b> | <b>709</b> | <b>710</b> | <b>701</b>      |

**OPTION ENROLLMENT**

Do not have all figures yet for option--this will update in October

| IN/OUT       | IN         | Out       | Net        | 1-Oct-24      | Net Change |          |
|--------------|------------|-----------|------------|---------------|------------|----------|
| KG           | 11         | 1         | 10         | 7/3           | 4          | 6        |
| 1ST          | 7          | 3         | 4          | 9/2           | 7          | -3       |
| 2ND          | 10         | 3         | 7          | 12/3          | 9          | -2       |
| 3RD          | 15         | 3         | 12         | 16/3          | 13         | -1       |
| 4TH          | 16         | 2         | 14         | 14/1          | 13         | 1        |
| 5TH          | 18         | 1         | 17         | 5/7           | -2         | 19       |
| 6TH          | 5          | 7         | -2         | 11/1          | 10         | -12      |
| 7TH          | 12         | 2         | 10         | 12/2          | 10         | 0        |
| 8TH          | 12         | 3         | 9          | 3/1           | 2          | 7        |
| 9TH          | 8          | 3         | 5          | 13/4          | 9          | -4       |
| 10TH         | 15         | 6         | 9          | 17/4          | 13         | -4       |
| 11TH         | 15         | 5         | 10         | 13/5          | 8          | 2        |
| 12TH         | 11         | 5         | 6          | 16/8          | 8          | -2       |
| <b>TOTAL</b> | <b>155</b> | <b>44</b> | <b>111</b> | <b>148/44</b> | <b>104</b> | <b>7</b> |
| Net % Option |            | 16%       |            |               |            | <b>7</b> |

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 simplified acquisition thresholds (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.

Travel Costs: Travel costs (including transportation, lodging, subsistence, and related items) incurred by an employee who travels on official business for a federal award may only be charged to the federal award on an actual cost basis, a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The District will ensure that the method used will be consistent with the method normally allowed in similar circumstances in the District’s other travel and Board Policies. Any travel costs charged directly to a federal award must be documented to justify that (1) the individual’s participation is necessary for the federal award and (2) the costs are reasonable and consistent with the District’s travel costs and expectations. All travel costs must be reasonable and not in excess of what the District typically allows for other travel. All reasonable rates and amounts will be consistent with the rates and amounts established under 5 U.S.C. 5701-11.

Legal Reference: 2 C.F.R. § 200.475

Date of Adoption: [Insert Date]

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, member \_\_\_\_\_ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: \_\_\_\_\_.  
The following members voted against the same: \_\_\_\_\_.  
The following members were absent or not voting: \_\_\_\_\_. The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**[NAME] PUBLIC SCHOOLS**

By: \_\_\_\_\_  
President

Attest: \_\_\_\_\_  
Secretary

## Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

| <b>PROGRAM</b> | <b>PROGRAM CAPACITY</b> | <b>PROJECTED ENROLLMENT</b> | <b>NO. OF Possible OPTION STUDENTS</b> |
|----------------|-------------------------|-----------------------------|--|
| Kindergarten   | TBD                     | TBD                         | TBD                                    |
| First          | 60                      | 45                          | 15                                     |
| Second         | 63                      | 45                          | 18                                     |
| Third          | 66                      | 50                          | 16                                     |
| Fourth         | 66                      | 49                          | 17                                     |
| Fifth          | 69                      | 53                          | 16                                     |
| Sixth          | 69                      | 59                          | 10                                     |
| Seventh        | 58                      | 40                          | 18                                     |
| Eighth         | 58                      | 59                          | 0                                      |
| Ninth          | 68                      | 56                          | 12                                     |
| Tenth          | 68                      | 50                          | 18                                     |
| Eleventh       | 68                      | 64                          | 4                                      |
| Twelfth        | 68                      | 61                          | 7                                      |

\* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The Arlington Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students, Employees, and Other: Dawn Lewis, Superintendent, Arlington Public Schools, 705 N 9<sup>th</sup> Street, Arlington, NE 68002, (402)478-4173, dawn.lewis@apseagles.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The Arlington Public School District is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or

- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If

the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

**2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

**3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

*i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one (1) week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in

the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

**5. Training:**

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.

- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

#### **7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
 Section 504 of the Rehabilitation Act of 1973 (Section 504)  
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)  
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.

Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: July 14, 2025

**Complaint Form  
Discrimination, Harassment or Retaliation**

The Arlington Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:  
Students: Dawn Lewis, Superintendent, 705 N 9<sup>th</sup> St, Arlington, NE 68002 (402)478-4173, dawn.lewis@apseagles.org.  
Employees and Others: Dawn Lewis, Superintendent, 705 N 9<sup>th</sup> St, Arlington, NE 68002 (402)478-4173, dawn.lewis@apseagles.org.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_.

(4) Confidentiality: I \_\_\_ do\_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.  
\_\_\_\_\_  
\_\_\_\_\_.

(5) Relief requested (what I want done in response to this complaint): \_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

StudentsChild Abuse and Neglect

School employees shall promptly report to the appropriate law enforcement agency and the principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. The principal will ensure that the report has been made to the proper law enforcement agency or other agency as required by law.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur competition. The term “promptly” means “within a 24-hour period.”

Legal Reference: Neb. Rev. Stat. §28-711  
34 U.S.C. § 20341

Date of Adoption: August 13, 2018  
Reviewed: April 8, 2019. Oct 14, 2019; October 10, 2022

StudentsMarried Students

Married students shall have the same educational opportunities in this school system as unmarried students. There shall be no discrimination on the basis of sex, marital status of any person, or the condition of being a parent. To enforce this prohibition, aggrieved persons shall use the District's anti-discrimination policies.

Legal References: Neb. Rev. Stat. §§79-2, 114 to 79-2, 124  
20 U.S.C. § 1681 (Title IX)

Date of Adoption: August 13, 2018  
Reviewed: April 8, 2019, Oct 14, 2019; October 10, 2022

Students

Corporal Punishment

Corporal punishment is prohibited. No staff member or other agent of the District may use physical force with a student except to the extent such is essential for self-defense, the protection of persons or the safe-guarding of property, and only such physical force as is reasonably necessary for such purposes shall be used.

Legal Reference: Neb. Rev. Stat. §79-295

Date of Adoption: June 9, 2008

Reviewed: October 8, 2012; November 14, 2016, April 8, 2019, Oct 14, 2019; October 10, 2022

StudentsSearch and Seizures

When it is determined based on searches that a person has violated a Board policy, administrative regulation, building rule, student conduct rule or personnel expectation, or the law, the person shall be subject to appropriate disciplinary action and a report to law enforcement may be made.

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted in the discretion of the administration.

The following procedures will be used for conducting searches:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted in the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that: a) the student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent), b) the testing actually be random, c) that the testing procedures limit any intrusion on student privacy, and provide for an appropriate level of confidentiality and accuracy, and d) that the response to positive tests take into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.
6. Searches of the District's computer system may be conducted in the discretion of the administration at any time.

The following procedures will be used for the removal of personal property:

1. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be seized by school officials. Any illegal drugs, firearm or dangerous weapon shall be confiscated and delivered to law enforcement as soon

as practicable. A personal safety or security device (such as a taser, mace or pepper spray) not previously approved by the Administration constitutes a “dangerous weapon.”

2. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process may be removed from student possession.

The District is not responsible for the security or safety of personal property which employees, students, or other building users may bring to school.

Legal Reference: Neb. Rev. Stat. Sec. 28-1204.04 (firearms)

Date of Adoption: August 24, 2020

Date of Review: October 10, 2022

Students

Vandalism

Students and their parents shall be responsible for all damage to equipment or school property. This responsibility applies in the matter of books and supplies of all kinds, as well as equipment, buildings and grounds.

Date of Adoption: June 9, 2008

Reviewed: October 8, 2012; November 14, 2016, Oct 14, 2019; October 10, 2022

StudentsHealth Inspections

The school district shall cause every child under its jurisdiction to be separately and carefully inspected, except as otherwise provided by law, to ascertain if such a child is suffering from (1) defective sight or hearing, (2) dental defects, or (3) other conditions as prescribed by the Department of Health and Human Services (“Department”). Such inspections shall be conducted on a schedule prescribed by the Department and shall be based on current medical and public health practice. In lieu of conducting the inspections, the school board may employ regularly licensed physicians to make such inspections.

If such inspection determines that any child has defective sight or hearing, dental defects, or other condition for which screening is required, the school shall notify the parent of the child in writing of such condition and explain to the parent the necessity of professional attendance for such child.

Whenever a child apparently shows symptoms of any contagious or infectious disease, such child shall be sent home immediately or as soon as safe and proper conveyance can be found and the school board may be notified. Such student may be excluded from school as provided in the Student Discipline Act.

A child shall not be required to submit to an inspection required by this policy if his or her parent or guardian provides school authorities with a statement signed by a physician, a physician assistant, or an advanced practice registered nurse practicing under and in accordance with his or her respective credentialing act or other qualified provider as identified by the Department’s applicable rules and regulations, stating that such child has undergone such required inspection within the past six months. A child shall submit to any required inspection for which such a statement is not received.

Legal Reference:     Neb. Rev. Stat. §§ 79-248 and 79-249  
                          Neb. Rev. Stat. § 79-264  
                          Neb. Rev. Stat. § 79-526

Date of Adoption:    June 14, 2010 and July 12, 2010  
Reviewed:            October 8, 2012; November 14, 2016, Oct 14, 2019; October 10, 2022

StudentsCommunicable DiseasesCommunicable Disease Control

Arlington Public Schools shall cooperate with county and state health department officials in developing procedures for the control of communicable diseases in the schools. All procedures shall conform to the regulations for communicable disease control set up by the state health department.

In general, a student with a communicable condition will be allowed to attend school in the student's usual class setting only after written approval has been secured from the student's physician stating that the disease is not in a communicable stage. Without such a written statement, a student with a communicable condition is subject to an emergency exclusion. The school reserves the right to consult with a second physician to secure another opinion if a second opinion is deemed necessary by school personnel.

In general, a district employee with a communicable condition will be allowed to work only after securing a physician's written statement indicating that the disease is not in a communicable stage. The school reserves the right to secure an independent second opinion if such is deemed necessary.

Students' Communicable Conditions

- A) The school principal and the Student Assistance Team will function as liaisons with the student's physician as necessary, and will coordinate the health management procedures within the school building.
- B) The decision to exclude a student from school shall be made by the Superintendent, after consultation with the appropriate building principal. Decisions regarding the type of educational setting for students who are not excluded from classes will be based on the behavior, neurological development and physical condition of the student and the expected type of interaction within others in that setting. Educational plans for these students will be developed by the Student Assistance Team, with the help of parents or guardians and the appropriate medical personnel.
- C) The privacy of the student and family must be protected, and knowledge that a student has a communicable condition should be confined to persons with a direct need to know. If it becomes necessary to inform others, these persons will be provided with information concerning necessary precautions, and they will be made aware of confidentiality requirements.
- D) Students who present a high risk of disease transmission may be temporarily excluded from school by the administration after consultation with the Student Assistance Team, the student's physician, parents, and/or their representative, school nurse, or the school's physician.

- E) A student might be considered at high risk if the student: exhibits behaviors that may spread the disease (e.g., biting, lacks toilet training or is incontinent) or has an open sore that cannot be concealed or hygienically covered, any of which could result in direct spreading of the condition or disease.
- F) During the time a student is excluded from the classroom, an appropriate alternative or adjustment to the student's education will be provided. The Student Assistance Team will review long-term cases at least monthly, or more often if necessary.

#### Employees' Communicable Conditions

- A) Any employee who contracts a communicable condition should report the same to the building principal who should, in turn, report to the Superintendent in a confidential manner. The Superintendent shall then consult with the employee and appropriate medical personnel to evaluate the medical and psychological condition of the employee. The Superintendent shall recommend reasonable accommodations so that the employee may continue in employment as long as the employee is physically able to do so.
- B) The privacy of the employee must be protected, and knowledge that an employee has a communicable condition should be confined to persons with a direct need to know. If it becomes necessary to inform others, these persons will be provided with information concerning necessary precautions and will be made aware of confidentiality requirements.
- C) Employees who present a high risk of disease transmission will be temporarily excluded from work after consultation with appropriate medical authorities.

Date of Adoption: June 9, 2008

Reviewed: October 8, 2012; November 14, 2016, Oct 14, 2019; October 10, 2022

StudentsLaw ViolationsReporting Student Law Violations:

- (1) Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
- (2) When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
- (3) In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Arlington Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
  - (a) Knowingly possessing illegal drugs or alcohol.
  - (b) Assault.
  - (c) Vandalism resulting in significant property damage.
  - (d) Theft of school or personal property of a significant nature.
  - (e) Automobile accident.
  - (f) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

Legal Reference: Neb. Rev. Stat. §79-293 & 79-294

Date of Adoption: June 9, 2008

Reviewed: October 8, 2012; November 14, 2016, Oct 14, 2019; October 10, 2022

StudentsMissing Persons

A missing person shall mean a person sixteen (16) years or younger reported to any law enforcement agency as abducted or lost.

Upon notification by the Nebraska State Patrol of a missing student, the school will flag the student's records in such a way that any personnel looking at such birth certificate or record shall be alerted to the fact that the birth certificate or record is of a missing person. If the record has been flagged as that of a missing person, and a request for transfer of the student's records is received, school personnel shall not forward such records to the requesting school, but shall instead notify the Principal, who shall notify the Sheriff's Department of the request and that the student is a reported missing person.

Legal Reference: Neb. Rev. Stat. §79-214  
Neb. Rev. Stat. §§43-2001 to 43-2012

Date of Adoption: June 9, 2008

Reviewed: October 8, 2012; November 14, 2016, Oct 14, 2019; October 10, 2022

StudentsRequests to Contact Students and Student Interviews by Non-School PersonnelA. Removals of Students and Interviews of Students

In dealing with law enforcement officials, Arlington Public Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

1. Removals of Students by Law Enforcement Officials

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshals, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).

- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28-801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Arlington Public Schools, the following action is to be taken:

- (a) Establish Authority to Remove. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit “A” to this Policy may be used for this purpose.
- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Arlington Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student’s parents or guardian.

A student should not be released to a private detective or “special police officer” who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student’s parent, guardian or custodian.

## 2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Arlington Public Schools, questioning should not take place until the student's parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of Arlington Public Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§43-248; 43-418; 79-294; 79-2104  
20 U.S.C. §1232g (FERPA)

Date of Adoption: July 10, 2017  
Reviewed: Oct 14, 2019; October 10, 2022

**AR-5413--Exhibit A**

**Affidavit and Release to Remove Student**

**Date:** \_\_\_\_\_

The undersigned hereby states and affirms to the Arlington Public Schools as follows:

1. That I am duly-appointed and acting peace officer employed by \_\_\_\_\_ and am currently acting within the scope of such employment.

2. That request is hereby made of the Arlington Public Schools to deliver to me the following named student: \_\_\_\_\_.

3. That I am entitled to immediate physical custody of said student by virtue of:

( ) Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student’s protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.

( ) There having been issued a valid warrant for such student’s arrest, a true copy of which is attached hereto.

( ) There being reasonable grounds for me to arrest such student without a warrant, such grounds being that: \_\_\_\_\_

( ) Other (specify) the student being placed under arrest due to following authority: \_\_\_\_\_

4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.

5. That the undersigned has the legal right to take custody of the student without the consent of said student’s parent(s), guardian, custodian, or the [Name] Public Schools.

6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

\_\_\_\_\_  
(Give complete description of officer’s name and position, including badge number)

**AR-5413--Exhibit B  
Affidavit to Interview or Question Student**

**Date:** \_\_\_\_\_

The undersigned requests the right to interview or question \_\_\_\_\_, a student of the Arlington Public Schools, and hereby states and affirms to the Arlington Public Schools as follows:

( ) That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the \_\_\_\_\_ Court of \_\_\_\_\_ County, Nebraska.

( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.

( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.

( ) That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.

( ) That requesting consent to the interview from the child's parent or guardian and notification of child's parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.

That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

\_\_\_\_\_  
(Give complete description of officer's name and position including badge number)

StudentsIdentification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

The Superintendent or designee shall develop and implement such criteria to identify high ability learners and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. Sections 79-1106 to 79-1108.03  
NDE Rule 3

Date of Adoption: July 14, 2025