

Board of Education Regular Meeting
Monday, November 10, 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
 - Social Studies
5. PRINCIPALS' REPORTS
 - 5.1. Scoreboard Sponsor Update
 - 5.2. Mr. Pfingsten's Secondary Report
 - 5.3. Dr. Morgan's Elementary Report
 - 5.4. Mr. Shada's Activity Report
6. SUPERINTENDENT'S REPORT
 - 6.1. Legislative Preview
 - 6.2. Discussion of June 2026 Regular board meeting:
 - Dr. Lewis Scheduled to be in Wash DC for NCSA on June 8
 - 6.3. ESU 3 Annual Report
 - 6.4. AFR/Audit Update
 - 6.5. NRCSA and NASB Reports
 - 6.6. Update on DLR Process
 - Third Focus Group Meeting Nov 17 at 5:00pm
 - 6.7. State Education Conference Nov 20-21
 - Schedule and Transportation Arrangements
7. COMMITTEE AND REPRESENTATIVE REPORTS
 - 7.1. Negotiations Committee
8. NEW BUSINESS
 - 8.1. Discuss, Consider and Take Necessary Action to Approve Baseball Field Improvement For Legion Baseball to be Reimbursed
 - 8.2. Review Policies 5416-5601:
 - 5416- Student Fees Appendix and Policy

- 5417- School Wellness Policy and Administrative Regulation
- 5418- Homeless Student Policy and Forms
- 5419- Student Privacy Protection Policy
- 5420- Date Violence Policy
- 5421- Use of Restrains and Seclusion
- 5422- Pregnant and Parenting Students
- 5501- Bus Transportation
- 5503- Use of School Buses
- 5504- Special Education Transportation
- 5505- Safe Pupil Transportation Plan
- 5506- Safe Pupil Transportation
- 5507- Foster Care Student Transportation
- 5601- Asthma and Allergic Reaction Protocol and Physician Form

8.3. Discuss, Consider and Take Necessary Action to Approve Budgeted Transfer to Activities Fund for Athletics Account to Balance End of Fiscal Year 2024-2025 for the Amount of \$33,348.48

9. ADJOURNMENT

Board of Education Regular Meeting

Monday, October 13, 2025 7:00 PM Central

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Chase Kratochvil called the meeting to order at 7:00

1.2. Roll Call

Motion to excuse Steve Slykhuis from the meeting Passed with a motion by Chase Kratochvil and a second by Jason Arp.

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

Jason Arp: Present, Cassie Flesner: Present, Chase Kratochvil: Present, Brian Laaker: Present, Shanon Willmott: Present. Steve Slykhuis was absent due to work conflict but participated via zoom.

Jacque Morgan, Elem Principal, Dawn Lewis, Superintendent, James Shada (present for a portion of the meeting), and recording Secretary Jennifer Arp were also present.

Aaron Pfingsten was present for the last half of the meeting due to the NCC Volleyball game being held in the main gym. He arrived once the game had concluded.

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 Brian Laaker and a second by Cassie Flesner.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

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

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

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

Mrs. Holly Toft was present for tonight's meeting for the guidance/counselors report.

5. REVIEW OF ANNUAL DISTRICT PLAN

This is the first time the board has seen the strategic planning chart from "Frameworks", This is the new program we are utilizing this year for our goals, through DRL. The board will use this new format to update and go over goals throughout the year,

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. SUPERINTENDENTS REPORT

Dr. Lewis reviewed her leave log, enrollment report, and the superintendent evaluation timeline.

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. 31st – Thur. Nov. 6th**: Superintendent completes the self-evaluation
- **Mon. Nov. 10th**: NASB sends board self-evaluation results
- **Mon. Nov. 10th – Wed. Nov. 19th**: Board members complete their evaluations
- **Wed. Nov. 26th** 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

Committee met Friday October 10th- went over the new van purchase and the wraps for the vans, and some new items for the bus barn, and the Mechanic.

Board Discussed some items outside the building that pertain to Maintenance- Need for a bike rack for the MS/HS side, and possibly adding some more bike racks for the elementary side as well. Bids will be presented for these items and for some reseeding of the grounds of the fields and lawn.

8.2. Negotiations Committee

Time to schedule our first meeting with the AEA

Committee is looking at Oct 28th @ 4:15

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

Motion to approve the policy 3132 internal controls as presented Passed with a motion by Cassie Flesner and a second by Shanon Willmott.

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

The board discussed the policy again on the second reading at tonight's meeting.

10. NEW BUSINESS

10.1. Discuss, Consider, and Take Necessary Action to Adopt 2025-2026 Option Capacity and Resolution

Motion to approve and Adopt 2025-2026 Option Capacity and Resolution as presented Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

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

Motion to enter into Executive Session at 8:28 pm Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

The board entered into Executive session at 8:28

12. ACTION ON EXECUTIVE SESSION ITEMS

Executive session ended 8:25 by motion Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

The board went in to Executive session to discuss a personnel matter, no further action was needed, Board declared executive session over at 8:55

13. ADJOURNMENT

Board meeting was adjourned at 8:56pm by Chase Kratochvil

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

**Arlington Public Schools
October 31, 2025**

Fund Name	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
2 Rivers Bank						
General Fund - 864	\$ 4,048,924.49	\$ 796,833.16	\$ 1,326,501.00	\$ 8,033.55	\$ 100,594.68	\$ 3,627,884.88
Activities - 109	\$ 224,272.36	\$ 48,862.85	\$ 57,844.39	\$ 343.33	\$ -	\$ 215,634.15
Hot Lunch - 487	\$ 104,324.59	\$ 45,903.85		\$ 59.18	\$ (100,594.68)	\$ 49,692.94
Depreciation Fund	\$ 1,021,348.47	\$ -	\$ 5,194.12	\$ 3,018.25	\$ -	\$ 1,019,172.60
Depreciation CD - 5826	\$ 281,510.34	\$ -	\$ -	\$ 2,888.53	\$ -	\$ 284,398.87
				Total Depreciation:		\$ 1,303,571.47
2017 Bond Refunding	\$ 728,433.52	\$ 53,047.14	\$ -	\$ 1,687.51	\$ -	\$ 783,168.17
QCPUF	\$ 201,361.85	\$ -	\$ -	\$ 466.48	\$ -	\$ 201,828.33
Spec Bldg Fund	\$ 602,102.37	\$ 15,062.49	\$ -	\$ 1,394.85	\$ -	\$ 618,559.71
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
				Total Spec Bldg:		\$ 618,559.71
Total Special Funds	\$ 2,834,756.55	\$ 68,109.63	\$ 5,194.12	\$ 9,455.62	\$ -	\$ 2,907,127.68
Total SF minus CD's	\$ 2,553,246.21					\$ 2,622,728.81

CHECK REGISTER FOR OCTOBER 2025

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Airgas	welding gas tank rental	\$ 91.88
Alfred Publishing	sheet music	\$ 145.80
Arbor Family Counseling	Onsite service hours	\$ 1,050.00
Bil-Den Glass	door work high school	\$ 1,300.00
Bil-Den Glass	locker room & gym doors	\$ 690.00
Bobcat	equipment repair	\$ 756.95
Bomgaars	bus barn supplies	\$ 1,299.85
Border States	bus barn lights	\$ 205.40
Border States	parking & stadium lights	\$ 576.57
BTTR	bus 2020 tow	\$ 750.00
Capital One (Wal-Mart)	Various supplies for classrooms	\$ 308.76
Caseys	fuel for vans	\$ 1,637.26
Martin Clausen	monthly pest control	\$ 92.64
Countryside Repair	oil change & inspection	\$ 144.28
CDW-G	epson powerlite projectors	\$ 2,678.00
Custom FX	new van wraps	\$ 5,355.00
Dana F. Cole & Co	accounting & auditing services	\$ 12,400.00
Dietze Music House	MS honor choir music	\$ 89.90
ESU #2	Dobson Teaching Contract	\$ 40,100.00
ESU #3	2024-25 Service funds overage	\$ 558.92
ESU #3	Brook Valley student services	\$ 24,190.00
ESU #3	COOP Purchase	\$ 9,273.53
Egan Supply	toilet paper	\$ 254.80
Egan Supply	Custodial supplies	\$ 4,876.24
Enterprise Publishing	Legals: minutes and meetint notes	\$ 352.93
Fiber Platform	internet provider	\$ 558.62
Jacob Haight	Mileage to BMIT Curriculum Day	\$ 43.26
Hometown Leasing	printer copier lease	\$ 1,810.93
Johnson Health Tech	Stroops 72" orange Slastix	\$ 247.72
Hireright	drug tests/supplies	\$ 38.55
HyVee	inservice breakfast & meeting refreshments	\$ 366.73
Shawna Koger	Mileage to BMIT Curriculum Day & ESU3 Perkins Mtg	\$ 93.24
KSB School Law	Emails & calls regarding legal matters	\$ 1,116.50
Mahoney Fire Sprinkler	repair leaking sprinkler head	\$ 565.00
Marenem	class supplies	\$ 221.93
Menards	cleaners for custodians	\$ 43.29
Menards	Field striping paint, cleaning supplies	\$ 305.99
Menards	maintenance supplies	\$ 127.14
Menards	maintenance supplies	\$ 348.70
Menards	shop class supplies, maintenance supplies	\$ 444.46
Methodist Fremont Health	Athletic trainer-Sept	\$ 3,784.59
NCS Pearson	Wisc-V response booklet	\$ 155.00
NCS Pearson	online testing supplies	\$ 39.90
NCS Pearson	online testing supplies	\$ 22.80
Nebraska Council of School Ad	Labor relations conference	\$ 320.00
Noregon Systems	JPro software annual renewal	\$ 7,623.00
Omaha Truck	Bus 2018 Oil change supplies & shoe kit	\$ 416.70
Omaha Truck	Buses 2017 & 2019 brake repairs	\$ 1,464.24

One Source	portal fee	\$	29.00
OPPD	Electricity	\$	12,950.78
O'Reilly Auto Parts	parts for vehicle repairs	\$	422.76
The Paper Corp	copy paper	\$	2,780.00
Pearson Education	shipping due	\$	135.69
Schmitt Music	Flute repair	\$	125.00
Sherwin Williams	football field paint	\$	18.33
Thermo King	shop supplies-bus barn	\$	115.00
Thermo King	Bus barn supplies	\$	230.00
UNL	owl pelot dissection class	\$	45.00
Valentinos	Meal for conference night	\$	283.42
VISA	Various supplies for classrooms	\$	5,775.57
Village of Arlington	Water		
Waste Connections	trash service	\$	865.24
Wood River	Natural gas		\$690.10
Fastwyre	telephone service		\$475.09
Midwest Movement	DOT medical exam		\$85.00
Hobby Lobby	fabric for safety curtains		\$31.74

Total Payables (GF checks not mailed until approved by the BOE) **\$153,802.89**

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

Tamar Reed	MACS Painting		\$2,500.00
Caseys	fuel for buses		\$1,971.48
Dashr	Silver 2-gate system		\$487.50
Custom FX	down pament for 3 new van wraps		\$1,785.00
O'Reilly Auto Parts	parts for vehicles		\$1,675.70
NE FBLA	accommodations NFLC Advisor		\$585.70
Robert Bussen	reimbursement for payment to open credit at O' Reilly Auto Parts		\$368.61
Hiland Dairy	treats missed on Sep billing		\$45.60

Total Hand payables **\$9,419.59**

Total General Fund **\$163,222.48**

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

Total Fire and Security	final bill security cameras	\$	25,913.29
			\$0.00
Total Special Funds			\$25,913.29

Hot Lunch Expenses

HyVee			\$164.46
US Foods			\$5,539.44
CWD			\$7,755.92

Hiland Dairy	\$3,630.91
Jackson Service	\$658.24
Earthgrains	\$960.03
Sysco	\$6,387.67

Hot Lunch Total	\$25,096.67
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**General Fund
2025-2026**

<u>Receipts</u>	<u>Budgeted</u>	<u>Actual Receipts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ -	\$ 1,430,058.59	0.00%	26.27%
Carline Taxes	\$ -	\$ 588.16	0.00%	15.84%
Motor Vehicle	\$ -	\$ 81,507.43	0.00%	20.13%
PreSchool Tuition	\$ -	\$ 8,940.00	0.00%	30.30%
County Sources	\$ -	\$ 76.25	0.00%	0.65%
State Aid	\$ -	\$ 439,232.00	0.00%	20.43%
Sped SA Revenue	\$ -	\$ -	0.00%	0.00%
Federal & all other	\$ -	\$ 164,431.63	#DIV/0!	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$0.00	\$2,124,834.06	0.00%	22.22%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
General Fund Totals				
Elementary	\$ -	\$ 920,604.30	0.00%	15.18%
Secondary	\$ -	\$ 876,363.40	0.00%	16.30%
District	\$ -	\$ 434,713.03	0.00%	16.53%
Total	\$ -	\$ 2,231,680.73	0.00%	15.88%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ -	\$ 124,951.45	0.00%	11.33%
Elem Transportation Maint.	\$ -	\$ 15,543.51	0.00%	9.21%
Secondary	\$ -	\$ 115,075.44	0.00%	13.29%
HS Transportation Maint.	\$ -	\$ 7,012.21	0.00%	33.21%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Building	\$ -	\$ 93,391.85	0.00%	10.13%
Building Maint.	\$ -	\$ 96,248.73	0.00%	21.23%
Grounds Maint	\$ -	\$ 9,919.50	0.00%	13.60%

Activity Balances as of		10/31/2025			
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ 15,698.98	\$468.00	\$14,000.00	\$ 2,166.98
702	Always For Kids ELEM	\$ 13,354.46	\$ 973.08	\$3,315.18	\$ 11,012.36
702	HS Always for Kids	\$ 2,355.89	\$360.00	\$147.00	\$ 2,568.89
703	Art Class	\$ 5,791.54	\$420.00	\$2,619.64	\$ 3,591.90
704	Art Club	\$ 1,596.69	\$0.00	\$0.00	\$ 1,596.69
705	Athletics	\$ (33,348.50)	\$25,228.84	\$35,379.62	\$ (43,499.28)
706	Band	\$ 3,960.89	\$174.00	\$633.11	\$ 3,501.78
708	Book Club	\$ 822.17	\$0.00	\$0.00	\$ 822.17
709	Cheerleading	\$ 1,336.15	\$5,347.31	\$3,324.39	\$ 3,359.07
710	Welding	\$ 2,202.95	\$30.00	\$0.00	\$ 2,232.95
711	Class of 2030	\$ -	\$0.00	\$0.00	\$ -
714	SKILLS	\$ 336.53	\$960.00	\$0.00	\$ 1,296.53
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	\$18,124.13	\$11,557.37	\$ 7,187.38
721	Dance Squad	\$ 5,825.13	\$2,155.50	\$1,349.11	\$ 6,631.52
722	Drama	\$ 2,245.84	\$190.90	\$283.22	\$ 2,153.52
723	MS STEM	\$ 250.56	\$922.86	\$0.00	\$ 1,173.42
725	WEIGHTS	\$ (30.82)	\$0.00	\$0.00	\$ (30.82)
726	FBLA	\$ 17,499.94	\$18,488.72	\$10,353.39	\$ 25,635.27
727	Football	\$ 7,481.28	\$2,612.00	\$3,949.25	\$ 6,144.03
728	Reimbursement (general)	\$ 278.55	\$605.00	\$78.50	\$ 805.05
732	Fam Cons Science	\$ (194.52)	\$400.00	\$485.31	\$ (279.83)
733	Wrestling	\$ 1,043.48	\$1,700.00	\$29.98	\$ 2,713.50
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	\$512.32	\$0.00	\$ 1,946.09
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	\$729.91	\$ 15,666.72
749	Student Council	\$ 4,368.97	\$1,735.80	\$1,449.39	\$ 4,655.38
750	Student Vending	\$ (663.09)	\$271.00	\$203.07	\$ (595.16)
751	Swing Choir	\$ 3,784.32	\$0.00	\$1,227.41	\$ 2,556.91
753	Yearbook	\$ 743.38	\$210.00	\$4,120.72	\$ (3,167.34)
756	Pepsi	\$ 792.71	\$0.00	\$330.00	\$ 462.71
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
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	\$4,516.50	\$17,378.56	\$ 2,271.36
768	RR Store	\$ 7,840.58	\$0.00	\$1,119.94	\$ 6,720.64
770	K3 Basketball Camp	\$ -	\$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	\$105.00	\$0.00	\$ 3,744.90
777	Class of 2029	\$ -	\$1,067.80	\$0.00	\$ 1,067.80
782	Volleyball	\$ 8,415.72	\$2,099.75	\$605.05	\$ 9,910.42
783	Boys Golf	\$ 3,441.85	\$1,000.00	\$0.00	\$ 4,441.85
784	Girls Golf	\$ 4,472.71	\$1,030.00	\$115.61	\$ 5,387.10
785	Cross Country	\$ 7,576.53	\$2,855.71	\$3,653.28	\$ 6,778.96
786	Track Fund	\$ 4,064.38	\$1,000.00	\$487.50	\$ 4,576.88
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 493.69	\$2,503.50	\$1,232.00	\$ 1,765.19
789	Baseball Fund	\$ (333.34)	\$1,000.00	\$0.00	\$ 666.66
790	Boys Basketball	\$ 697.34	\$3,200.00	\$1,401.25	\$ 2,496.09
791	Girls Basketball	\$ 4,750.24	\$1,250.00	\$1,662.33	\$ 4,337.91
792	MS Girls Basketball	\$ 181.50	\$0.00	\$0.00	\$ 181.50
793	Striv	\$ 1,585.17	\$550.00	\$0.00	\$ 2,135.17
794	Sped	\$ 1,163.21	\$1,348.30	\$558.00	\$ 1,953.51
795	Wellness (District)	\$ 1,094.00	\$3,000.00	\$200.00	\$ 3,894.00
796	Elementary Activity	\$ -	\$240.00	\$240.00	\$ -
713	Alpaca	\$ 7.00	\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$1,078.11	\$575.00	\$65.00	\$ 1,588.11
200-800	HS Unified School	\$1,125.99	\$3,045.00	\$2,640.00	\$ 1,530.99
300-801	Hospitality	\$ (140.22)	\$0.00	\$471.75	\$ (611.97)
	Totals	\$190,912.23	\$116,847.82	\$127,395.84	\$180,364.21

Social Studies Board Report 2025-2026

What do we want students to learn?

Social studies curriculum is based upon state and federal standards with course objectives being determined and aligned according to those standards. Through PLC meetings the department is able to consistently revisit and discuss those standards and grow in the area of Marzano's instructional practices.

The state board of education passed the new social studies standards at their November 8, 2019 meeting. The department has correlated those new standards into Arlington's social studies curriculum.

In the last two years there has been increased emphasis on *historical document analysis* throughout the middle and high school social studies courses. To that end, the department has adopted Student Learning Objectives(SLOs) that are focused on historical analysis. Below are examples with content, student objectives, growth targets, strategies, and assessment plans.

Document 4A



Source: The Japanese quarter of San Francisco on the first day of evacuation from this area. About 660 people left their homes on this morning for the Civil Control Station-- Photographer: Lange, Dorothea -- San Francisco, California. 4/29/42 Contributing Institution: UC Berkeley, Bancroft Library

7th Grade World History & 8th Grade American History

Students in grade 7 are studying modern world history beginning with the Middle Ages and concluding with present day. Along with the course curriculum, students will be interacting with a variety of primary sources relevant to the time periods being discussed. An example would be the study of accounts from the Middle Passage that the students had completed. They had to make inferences of the accounts and in their relation to the Middle Passage. This interaction allows students to begin developing their analyzing skills. This is a skill that is required by the state standards and is the focus of our department's SLOs.

Students in grade 8 are studying American History beginning with colonization and continuing through to the Progressive Era. Along with the course curriculum, students will be interacting with a variety of primary sources relevant to the period in American History that is being discussed. An example of this would be the analysis of Paul Revere's engraving of the Boston Massacre. Students analyzed the engraving, making inferences of the details and the influence this engraving would have had on American society. This interaction allows students to continue developing their analyzing skills. This skill is required by the state standards and is the focus of our department's SLOs.

8th Grade - American History SLO

Subject/Content

- My SLO will focus on students' abilities to analyze historical documents by identifying primary and secondary sources. This SLO ties into the Nebraska Social Studies Standard SS 8.4.4, as well as SS 8.4.4.a

Student Learning Objective

- By the end of the school year, students will analyze historical documents with accuracy by correctly identifying if it is a primary or secondary source and explaining how they reached their conclusion.

Growth Targets

- Case study students will include based on their scoring from the pre-test- High: G.N. (Proficient), Middle: M.C. (Beginning), Low: R.W. (Beginning)
- My expectations for student growth are as follows- High: G.N. (Exemplary), Middle: M.C. (Proficient, able to correctly explain and identify), Low: R.W. (Proficient, able to correctly explain)

Strategies

- In order to meet my SLO I will employ the following activities, resources, and strategies:
 - Analysis of various types of primary sources; written documents, photos, cartoons, posters, maps, artifact, motion pictures, speeches, etc.
 - Analysis of various types of secondary sources; biographies, reference books, articles, literature reviews, reports, summaries, etc.
 - Document analysis worksheets
 - Cooperative learning groups
 - Marzano strategies:
 - Lesson within units (#43)
 - Attention to established content standards (#44)
 - Identifying critical information (#6)
 - Organizing students to interact with new knowledge (#7)
 - Processing of new information (#10)
 - Recording and representing knowledge (#12)
 - Organizing students to practice and deepen knowledge (#15)
 - Examining errors and reasoning (#18)
 - Practicing skills, strategies, and processes

Assessment Plan

- Students' growth will be measured using the baseline data from the pre-assessment. Throughout the school

year, completion of historical document analysis worksheets will allow for growth to be tracked. The focus of completion will be the section on identifying the document as a primary or secondary source. The post-assessment administered towards the end of the school year will serve as the summative assessment to show student growth toward mastering the SLO.

9th Grade – World Geography

Subject/Content

Geography allows people to find answers to questions about the world. Through the study of geography, students will explore and discover the processes that shape the earth, the relationships between people and environments, and the links between people and places. Geography will help students build a global perspective and to understand the connections between global and local events. Students will analyze physical and human landscapes of the world, analyze how selected physical and ecological processes shaped the surface, analyze how certain cultural characteristics link and divide regions, compare and contrast human populations, identify by name major geographical features, and analyze economic factors in relation to geography.

Student Learning Objective

NE State Geography standard: SSYS.3.3. b Evaluate how humans have utilized and adapted to their physical environment.

Growth Targets

By the end of the school year, all students will be proficient or exemplary as demonstrated by the final assessment

Strategies

A variety of instructional strategies will be used, lecture notes, small group work and projects that include a presentation.

Assessment Plan

Students will be assessed this fall, winter and spring. The following questions will be used as the assessment. 1) Provide five examples of how humans utilize their environment. 2) Provide five examples of how humans adapt their environment.

10th Grade – World History

Subject/Content

- Historical Analysis and Interpretation
 - SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context
 - SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media

Student Learning Objective

- By the end of the school year, students will be able to analyze historical documents at a proficient level.

Growth Targets

- Students will grow in the area of historical analysis. Students will be able to:
 - Identify and distinguish between primary and secondary sources
 - Understand purpose
 - Draw conclusions

Strategies

- In order to meet my SLO I will employ the following activities, resources, and strategies:
- Introduce and examine various types of primary sources and secondary sources.
 - The DBQ Project
- Document analysis worksheets

Assessment Plan

- Pre-assessment then assessments in winter, early spring, late spring

11th Grade – American History

Subject/Content

- **Historical Analysis and Interpretation as Per the Nebraska Social Studies High School Standards**
 - SS HS.4.4 Analyze and interpret sources for perspective, limitations, accuracy, and historical context.
 - SS HS.4.4.b Evaluate strengths and limitations of a variety of primary and secondary historical sources.

Student Learning Objective

- By the end of the school year, students will be able to analyze historical documents at a proficient level.

Growth Targets

- Students will grow in the area of historical analysis. Students will be able to:
 - Identify and distinguish between primary and secondary sources
 - Understand purpose
 - Draw conclusions

Strategies

- In order to meet my SLO I will employ the following activities, resources, and strategies:
Introduce and examine various types of primary sources and secondary sources.
 - The DBQ ProjectDocument analysis worksheets
Cooperative learning groups
Marzano strategies

Assessment Plan

- Pre-assessment then assessments in winter, early spring, late spring

12th Grade – Government

Subject/Content

This course includes a study of the institutions that make up the levels of American government (Federal, State, Local). Time is spent on the foundation of America and our founding documents, Declaration of Independence, Articles of Confederation, Constitution, responsibilities of each branch of government, propaganda, political parties, elections, etc.

Student Learning Objective

Students will identify which level of government would best address certain issues.

Growth Targets

By the end of the semester, all students will be proficient or exemplary as demonstrated by the final assessment

Strategies

Students will be exposed to the content in a variety of ways. Class discussions, use of the text book and a matching exercise.

Assessment Plan

Students will demonstrate their mastery of the SLO goal in two ways. A matching exercise and a written quiz.

Social Studies Electives

11th-12th Grade – Current Issues and Events

Subject/Content

This class examines timely issues and events in American society as well as the world. The main focus of the course is to increase students' exposure to societal problems as well as news items through the examination of a variety of mediums. Students will be required to develop and express their opinions on a wide array of topics, and deliver those opinions through written assignments, debates, and class presentations.

Student Learning Objective

SLO goal is not attributed to this course.

Growth Targets

N/A

Strategies

N/A

Assessment Plan

N/A

11th-12th Grade – United States Military History I/II

Subject/Content

- Students develop an in-depth understanding of social studies concepts. This course provided students with an overview of American military history relative to causes, nature, outcomes, and significance of major wars and related issues; essentially it is a study of the concepts, events, leaders, and outcomes of American military history from the American Revolution to recent times. With the subject of diplomacy and defense so much in the news today (e.g., alliances, the budget, nuclear debate, terrorism, the all-volunteer Army, and women in combat roles). Students need to understand America's unique military past so they can understand the present

How do we respond when students are not learning?

Currently students who are failing social studies courses due to incomplete assignments are referred to GRIP. Classroom interventions are also incorporated by department teachers to provide alternative instruction and assessments to meet the needs of individual, struggling students. Such interventions include modified reading summaries, copies of notes, modified tests and testing procedures. Students can also take advantage of Odysseyware for credit retrieval via the school counselor.

How do we extend or enrich the learning for students who exceed proficiency?

Currently the Social Studies department offers Honors American History in the form of a college credit online course offered to students in the junior class.

At the middle school level, students are broken up into intervention and enrichment groups.

Multi-cultural Aspect:

Social studies courses lend themselves to the multicultural concept, as ethnicity and culture traits are seen throughout all levels of the courses and aspects that are taught within the school day. Multiculturalism is outlined in lesson plans, essential learnings, and is a constant discussion throughout PLC meetings.

Examples of multiculturalism taught through the social studies department include:

- World Geography: Multiple units analyzing various peoples and their cultures around the world.
- World History: Various cultures' roles in world development and the role of globalization in the world today.
- 20th Century American History: The immigrant experience and their contributions to American society.
- Black History Month: Recognize significant African-Americans in current and past American history.
- American History: Native American culture study, The Indian Removal Act, The abolitionist movement, the growth of the black culture throughout American history.
- American Government: Examination of civil rights and their application to modern America.

Secondary Principal's Report

November 2025 Board Meeting

Veterans Day Program

Tomorrow morning we will host a Veterans Day program to honor local men and women who have served our country in the armed forces. Here is the Arlo STRIV link: <https://striv.tv/channel/arlington/>



STRIV at State Volleyball:

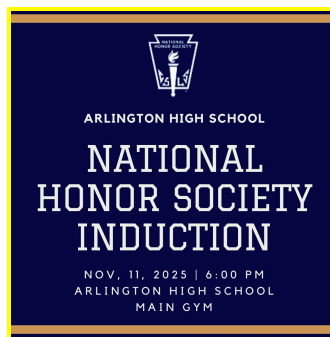
Five ArloStriv students helped stream the state semifinals for Class A and Class B at Pinnacle Bank Arena in Lincoln on Friday, November 7.

Octet Singing at State Play Production

Eight Arlington High School vocal music students have been selected by the NSAA to sing the national anthem at the state play production (one-act) competition on Wednesday, December 10th in Norfolk.

NHS:

The Arlington Chapter of the National Honor Society will be inducting new members on Tuesday, November 11. Students are inducted based on their scholarship, character, service, and leadership. The induction ceremony will be streamed on STRIV as well.



Parent-Teacher Conference Attendance

Total #'s

7th: 54%

8th: 50%

9th: 45%

10th: 40%

11th: 39%

12th: 32%

Overall - Slightly down from last fall

Recent Student Interactive Fundraisers:

Vollerama -



PowderPuff -



FBLA:

Food Drive Numbers

Thanks to the leadership of Arlington FBLA and the participation of our students and community, AHS delivered 2,687 pounds of food to the Washington County Food Pantry!

STUCO - TREATS FOR TROOPS

Mrs. Rolland and the Student Council are taking the initiative to collect care package items and letters to send to a troop of 30 soldiers currently deployed in Saudi Arabia. One of the 30 soldiers is the brother of Ms. Baker, our current FCS student teacher. We thank him for his service!

Treats for Troops!

WE ARE THANKFUL FOR THEIR SERVICE

Let's send care packages to our troops to show our appreciation!

The care packages will be sent to Ms. Baker's big brother, Dylan, and his unit, which is stationed overseas in Saudi Arabia.

Items can be brought to the HS main office or to Mrs. Rolland in room 220.



Treats for Troops!

CARE PACKAGES FOR TROOPS STATIONED IN SAUDI ARABIA

Show your support from home! Our deployed service members face tough conditions — extreme heat, limited comforts, and long days away from family. We can make a real difference by sending a thoughtful care package.

Comfort & Practical Items:

- Moisture-wicking socks & T-shirts
- Cooling towels or bandanas
- Unscented baby wipes & hand sanitizer
- Lip balm, sunscreen (SPF 30+), and lotion
- Foot powder & anti-fungal powder
- Sunglasses & small first aid kits



Special Requests!

• Little Debbie's:

- Christmas Trees
- Zebra Cakes
- Swiss Rolls
- Oreos
- Goldfish
- Letters



Snacks & Food (Non-Perishable):

- Beef or turkey jerky
- Tuna or chicken packets
- Trail mix & nuts
- Granola or protein bars
- Instant coffee & electrolyte drink mixes
- Peanut butter (single-serve)
- Hard candy or gum
- Instant noodles or cup soups

Boost Their Spirits:

- Handwritten letters & cards
- Books, magazines, puzzle books
- Playing cards or small games

DO NOT SEND

- Pork or pork by-products
- Aerosols or pressurized cans
- Batteries or items with batteries

Let's remind our troops they're never forgotten.
Every item, every note, every box — it all matters.



Elementary Board Report November 2025

- **Parent Teacher Conferences** - Parent Teacher Conferences were a huge success, 96% attendance.
- **Halloween Parties and Parade** - We had another successful year of Halloween celebrations. Students participated in a K-6 grade parade for parents and ended the day with classroom celebrations!



- **Eagle of the Month** - Congratulations to the following students that received the October Eagle of the Month award!! They received this award for regularly exhibiting SOARing behavior. Layton Eckhardt, Sutton Wakefield, Kellan Matthews, Maverick Stratman, Merrick Fairhead, Elena French, and David Prenzlou



- 4th Grade Field Trip to the Durham Museum - Students got to explore a tippee and earth lodge as well as enjoyed information about the Native American and Pioneer life.



- 4th-6th Grade HAL students participated in a Quiz Bowl competition at the ESU November 6th and 7th. The 4th/5th Grade team placed 3rd place! Congratulations Eliza Lancaster, Chase McNeal, Miles Mastny, and Richard Lucas!



James Shada
November
Board Report

Fall Sports Come to a Close

We had a successful fall sports season. In girls golf the girls made great progress on their game. Our team make great improvement each and every week. In cross country our team continued to improve week by week. The season was capped off with Corinne May, Neva Bauer, Ashton Vollmer qualifying for the state meet! Neva Bauer placed 12th! The football team finished with a record of 5-5 and qualified for the State Football Playoffs! Volleyball team continued to work hard each week and made great strides throughout the season. Softball had a fine season and finished with a record of 14-14. The softball team finished as runner ups for the NCC Softball Tournament. I would also like to thank our staff, students, and fellow administration for their help running all five sports during the fall sports season. Special thanks to Mr. Reed and his staff for all their help in keeping the facilities in great shape throughout the season. It is truly a school wide effort to make these events successful.

Winter Activities

The winter athletic practices start November 17th for Boys and Girls Basketball, Boys and Girls Wrestling, and Swimming. We also have several performances that we will be hosting and competing in before Christmas.

- December 8th High School Winter Concert and December 15th Middle School Concert.
- November 18th One Act Play Public Performance at 7:30pm
- November 24th One Act Play Nebraska Capitol Conference Competition at DC West High School.
- One Act Districts at Ashland High School on 12/5.



State Playoffs at Wahoo Neumann

Eagles Soaring to Excellence through Activities

- Nebraska Capitol All Conference Softball team: 1st team Emme Timm, 2nd team Kallan Reed, Lydia Schaapveld, Tessa Spivey Honorable Mention
- Nebraska Capitol All Conference Volleyball team: 2nd team Macy Wolf, Honorable Mention Rylie Kylo.

2025-2026

Believers & Achievers Information

Sponsored by Currency

A Partner of the Nebraska School Activities Association

The Nebraska School Activities Association (NSAA) and Currency are proud to sponsor Believers & Achievers, a state-wide awards program that recognizes Nebraska's future leaders. Believers & Achievers was designed to reward high school students in Nebraska for their excellence in academics and participation in NSAA activities. Those students who show a commitment to citizenship, school involvement and community projects will be honored in the Believers & Achievers program.

NSAA member schools will be asked to nominate individuals to be honored. From those nominees submitted, Currency and the NSAA will select and honor 48 high school seniors throughout the 2025- 26 academic year. A poster will be produced and sent to each member high school for display. The 48 individuals selected will be honored with an award at an NSAA Championship contest during the 2025-26 school year. All 48 Believers & Achievers will be invited to attend an end-of-the-year banquet, celebrating their achievements. During the banquet, Currency will announce individual scholarship winners.

Who is eligible?

Seniors to be, who have a minimum cumulative grade point average of 3.50 (on an unweighted 4.0 scale) and participate in NSAA sponsored activities are eligible for nomination.

Arlington's 2025-2026 Believers and Achiever Winners

Macy Wolf

Kallan Reed

Tessa Spivey

Adrianna Mincer

See pictures below!!*



NSAA



BELIEVERS & ACHIEVERS



Video Board Update

- Carson Wealth Management on 10/14 - No commitment at this time.
- Wholestone Farms on 10/16 – No commitment at this time.
- Lauritsen Farms on 10/16 – Jason Arp – No commitment at this time.
- Memorial Community Hospital and Health System 10/22 – They have agreed to become an Anchor Sponsor \$25,000! They plan to send their first payment this week.

ESU³

ANNUAL REPORT

24-25



Effectiveness • Efficiency • Excellence



From the CEO of ESU #3

Dr. Dan J. Schoes

It's a genuine pleasure to present our annual report. We invite you to explore the pages that detail the educational challenges and celebrate the many accomplishments of Educational Service Unit #3.

Here are a few key components:

- 🔑 For over five decades, we have been the state's largest ESU, delivering high-quality services that save our member districts millions annually.
- 🔑 We are entering our 60th year on the leading edge, partnering with districts to provide research-based, high-quality educational opportunities for staff and students
- 🔑 Our Award-Winning Board continually sets and enforces high standards and ambitious expectations for agency performance.
- 🔑 We value and actively leverage strong partnerships with ESUCC, NDE, and other Nebraska Educational groups to enhance our collective impact.
- 🔑 We champion educational access across our metro, suburban, and rural districts, ensuring impact in every service we deliver.
- 🔑 As a proud AESA member, we promote ESU #3's excellence and innovation on the national stage.
- 🔑 Exceptional collaboration and clear communication are the keys to effectively delivering our core services: staff development, technology, and instructional materials.
- 🔑 Our highly qualified, innovative staff are the core of our mission, relentlessly focused on advancing student and adult learning.
- 🔑 ESU #3 is a vibrant, innovative community where every staff member contributes to a great workplace and mission success.

Everyone truly makes ESU #3 a great place to work, every day.



4 Counties



18 Districts



**5,300
Teachers and
Administrators**



**86,000+
Students**



**Award
Winning Board**



**\$1 Million+
Saved Annually**

Committed To:



Collaboration



Excellence



Efficiency



Effectiveness



Communication



Innovation

ESU #3 Board

Stan Turner

District 1
*Arlington, Blair, Fort Calhoun,
Bennington, Elkhorn, DC West*

Ted Stilwill

District 2
Elkhorn, Millard

Marla Fries

District 3
Westside, Ralston

Secretary

Mary Scarborough

District 4
Papillion-La Vista, Millard

Brett Kuhn

District 5
Gretna, Elkhorn, Millard

Liz Tompkins

District 6
*Bellevue, Millard, Papillion-La Vista,
Springfield-Platteview*

Vice President

Brenda Sherman

District 7
*Springfield-Platteview, Plattsmouth,
Conestoga, DC West, Elkhorn, Elmwood-
Murdock, Gretna, Louisville, Weeping Water*

President

Ron E. Pearson

District 8
*Bellevue, Papillion-La Vista, Springfield-
Platteview*



2024-25 BOARD OF EXCELLENCE AWARD



ESU #3 Strategic Plan & Mission

Educational Service Unit #3 will advance Effectiveness, Efficiency, and Excellence through innovative and collaborative leadership and service to positively impact member school districts and all students.

ESU #3 Board Goals

Access:

ESU #3 will collaboratively provide and promote opportunities, access, and support for educational outcomes within the unique needs and contexts of member districts and ESU #3.

Impact:

ESU #3 will develop and utilize a comprehensive and collaborative process to monitor and measure impact across ESU #3 departments and services provided to member districts.

Resources:

ESU #3 will ensure the efficient and effective use of resources to support the continuous improvement of member school districts and ESU #3.

Professional Learning

Assistant Administrator: Dr. Scott Blum

Empowering Educators, Inspiring Students:

In 2024-2025, the ESU #3 Professional Learning Department served and supported districts in multiple and adaptive ways throughout the year with a strategic focus of serving with collaboration, leadership, innovation, and the efficient use of resources in support of its member districts. This included:



8,812
Hours of Service
Delivered



25,847
Teachers and
Administrators Served

Regional Professional Learning

1,160

Attendees at
over 40
Programs

Building capacity and fostering agency with professional learning offerings that support continuous improvement, educator wellness, implementation, reflection, leadership, and growth

On-Demand Professional Learning

5,093

Users of 30+
Modules
Offered

Modules for both educators and students in high needs areas such as Title IX, Anti-Vaping, Mandatory Reporting, Dyslexia Awareness, Standard Response Protocol, and emendation.

Support for High Ability Learners

3,448

Students
attended over
180 Programs

Fostering Talents, Igniting Passions with high-quality programming that ranges from Culinary Skills in partnership with MCC to Poetry with the NE State Poet Laureate.

Makerspace Programming

430

Students
and 87 Staff
Engaged

Hands-on learning experiences for both educators and students, incorporating design software, cutting-edge technology, and maker-centered learning, both in the lab and through outreach programs.

Media and Science Center

Offers all districts participation in a library automation consortium and access to research databases, while also managing a collection of over 250 instructional materials and resources for science education, including hands-on experiment kits.

Efficiently Delivering Priority Services to Districts:



Coaching and Leadership Support

Inspiring Effective Teachers and Leaders

5,291

Hours of Service to over 3,542 Recipients
in 17 Districts



Curriculum, Instruction, & Assessment

Designing Quality Learning Experience for All

1,047

Hours of Service to over 2,655 Recipients
in 18 Districts



Continuous Improvement

Reflective Partnerships for Purposeful Change

376

Hours of Service to over 1,846 Recipients
in 15 Districts



Multi-tiered System of Supports

Data-Based Decisions for Student Success

791

Hours of Service to over 5,998 Recipients
in 15 Districts



Language Arts and Mathematics

Building Foundational Skills for Future Success

155

Hours of Service to over 927 Recipients
in 15 Districts



Digital Learning

Leveraging Technology for Innovative Instruction

250

Hours of Service to over 1,136 Recipients
in 15 Districts



Leadership, Innovation, and Research

Leveraging Technology for Innovative Instruction

\$2.2

Million grant to serve and support a consortium of 7 districts
and ESU #3/Sarpy County Head Start and over 15,000 students

Principal Support Initiative (PSI)

17

Head principals from 9 districts serving 6,000 students

Student Services

Executive Director: McKayla LaBorde

Improving Outcomes for Children...

The ESU #3 Student Services Department is proud to have served children ages Birth-21 and their families throughout the ESU #3 area and beyond. We strive to design exceptional services, programs and resources for ESU #3 children, families and the staff who support them.

Through Quality Professional Learning:

Student Services Staff have provided thousands and thousands of hours of high-quality professional development to educators on a wide range of topics. Many projects are regional and support ESUs 2, 3, and Omaha Public Schools.

- Autism Spectrum Disorders Network Grant (Regional)
- Multi-Tiered System of Support and Continuous Improvement
- Inclusive Practices
- Postsecondary Transition Grants (Regional)
- Social, Emotional, and Behavioral Learning
- Greater Metro Deaf and Hard of Hearing Program (Regional)
- NeMTSS Support (Regional)
- Special Education Leadership
- Professional Learning Communities of Practice
- Specialized training for teachers, SLPs, School Psychologists and Administrators

1,809 Educators trained by the ESU #3 Autism Network Team

856 parents, professionals, and students attended activities/workshops provided by the Nebraska Regional Programs food Students who are Deaf/Hard of Hearing

15.25 Million in Grants and Contracts



Through Investing in Early Childhood:

The Student Services Early Childhood team has provided professional development, coaching and consultation to our dedicated early childhood workforce, while our Birth-3 team helps families of infants and toddlers with disabilities get started on the right foot.

- Birth-3 Services Coordination
- Early Learning Connection (ELC)
 - Professional Development Team
 - Bilingual Professional Development
 - Coach Consultant
 - Child Development Associates Navigator
- Early Childhood Coordination Services
- Planning Region Team #3

2,773 District Preschool Educators trained by the ESU #3 Early Childhood Coordination Team

909 Referrals for Birth-3 Services processed

181 Events offered by ELC Professional Development/Coach Consultant, impacting 60,000+ children in early care and education programs.



**Nebraska Early
Development Network**

Through Direct Services to Students:

Student Services partners with our school districts to provide needed services and supports in the areas of Speech Language Pathology, School Psychology, Mental Health Therapy, Early Childhood Special Education, Teachers of the Visually Impaired, Vision Materials Coordination, Orientation and Mobility Services, Audiological Support, and through activities for students who are Deaf or Hard of Hearing.

237 Students seen in Tier 2/Tier 3 School Mental Health Services

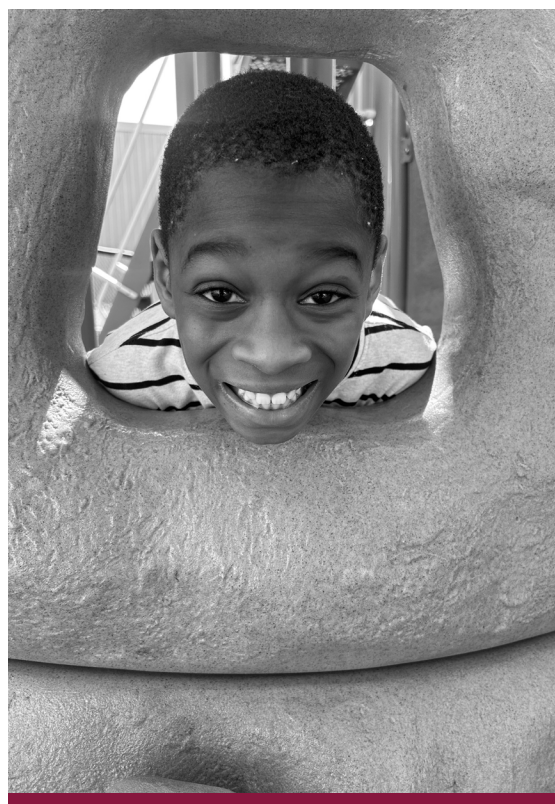
1,469 Staff engaged in School Mental Health professional learning

90+ Students Served at Brook Valley



Through Intervention at Brook Valley:

ESU #3's Brook Valley Program is an intensive intervention for students with disabilities in grades K-12+ who have significant cognitive or behavioral difficulties. Highly trained staff at Brook Valley provide specialized programming and support to assist students in finding alternative ways to succeed as well as opportunities for independence, allowing students to transition back to their neighborhood schools.



Information Systems & Technology

CIO: Bill Pulte



The Information Systems & Technology Department consists of three distinct teams that help districts with a multitude of services. In addition to the teams below, the IS&T team also leads several consortium purchases assisting districts with price negotiations and discounts.

Cybersecurity: This is the newest team to the IST department, assisting districts with support after a security incident but also building systems to avoid potential problems. This includes support of MFA and end-user training.

Data Systems: Provides support and development for NebSIS, a student information system, product integrations, learning management systems and custom programming. This includes products such as the Flex Scheduler, and Data Dashboards.

Network and Systems: Provide support for hardware and networking solutions. These consist primarily of internet access, filtering as required by CIPA and Wide Area and Local Area Networking support.

The ESU #3 IST team takes on several roles as state and area leaders by serving and leading several committees focused on advancing technology throughout the region.

“ESU #3 provides invaluable support to Gretna public schools. Their commitment to addressing our technology needs is evident in the seamless development and integration of new tools and resources. We are grateful for their partnership and the positive impact they have on our students and staff.”

- Greg Schwanke (Gretna Public Schools)

“ESU #3 always provide outstanding support and services, ESU #3 has automated processes saving the district time and resources.”

- Robert Godfrey (Bellevue Public Schools)

“Every question/problem we brought to the tech staff at ESU #3 has been received with a “Yes, we can help with that!”..even when it has been off hours and I bypassed the help desk by resorting to a text for help.”

- Greg Boettger (Bellevue Public Schools)

“ESU #3 continues to be a wonderful educational partner as we plan and deploy technical systems and solutions to our staff and students. We appreciate their customer service focus and expertise in an ever changing technical environment.”

- Kent Kingston (Millard Public Schools)



Value	Admin	Cyber	Development	Systems	Grand Total
eFinance PLUS	8	0	29	537	574
Writing System	0	0	11	0	11
WordWare	1	0	1	0	2
Tyler	1	0	0	6	7
TimeClockPlus	0	0	0	0	0
Time and Attendance	0	0	0	0	0
Terminated Employees	0	0	0	1	1
Teacher Evaluation System	0	0	4	0	4
TLC	0	0	2	4	6
System Integration	1	0	20	9	30
Sub System	2	1	0	5	8
Software Implementation	16	0	2	19	37
Servers	2	0	14	159	175
Powerschool	0	0	0	0	0
Phone System	3	0	0	65	68
PeopleAdmin	0	0	0	0	0
Offsite Repair	81	0	0	0	81
New Employee	12	0	0	22	34
Network Security	0	35	0	12	47
Network	7	7	2	673	689
NDE State Reporting	0	0	4	3	7
NebSIS	5	0	1886	34	1925
Moodle	1	0	31	0	32
Logs	0	0	0	1	1
Laserfiche	1	0	56	1	58
Helpspot	5	0	1	29	35
Graphic Design	0	0	8	0	8
Google Classroom	0	0	46	1	47
Google	21	2	5	83	111
Forms Site	0	0	147	0	147
Equipment Checkout	23	0	0	90	113
Email	2	40	1	32	75
ESU #3 Website	9	0	89	0	98
EMS	0	0	18	1	19
E-rate	1	0	0	0	1
Drivers Education	0	0	1	1	2
District Website	0	0	4	2	6
Desktop Issues	8	2	2	651	663
Copiers	1	0	0	39	40
Conference Center	2	0	1	566	569
Citrix	0	0	1	264	265
Badge/Security	81	0	0	6	87
AdvancED	0	0	0	0	0
Administrative Tasks	359	3	8	114	484

Program Services

Director: Troy Glock



Fall Festival 2024

Percentage of Children who are up to date on a schedule of preventative and primary health care per Nebraska Early and Periodic Screening, Diagnostic and Treatment (EPSDT):

Head Start 92%
 Early Head Start 55%

Percentage of Children served who received Dental Exams:

Head Start 67%
 Early Head Start 98%

Percentage of Children with Health Insurance:

Head Start 100%
 Early Head Start 100%



Sarpy County/ESU #3 Head Start

The mission of Head Start is to promote school readiness for young children from low-income families by supporting their cognitive, social, and emotional development. Sarpy County/ESU #3 Head Start advances this mission by offering a comprehensive range of services that prepare both children and families for long-term success.

The program currently serves 140 children. Head Start classrooms (for children ages 3–5) operate in a 6.5-hour setting, while Early Head Start supports infants and toddlers (birth to age 3) through either a 7.5-hour classroom model or weekly home visits as part of the Home-Based program.

Each family is paired with a dedicated Family Advocate or Home Visitor who helps them set goals and connect with vital community resources. Staff members work alongside families to support progress toward self-sufficiency and long-term stability. Through strong partnerships with local organizations, the program helps families access support for housing, utilities, food, and other essential needs.

The program is committed to engaging families in meaningful and impactful ways. During the 2024–2025 program year, the primary focus was on integrating the creative arts into all aspects of learning and development. This emphasis was reflected in professional development opportunities and implemented across all Head Start and Early Head Start classrooms.



Jim Gill Family Concert Event

To support this initiative, the program partnered with presenters such as Jim Gill and Omaha Performing Arts to deepen staff understanding of arts integration and to enrich classroom experiences. As part of this effort, Jim Gill led an interactive family concert that brought storytelling, music, and movement together — encouraging families to actively participate and connect through the arts.

TITLE I Boys Town

ESU #3 administers the Title I program at Boys Town by employing a dedicated program coordinator and an intervention teacher. The Title I Coordinator oversees the administration and implementation of the program, ensuring that students receive the necessary support to meet academic standards. This includes collaborating with teachers, administrators, and support staff to develop and maintain an effective Title I program.

Title I funds are used to provide targeted academic assistance through an intervention teacher, who leads classes in reading and math. These funds also support behavioral and academic interventions by providing supplemental materials, before- and after-school programs, and staffing for summer school.

In addition to academic instruction, Title I supports supplemental activities and provides resources for both the hospital and home campus programs. Funds are also allocated to assist learning in family homes by supplying project materials, a graphing calculator loan program, reading resources, and educational games for use during “study hour.” Furthermore, Title I supports high school and middle school book clubs by providing books and related materials.

The Title I Coordinator monitors the use of funds and ensures that all supplemental curriculum and intervention efforts align with program goals.

Driver Education

ESU #3 provides a comprehensive driver education safety program consisting of 20 hours of classroom instruction along with driving lessons and a final DMV approved road test.

In 2024 - 2025, we served 405 students from Platteview, Plattsmouth, Gretna, Weeping Water, Conestoga, Blair, PLV, and Bennington. We continue to offer both in-person and online options for instruction. Currently, all instructors are competency certified.

Conference Center

The Conference Center offers 13 versatile conference rooms equipped with advanced distance learning technology, providing effective learning environments for both conference and workshop participants. Our multi-functional event space is supported by on-site IT staff and catering services, ensuring a seamless experience for all attendees.

We accommodate a wide range of events, from small meetings and student activities to outside agencies and large workshops for both district and non-district organizations. During the 2024-2025 school year, ESU #3 hosted:

1,218	23,603	4,783	64	69
Events/Meetings	Adults	Students	District Meetings/ Workshops	Student Events

Gifford Farm

Our History: Gifford Farm Education Center is deeply rooted in a location rich in both geographic and historical significance. Originally a family farm, it became an educational hub under the stewardship of ESU #3, thanks to the generous donation from Dr. Hal Gifford. Today, Gifford Farm spans 420 acres, including 280 acres of cropland, and is bordered by woodlands and the Missouri River oxbow. This unique setting has inspired a wide array of programs and events, serving thousands of students, educators, and community members since 1973.

At Gifford Farm, we provide outdoor education experiences that enrich curricula and bring learning to life. Our programs offer a hands-on approach to science, history, nature, agriculture, and adventure. During the 2023-2024 school year, we delivered over 500 programs to a diverse array of community groups, including local school districts, childcare centers, and non-profit organizations.

As students journey to our farm, they embark on a path of discovery—immersing themselves in the wonders of nature, exploring the importance of sustainable agriculture, and experiencing the excitement of outdoor adventure.

Highlights From the Year:

Gifford Farm was the recipient of two grants this past year.

From the Midlands Community Foundation we received \$2500 to help refresh and expand our Team Challenge program. We will be adding four or five new challenge implements to our course. We are looking forward to utilizing these new challenges with our visitors.



Meta/Facebook awarded us a grant to upgrade and improve our chick incubator program. The total awarded for this grant was \$5,500. In our incubator program, we give teachers eggs and a chick incubator and brooder so the students can see the life cycle of the chick and care for them for about a week in the classroom. In the past, we've had limited success with the incubators we had. We tested out the new ones and were very pleased with the results. Any chicks that hatch are eventually returned to Gifford Farm to become part of the flock.

This year we were able to offer more summer camp opportunities by partnering with some new community partners. We held expanded camps in conjunction with the Omaha Children's Museum and Fontenelle Forest. The partnerships were beneficial to both sides and we look forward to working with them again next summer. The Siembra Nebraska Internship program provided us with interns over the summer who became an integral part of the summer camp team. In all we were able to support 600 children in our summer camps! We enjoyed introducing them to the natural world around us.

We are extremely proud that we were able to exceed our 2024-2025 goal of 22,000 visitations. We achieved 22,341! We continue to work towards greater visibility in the community and look forward to expanding the number of visitations in the coming year.

Cooperative Purchasing

Cooperative Purchasing is a statewide purchase agreement among Educational Service Units. This ESU service allows our schools an opportunity to purchase equipment and materials at a considerable reduction from retail cost as a result of the bidding process and achieved through combining orders.

Information on all of these programs may be accessed on the Nebraska ESU Cooperative Purchasing website at www.neesucoop.org. Our coop manager is also available throughout the year to provide our schools with purchasing information and service.

In the spring of 2023, our ESUCC Cooperative Purchasing Program was the proud recipient of both the “Quality and Innovation Award” and the “Relationship Excellence Award” from the Association of Educational Purchasing Agencies.



How We Help Nebraska Schools Save

COMPETITIVE BIDS

A procurement that involves inviting multiple vendors to bid for a product, material, or service.

SPECIAL BUYS

A negotiated agreement between ESUCC and a vendor to provide a service at a discounted rate to ESUCC members.

ANNUAL BUYS

A competitive line item bid where vendors are invited by bid category and awarded by line item.

YEAR-ROUND BUYS

A competitive bid or special buy agreement where items are available year-round in our ESUCC Marketplace.

AEPA NATIONAL SOLICITATIONS

A group of Educational Service Agencies/ political subdivisions organized through a Memorandum of Understanding between all participating states for the purpose of securing combined volume purchasing contracts based on potential sales by qualifying customers in participating states.

Member Savings Statewide 2024- 2025

Total Savings

\$8,447,946

6 Year Savings Total

\$47,885,326

ESU #3 Sales & Savings By Program 2024- 2025

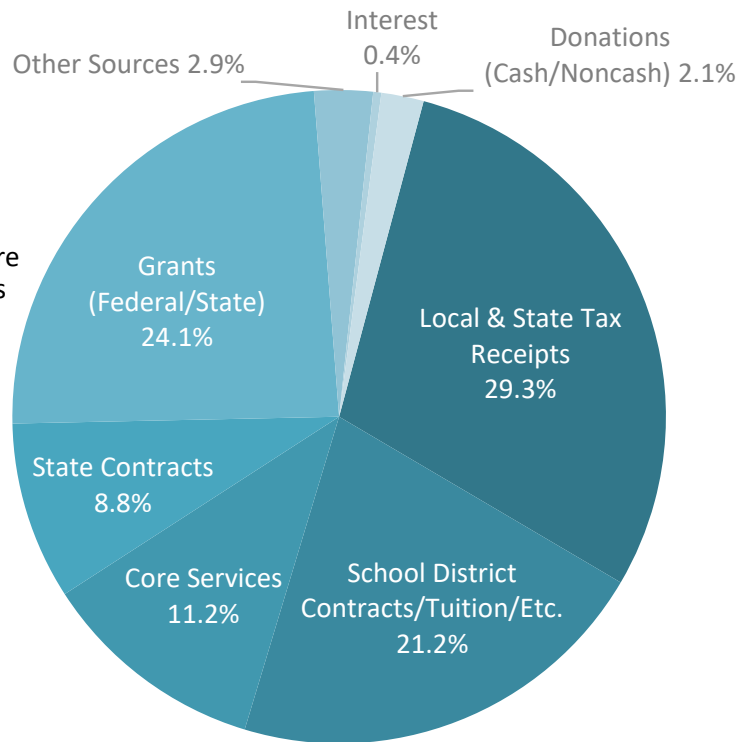
PROGRAM	MEMBER COST	SAVINGS
AEPA	\$1,309,405.41	\$245,847.01
Annual Buy	\$127,241.95	\$50,028.52
Custodial Buy	\$423,175.29	\$232,939.95
Extended Buy	\$951.39	\$251.99
Food Buy	\$994,919.21	\$232,839.95
Paper Buy	\$62,885.93	\$10,992.71
Special Buy	\$893,133.68	\$224,163.04
GRAND TOTALS	\$3,811,712.86	\$1,057,213.42

Financial

CFO: Lori Meays

REVENUE

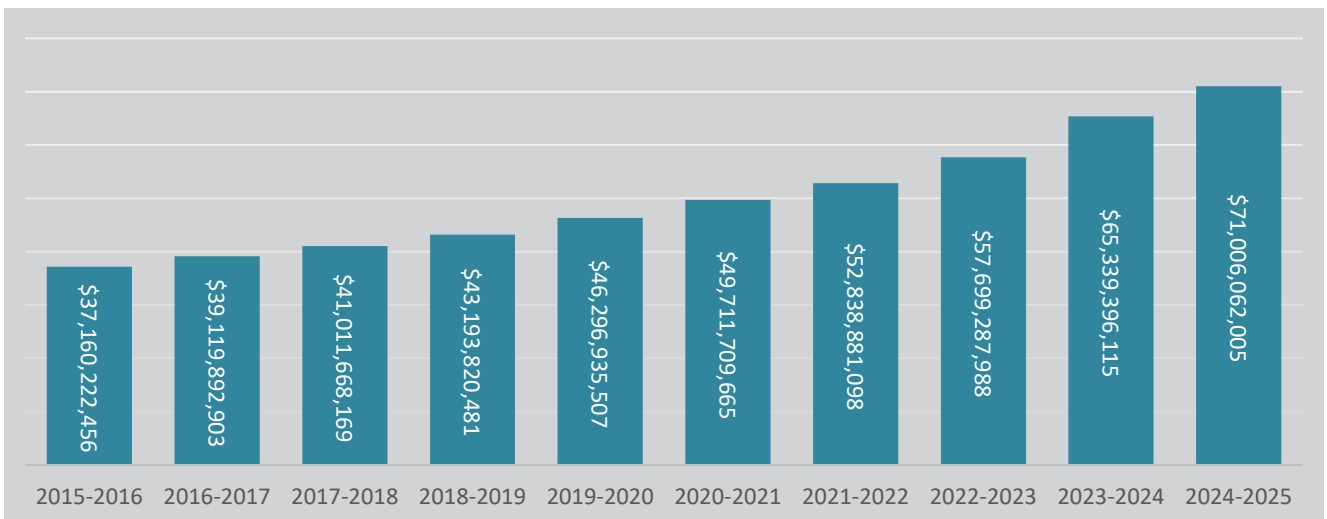
The ESU #3 revenues and expenditures are reported on a cash basis. The cash basis accounting method recognizes revenues and expenditures when the revenues are received and payments are expended. This method may not align revenues and expenditures in the same accounting period. ESU #3 maintains cash on hand to allow for instances when program expenditures are incurred or required before the revenue is received.



2024-2025 Actual Revenue

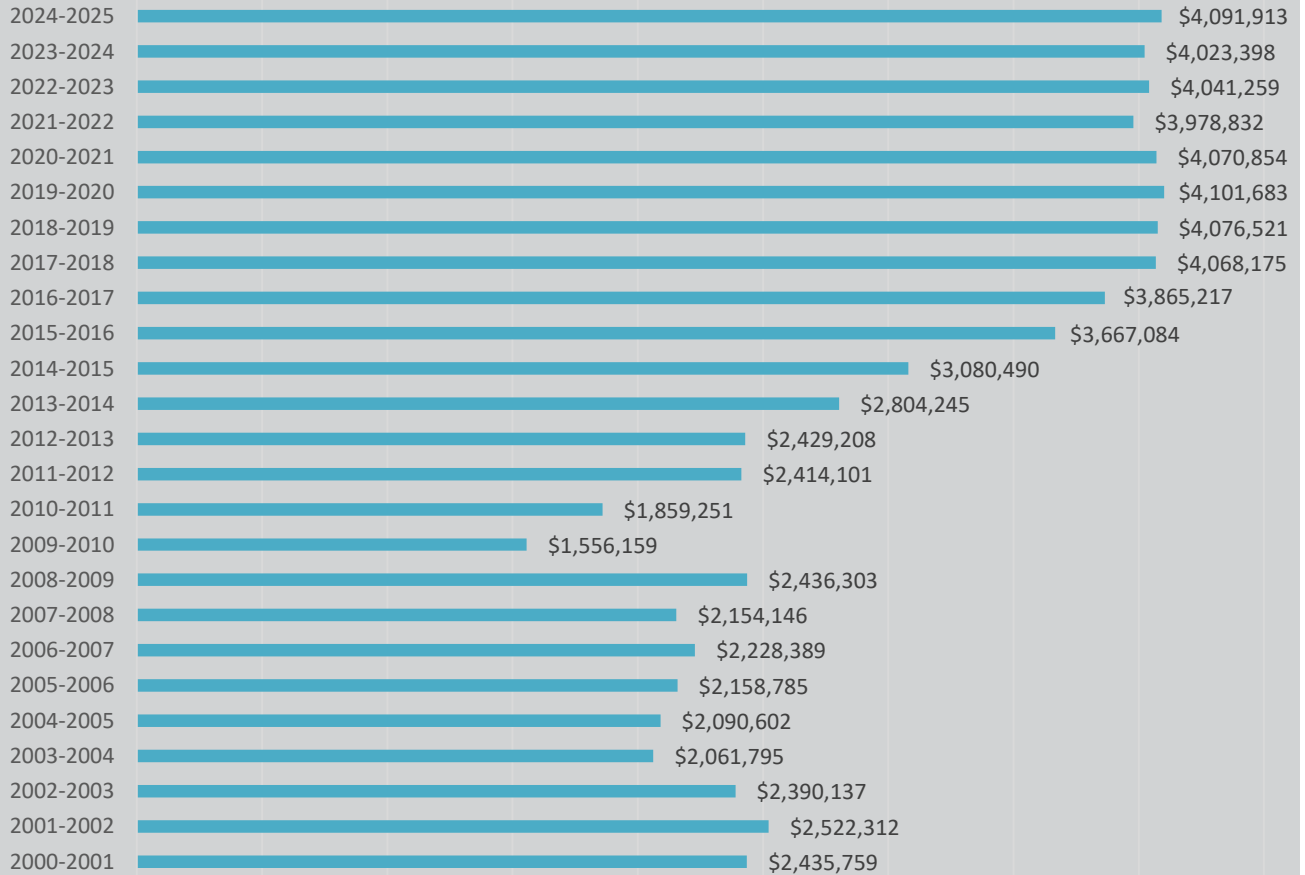
PROGRAM	AMOUNT	PERCENT OF TOTAL
Local & State Tax Receipts	\$10,707,013	29.32%
School District Contracts/Tuition/Etc.	\$7,729,069	21.17%
Core Services	\$4,091,913	11.21%
State Contracts	\$3,218,333	8.81%
Grants (Federal/State)	\$8,811,327	24.13%
Other Sources	\$1,062,398	2.91%
Interest	\$140,251	0.38%
Donations (Cash/Non-cash)	\$756,447	2.07%
Total	\$36,516,751	100%

VALUATION



CORE SERVICE FUNDS

ESU #3 Core Service Funds Received



EXPENDITURES

2024-2025 Actual Expenditures

Administration & Business Services	\$1,462,113	4.59%
Board Expense	\$68,518	0.21%
Program Services		
Buildings & Grounds and Coop Purchasing	\$1,031,073	3.23%
Capital Improvement & Building Fund	\$597,514	1.87%
Conference Center	\$202,178	0.63%
Driver Education	\$147,006	0.46%
Gifford Farm	\$557,427	1.75%
Head Start Program	\$3,308,614	10.38%
Program Services - General	\$90,693	0.28%
Title I Program at Boys Town	\$632,315	1.98%
Information Systems and Technology	\$6,106,012	19.16%
Professional Learning Department	\$4,333,020	13.59%
Student Services District Services, Grants, Contracts, & Other Programs	\$13,340,114	41.85%
Total	\$31,876,597	100%



2024-2025

Filled colored boxes indicate inclusion

Arlington	Bellevue	Bernington	Blair	Conestoga	DC West	Elkhorn	Elmwood / Murdock	Ft. Calhoun	Gretna	Louisville	Millard	Papillon / La Vista	Plattsmouth	Ralston	Springfield - Platteview	Weeping Water	Westside	Others
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Administration/Ancillary Services

Cooperative Purchasing																			
Gifford Farm																			

Substitute Teacher Program

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Driver Education

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Information Systems & Technology

Business Services																			
Student Information Services																			
Substitute Finder																			
Custom Web Development/Graphic Design																			
Internet Services																			
Networking Services																			
Document Management																			
Managed Services																			
Consortium Purchasing																			

Professional Learning

Regional Staff Workshops																			
Direct Services in Curriculum, Instruction, Assessment, Instructional Technology, Digital Learning																			
Science Refurbishing																			
ProQuest Services																			
Principal Support Initiative																			
Coaching Cadre																			

Student Services

Brook Valley School																			
Early Childhood Services																			
Services Coordination																			
Speech/Language Therapy																			
Vision Services																			
Behavioral Health																			
Autism Spectrum Disorder Grant																			
Regional Deaf/Hard Hearing Contract																			
RDA/PEaK																			
VR Student Conference																			
Metro Transition Grant																			
Community of Practice																			
School Psychology Services																			
School Mental Health Services																			
Planning Region Team 3																			

NASB BOARD QUICKS

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

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

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

JOIN US!

LEARN MORE!

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

Where Will NASB Be This Month?*

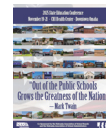
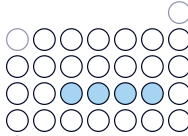


- Bayard
- Bloomfield
- CHI HEALTH CENTER OMAHA
- Emerson-Hubbard
- Lewiston
- Lexington
- Lincoln
- McPherson County
- Norfolk
- North Bend
- Omaha
- Paxton
- Sumner-Eddyville-Miller
- Theford
- Winside

For ... Advocacy, Board Retreats, Engagement, Events, Strategic Planning, STATE CONFERENCE and more!

*Items currently scheduled

S M T W T F S



Governor's School Finance Commission Meeting - Tuesday, November 18

State Education Conference Registration Deadline - November 7

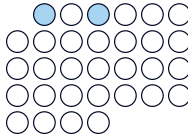
Any additional registrations can be completed onsite

State Education Conference - November 19-21 - Omaha

"Out of the Public Schools Grows the Greatness of the Nation"

Delegate Assembly - Friday, November 21 @ 8:00 AM - Omaha

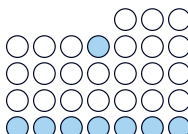
S M T W T F S



Governor's School Finance Commission Report Due - Monday, December 1

New Board Member Workshop - Wednesday, December 3 - Kearney

S M T W T F S



1st Day of the 2026 Legislative Session - Wednesday, January 7, 2026

School Board Member Week in Nebraska - January 25-31, 2026

Legislative Issues Conference - January 25-26, 2026 - Lincoln



Continued on Page 2

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

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FEBRUARY TO DECEMBER 2026

President's Retreat - Monday, February 16 - Kearney

NAEP State Convention - March 24-25 - Kearney

Budget & Finance Workshops - Spring TBD

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

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

School Law Seminar/NASB Member Golf Outing - June 10-11 - Kearney

ALICAP Workshops & Candidate Workshops - Summer TBD

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>

Leadership

Innovation

Vision

Engagement

#liveNASB



Nebraska Rural Community Schools Association

Member Update

November 6, 2025



Photo Credit: Elkhorn Valley Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA Legislative Forum

February 26, 2026
Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Rural Teacher Committee

3:00 PM November 19, 2025
Room 206-207
At the CHI Center in Omaha

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 Closing the Achievement Gap Research Team

9:00 AM November 19, 2025
Room 206-207
At the CHI Center in Omaha

NRCSA Legislative Committee

10:00 AM November 19, 2025
Room 206-207
At the CHI Center in Omaha

NRCSA Scholarship & Recognition Committee

10:00 AM November 19, 2025
Room 208
At the CHI Center in Omaha

NRCSA Leaders Lunch

12:00 PM November 19, 2025
Room 208
At the CHI Center in Omaha

NRCSA Executive Committee

1:00 PM November 19, 2025
Room 206-207
At the CHI Center in Omaha

NRCSA Search Service



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



Axtell Community Schools

Application Process Complete
Finalists Selected: **Nov. 10, 2025**
Interviews: **Nov. 15, 2025**
Contract Starts: **July 1, 2026**



Bancroft-Rosalie Community Schools

Application Process Complete
Finalists Selected: **Nov. 17, 2025**
Interviews: **Dec. 6, 2025**
Contract Starts: **July 1, 2026**



Hampton Public Schools

[Notice of Vacancy](#)

[Apply for this Vacancy](#)

Application Deadline: **Nov. 18, 2025**
Finalists Selected: **Nov. 21, 2025**
Interviews: **Dec. 6, 2025**
Contract Starts: **July 1, 2026**



Hayes Center Public Schools

Search Complete



Potter-Dix Public Schools

Search Complete

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

Login: member Password: learning

NRCSA Updates

The National Rural Education’s “National Forum to Advance Rural Education was held in Salt Lake City in mid-October. Nebraska had a very good contingency at the conference. Included were three members of the NRCSA Executive Committee: Chris Kuncel of Mullen (President), Ginger Meyer of Chadron (West District Representative), and Daryl Schrunk of Randolph (Northeast District Representative), as well as NRCSA Executive Director, Jack Moles. Others from Nebraska who were in attendance were Mike Eldridge (East Butler Superintendent), Jen McNally (ESU 5), Ernie Valentine (ESU 7), Dr. Sarah Zuckerman (UNL), and Dr. Christopher Knoell (UNK).



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

NRCSA Leadership

Chris Kuncel, 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 Schrunk, Northeast
Randolph Public Schools

Andrew Havelka, Southeast
Freeman Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

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

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@nrdsa.net or by phone at 402-335-7732.

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

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

Our annual membership drive is close to being complete. 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.

The School Financing Review Commission, which was created this Spring by the Unicameral, has had two meetings thus far. Information on the meetings can be found on the NDE website at <https://www.education.ne.gov/commissioner/school-financing-review-commission/>. The next meeting is set for Tuesday, November 18, from 1:00 p.m. to 5:00 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.

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>

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

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

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

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

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

This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at anna@a-plum.com or visit www.a-plum.com.

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

Team NRCSA did an outstanding job of representing NRCSA in the Market to Market Relay on Saturday, October 11. Leading the team were Michael Eldridge (Superintendent at East Butler), Megan Kozisek (Board President at East Butler), and Dawn Lewis (Superintendent at Arlington). The team finished third in the Mixed Masters Division.



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.

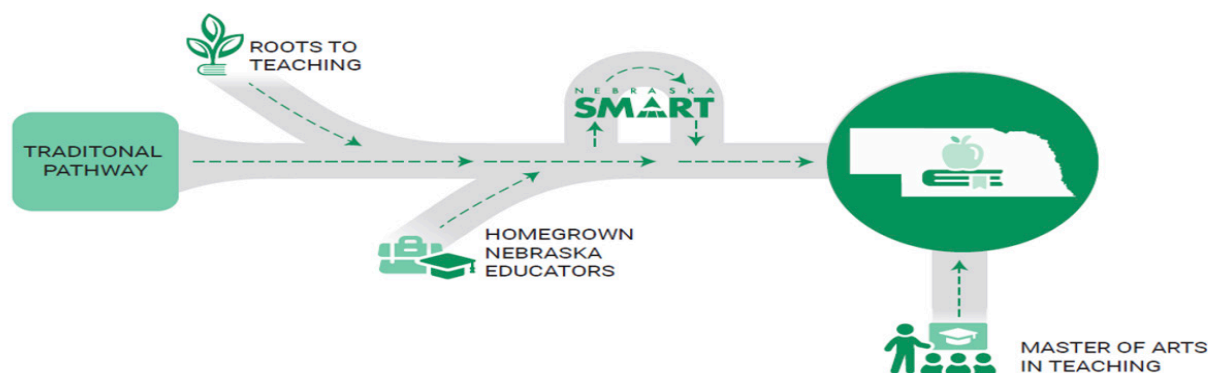
From Jim: I have finally completed putting this together for those who filled out the survey. I received a good response from 87 schools. I appreciate all the schools that took the time to complete the survey. I did not include the specific schools in the results, but instead grouped them by size.

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!

Educator Preparation Pathways



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

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

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

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

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

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

provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

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

Chris Prosocki, 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 Superintendentcy. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

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

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

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

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

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

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, 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](#)

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.

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.

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

Cris Hay-Merchant chaymerchant@bellevue.edu



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

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 sent to Superintendents this week, with a deadline of **November 21**. Please share the application materials with staff members who may qualify.

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](#)

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) or Jeff Bundy (jbundy@nrca.net).

U.S. Bank provided 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. The slides from the webinar are available below.

[U.S. Bank Commercial Card Program](#)

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 137 such meetings. I most recently attended the Board meeting at Central City on October 20..

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

Monday, November 10: Creighton

Tuesday, November 11: Doniphan-Trumbull

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.

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.



CENTRAL CITY BOARD OF EDUCATION



Shout Outs

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

November 2025:

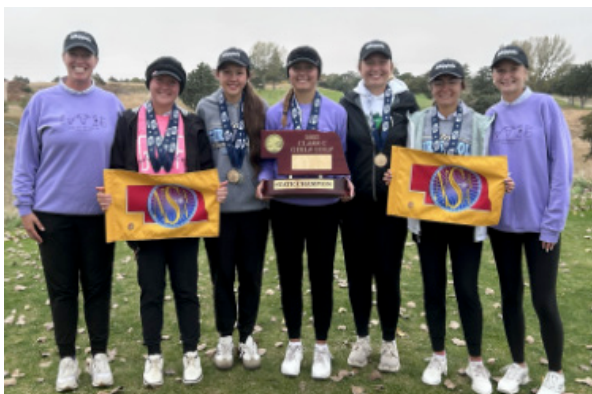
*** Julia Messere, of Aurora, was the Class B Girls State Golf Individual Champion.**



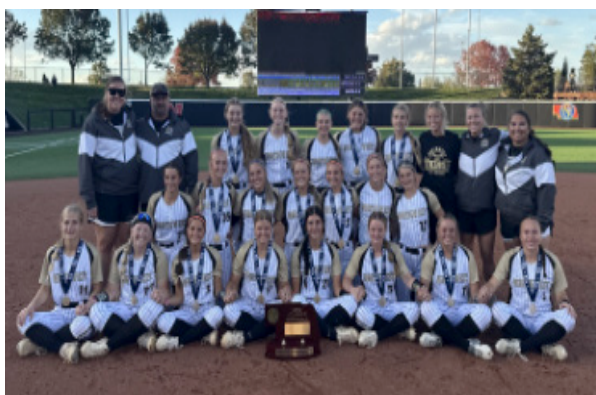
*** KayLynn Jorgensen, of Minden, was the Class C Girls State Golf Individual Champion. Her sister, Macy, was the runner-up.**



*** Minden won the Class C Girls State Golf Championship.**

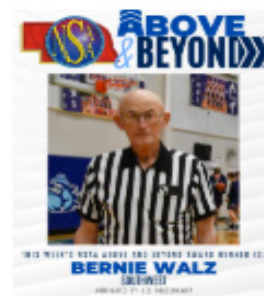


*** Northwest won the Class B State Girls Softball Championship.**



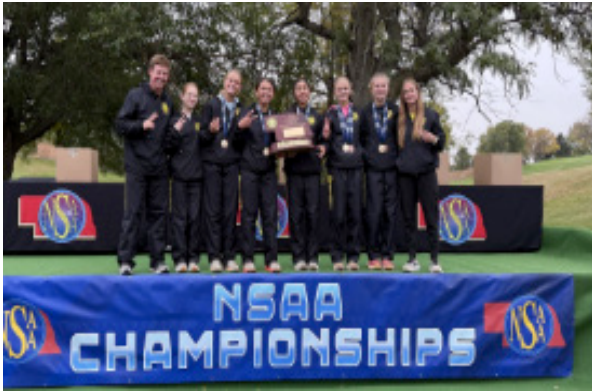
*** The NSAA's Above and Beyond program is designed to recognize and celebrate the outstanding individuals who make a meaningful impact within their communities. Whether it's a student, coach, community member, or parent, this award honors those who go the extra mile to support and uplift others. The NSAA recognizes an individual each week. Individuals from NRCSA member school districts who have been recognized to date are:**

- November 5: Dennis "Rudy" Riemersma of Red Cloud
- October 29: Natasha Haup of Leyton
- October 22: Larry Eilers of Boyd County
- October 15: Steve Heimes of Wynot
- October 8: Mark Ellis of McCool Junction
- September 24: Bernie Walz of Southwest
- September 17: Susan Tunnell of Minden
- August 20: Wendy Burgman of Creek Valley



*** The Nebraska School Activities Association recently announced the statewide recipient of the Believers and Achievers Award. Students from NRCSA-member districts include: Addison Andersen (Bertrand), Emma Baldeh (Dundy County Stratton), Tucker Biskup (Alma), Jack Canterbury (Blue Hill), Suhani Chaudhari (O'Neill), Shayleigh Coleman (Anselmo-Merna), Caden Culbertson (Lawrence-Nelson), Bridget Donovan (Syracuse), Jaquelin Luna Duran (Neligh-Oakdale), Beau Eisenhauer (Bloomfield), Mayte Flores Garcia (Wakefield), Brooke Goudie (Elmwood-Murdock), Meila Gronemeyer (Tri County), Kennedy Hall (Laurel Concord Coleridge), Ava Hoffman (West Holt), Berkley Jacobitz (Adams Central), Josie Ley (Wayne), Jubilee Matkins (Sterling), Dawsen McCarter (Overton), Alden McKnight (Plattsmouth), Declan Miller (Superior), Josey Moore (Ravenna), Hayden Nelson (Sargent), Noel Onate (Sidney), Eliu Paopao (Chadron), Saige Rother (Johnson County Central), Drew Schmaderer (Stuart), Addyson Stutzman (Holdrege), Natalia Thoendel (David City), Jesus Montoya Urquidez (West Point-Beemer), Camryn Yilk (Cozad)**

*** McCool Junction won the Class C Girls Cross County State Championship. Crofton was the Runner-up.**



***The 2025 NSAA Class D Girls State Cross Country Champion is Avery Arens from Crofton! She set a new All Class 5K course record time at 17:28.92, breaking the previous All Class record by 28 seconds.**



*** Doniphan-Trumbull won the Class D Boys Cross Country State Championship. Tri County was the Runner-up.**



*** The 2025 NSAA Class D Boys State Cross Country Champion was Kaser Johnson from Doniphan-Trumbull.**



* **The 2025 NSAA Class C Girls State Cross Country Champion is Scout Bell from Gothenburg!**



* **The Chase County Longhorns are the 2025 NSAA Class C Girls State Cross Country Champions. Adams Central finished as the Runner-up.**



* **Holdrege was the Class C Boys State Cross County Runner-up.**

* **Beau Thomas, a junior at Auburn, has been named as a semifinalist in the Nebraska Student Film Competition, which is sponsored by GlowMedia.**

* **Plattsmouth was the Class 2A Champion in the 2025 Nebraska State Bandmasters Marching Band Competition. Crofton was the Class 1A State Champion.**

* **Evelyn Dickey, a student at Raymond Central, was selected for the High School Honors Performance Series. This is a world-wide program in which students submit auditions for different major venues throughout the world. Her auditions for both Carnegie Hall in New York City and the Royal Festival Hall in London, UK. She plans to participate in both.**

* **Claire Woepfel, of the Chambers FFA Chapter, is the 2025-26 National FFA Central Region Vice President!**



*** Nebraska FFA students experienced great success at the FFA National Conference in Indianapolis. Students from NRCSA-member schools who achieved top 5 finishes include:**

- Mason Dutro, Toby Orvis, Parker Walahoski, and Paige Walahoski (Overton)--1st place team in Environment & Natural Resources
- Cora Hoffschneider (Centennial)--1st place in Agricultural Sales - Entrepreneurship
- Molly Weber and Saige Rother (Johnson County Central)--3rd place in Power, Structural and Technical Systems: Div 6
- Craig Anthony (Johnson-Brock)--2nd place in Power, Structural and Technical Systems: Div 1
- Katelyn Melvin (Johnson-Brock)--5th place in Social Science: Div 3
- Elizabeth Olson and Ansley Cadwallader (West Holt)--4th place in Power, Structural and Technical Systems: Div 4
- Carson Reiman (Gothenburg)--3rd place in Extemporaneous Public Speaking
- Parker Walahosk (Overton)--5th place in Environment & Natural Resources
- Bela Jedlicka, Abigail Reyna, Addison Vavricek, and Allison Vavricek (Schuyler)--5th place team in Livestock Evaluation
- Cora Hoffschneider (Centennial)--1st place in Agricultural Sales - Entrepreneurship

MEMBER SPOTLIGHT

Dorchester Public Schools



Superintendent: **Dr. Nick Mumm**

Principal(s): **JJ Wagner, PK-6**

Mascot: Longhorns

Enrollment: 226 students

Location(s): Dorchester, NE

Interesting Fact: Dorchester Public School is listed on several websites as a haunted place.

This excerpt is from the Dorchester Times (dorchestertimes.blogspot.com)

Dorchester School Boiler Room: We can confirm that the boiler room of the 1927 Dorchester School building is no longer haunted, if it ever was. The old school building was torn down in 2008 to make room for the current DPS campus. But when it existed, there were reports that in the late 1920s a child “locked himself in the boiler room and died.” According to the old stories, school janitors in the modern era sometimes heard yells coming from the boiler room during the night -- and “when they went down into the boiler room, they didn’t find anyone.” So convincing were the reports that the Lincoln Journal Star in 2006 wrote a story on the old boiler room. The story quotes former school secretary Joyce Karl and former custodians Ron Sehnert and Sharri Kasl, who said: “I never go down there in the mornings if I’m ever here by myself.” Another publication ranked the Dorchester boiler room the second-most haunted site in Nebraska.

Board of Education: *Left to Right*
**Carol Schnell, Shelly Lehr,
Matt Hansen, Matt Smith,
Matt Bolton, Steve Vyhnalek,
Dr. Nick Mumm**



Programs: FBLA & Student Council:

Dorchester Public Schools is proud to highlight a new event launched this fall — Feed the Farmers.

Hosted by our Student Council and FBLA members, along with their sponsors, as a way to give back to the local farming community. Students and sponsors visited the local co-op, where they served meals to every truck that came through. They also sent additional meals out to farmers working in the fields, expressing our gratitude for the hard work and dedication of our area’s agricultural community.

At DPS, we understand that tax dollars can be challenging for everyone, and in our rural farming community, farmers often feel the greatest impact. Like all of our stakeholders, they play a vital role in supporting our schools and community. The Feed the Farmers event gave our students an opportunity to show appreciation and give back to those who give so much in return.

A special thank-you goes to our cafeteria staff, who prepared all of the food that allowed our students and sponsors to package and deliver 300 meals to local farmers.

We are proud of our strong and active Student Council and FBLA organizations, whose members continually look for meaningful ways to serve others and make a positive impact. Events like this demonstrate the close partnership between Dorchester Public Schools and our community, a relationship that continues to grow stronger each year.



MEMBER SPOTLIGHT

Axtell Public Schools



Mascots: Wildcats

Location(s): Axtell, NE

Superintendent: **Rob Gregory**

Principals: **Craig Lorenz**, 6-12 Principal; **Jennifer DeBord**, Ore-K-5 Principal

Board of Education & Administration: (L to R) **Bette Dimon**, board member; **Jeff Halvorsen**, board Treasurer; **Linda Almquist**, board secretary; **Ty Fickenscher**, board vice president; **Matt Strolberg**, board member; **Kurt Behrhorst**, President; **Jennifer DeBord**, PreK-5 principal; **Craig Lorenz**, 6-12 Principal; **Rob Gregory**, Superintendent



Programs:

Over the past five years, Axtell FBLA has maintained an average membership of 25 dedicated students. Our chapter has been an active participant in the Nebraska FBLA State Leadership Conference each year, with two members earning the honor of qualifying for the National FBLA Conference. During this time, Axtell FBLA has demonstrated a strong commitment to community service, raising and donating \$13,127 to the March of Dimes Foundation through our annual Dime Wars competition. Additionally, through our Feed Nebraska ribbon activity, we have contributed \$651 to the Minden Food Pantry and donated more than 3,000 canned food items to the Wilcox and Axtell Food Pantries.



The Axtell Agriculture Education and FFA program was started in 2018 and has had an average of 41 members made up of 7th-12th grade students. Thanks to the tremendous support from our school and community our program has had many successes over the past eight years. We have had ten students earn their State FFA Degree and two students earn their American FFA Degree. Additionally we have had the opportunity to build a school greenhouse, and also work with local farmers to plant, grow, and harvest a corn test plot and soybean test plot each year. We take an average of 20 students to State FFA annually and travel to National FFA every other year. Additionally we have had the privilege of hosting two student teachers. Throughout the year students participate in many local contests as well as participate in community service activities, leadership conferences, and career exploration visits.



MEMBER SPOTLIGHT



Mascot: Plainsman

Enrollment: 226 students

Location(s): Grant, NE

Interesting Fact: Duke coach, Mike Krzyzewski visited Perkins County Schools to recruit and later sign the great Bill Jackman. Bill would go on to finish his basketball career at the University of Nebraska.

Superintendent: Mark Jolliffe

Principal(s): Ausitn Reisig, Elementary;
Dalton Pettera, Jr. High/High School

Board of Education:

Chris Fryzek, President; **Tori Gengenbach**, VP; **Jayson Bishop**, Treasurer; **Holly Cornelius**, Secretary;
Cam Sis, Member; **Jason Noyes**, Member

Programs:

Perkins County FFA - Led by Seth Burge and Doug Babbitt have an award winning FFA program. Last year we had a National Runner-Up team in the business category of Marketing (Colton Kroeker, Cooper Kroeker, and Trevor Labor) coached by teacher, Julie Ferguson. Our program represents the majority of our student population. Together they raised funds and our construction classes built our animal lab, that is a 30x60 building providing for hands-on, real life experiences for our students.



Perkins County Cross Country and Track teams won State Championships last year. We have great numbers participate in activities and this year was our year to take advantage of multiple talents. Perkins County has a solid tradition of excellence in activities



Updates from Members & Other Entities

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!*



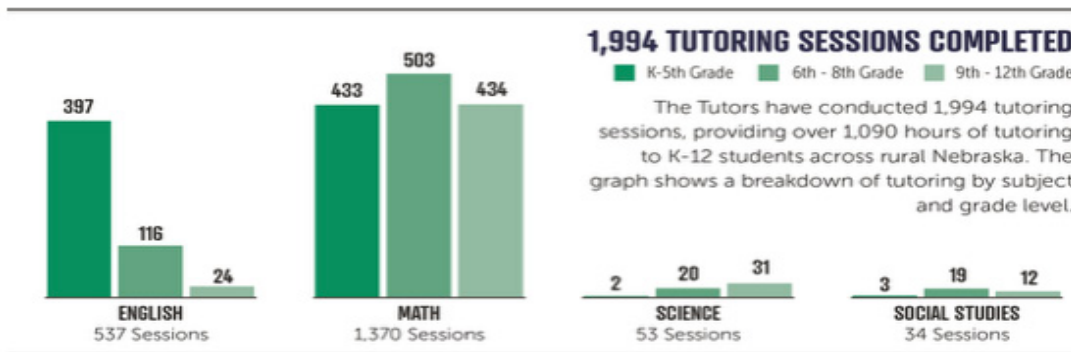
Nebraska SMART Free Online Tutoring for K-12 Students

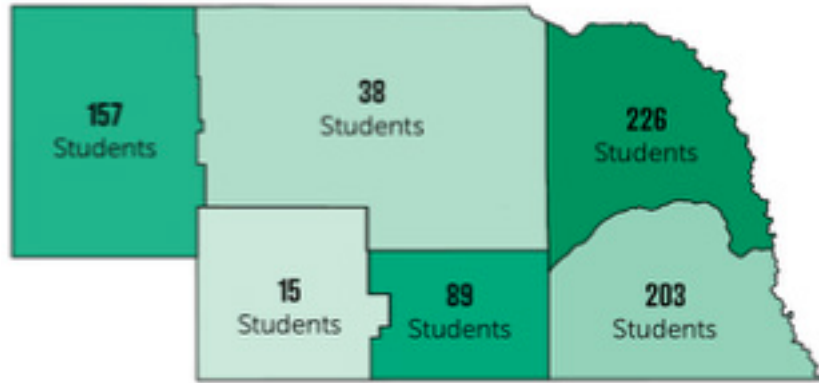
Nebraska SMART Update

Free One-on-One Tutoring Now Available for All Nebraska Students

Nebraska SMART is helping students across the state reach their full academic potential through free, online tutoring available to all K–12 students. The program connects students with trained college tutors who provide personalized, one-on-one support in core subjects.

To date, Nebraska SMART tutors have completed more than **1,994** tutoring sessions, serving **728** students statewide. The program’s success is possible thanks to strong partnerships with schools and organizations across Nebraska like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.





How to Access Tutoring

To access tutoring, parents need to register their student(s) through our website. After registering, parents and students can log in to schedule tutoring appointments or request on-demand tutoring with a Tutor. Students are encouraged to provide the homework or assignment for which they need help. Assignments can be uploaded to the secure classroom, sent to the Tutor in advance via message, or a picture can be taken of the assignment when connected to the Tutor in the classroom.

For NRCSA schools, Nebraska SMART offers a meaningful way to extend learning beyond the classroom without adding extra cost or staff burden. Teachers and school leaders are encouraged to share this opportunity with students and families and to remind them that free, one-on-one tutoring is just a click away. Please help promote this free service to your students and families by sharing our flyer (also available in Spanish).

<p>TUTORING HOURS </p> <p>Monday - Thursday 3:30 to 8:30 PM CT</p>	<p>Tutoring sessions are available after school, in the evenings, and on weekends, giving students the flexibility to get help when it works best for them. Each session is customized to meet the student's needs, whether they're catching up, preparing for a test, or seeking to strengthen key skills.</p> <p>No Tutoring November 25-30 <i>Tutoring will not be available from Tuesday, Nov. 25 through Sunday, Nov. 30, due to the State Colleges' Fall Break.</i></p>
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Together, the Nebraska State Colleges, the Nebraska Department of Education, and NRCSA schools are making a statewide impact, helping every student build confidence, master challenging subjects, and stay on the path to success.

To learn more or help your students get started, visit www.nscs.edu/nebraskasmart or contact Judi Yorges at jjorges@nscs.edu.

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

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

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

[Strengthening Rural Communities Through Public Education](#)

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

[State by State Fact Sheet](#)

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

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

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](#)

From Rebecca Vogt, UNL

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

[Well Being of Rural Nebraskans](#)

From Jay Martin, NDE Director of School Safety & Security

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](#)

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

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

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

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

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

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

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

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

Since its inception, the Why Rural Matters series has sought to make publicly available data more accessible

and actionable. The overarching goal remains clear: to promote informed, civil dialogue about our shared civic responsibility to ensure that every student—rural or urban—has access to high-quality educational opportunities.

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

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

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

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

[Why Rural Matters 2025](#)

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

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

[Understanding REAP](#)



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

Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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



Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

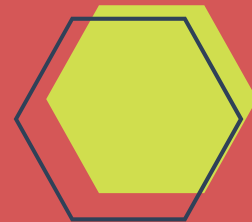


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





Nebraska School Administrators & School Board Members,

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

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

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



The National Rural Education Association, of which NRCSA is a member, works closely with the the Committee for Education Funding (CEF) on federal policy issues. Following is an update on education issues on the federal level from CEF:

I. Policy Intelligence and Education News

Department of Education's website is periodically offline – The Department of Education's (ED's) website (www.ed.gov) has been repeatedly offline today, with some of the career and technical education and adult education sites down since last night. I asked the education authorizing committee and Appropriations Committee staffers if this is related to the government shutdown and having no staff there to fix a technical problem or is this a statement of the Administration's intention to close ED; apparently it is an inadvertent technical issue. I wouldn't normally assume nefarious intentions, but this year has demonstrated that the Administration is working to dismantle ED from within. The website glitches serve to as a reminder that if there is information on the ED website that you regularly use, you should download it and save it elsewhere.

Judge extends order halting layoffs of federal employees during the shutdown – Yesterday a federal judge extended her original order that temporarily stopped the Administration from firing federal employees during the shutdown, which had included about 465 employees at ED. The Administration is now prohibited from making a reduction in force (RIF) during the government shutdown. So those employees given RIF notices in early October now likely have their jobs for the time being but most are furloughed and not being paid. See [CNBC article](#) for details.

Government shutdown continues – The government has been mostly shut down for more than four weeks now, with apparently no high-level talks about how to resolve the conflicts; the House has been in recess since mid-September. Proposals to pay specific groups of federal employees – those still working, or those at specific agencies – and to continue funding specific programs – such as SNAP benefits – have not passed the Senate. The impacts of the shutdown will be felt more widely this week as federal employees except for troops get no October paycheck, the Administration is not using a contingency fund to pay SNAP benefits on November 1 so 42 million beneficiaries will be without income for food, some federally supported programs that had been kept open this month with leftover funds will shut down, and Obamacare health care premiums for 2026 get posted that do not include a subsidy that

is expiring. These actions result from choices that Congress and the Administration are making. When there is a will to spend federal funds – for instance, for billions of dollars of tax breaks in Republicans' bill this summer, for an emergency response or financial bailout – or to cut funds – for instance, for student loans, for research, for SNAP benefits or Medicaid - Congress can pass legislation that spends more or cuts funding, or that provides a tax break or tax increase.

Fact sheets from House Appropriations Committee Republicans and Democrats – Yesterday both House Appropriations Committee Democrats and Republicans posted material that bolster their opposing positions:

Republican press release listing 300+ groups supporting the House-passed funding bill to reopen the government – The [press release](#) lists hundreds of organizations that support the House-passed bill, including many representing agricultural and business interests, the airline industry, chambers of commerce, veterans groups, and conservative interest organizations.

Democratic [fact sheet](#) about how Administration actions “make their shutdown more painful” – The Democratic fact sheet lists three ways that the Administration's actions are making the shutdown more painful for Americans: the mass layoffs announced in early October (now paused due to the District Court judge mentioned above, but I'd expect the Administration to appeal); executive orders to cancel funding to specific cities or state led by Democrats; and delaying or withholding funding for programs that have a source of funding available, like SNAP and some emergency assistance programs.

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.

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

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

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

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

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

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

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

For more information, please visit our clinic website:

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

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

[NRCSA Spending Study](#)

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

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.



NEE Evaluation Supports Professional Growth at Ravenna

Since 2019, Ravenna Public Schools has partnered with the Network for Educator Effectiveness to transform educator evaluation into a process that supports a culture of continuous professional growth.

“NEE creates a common language between the teachers, administrators, and the board about what good instruction looks like,” Ravenna Superintendent Ken Schroeder said.

Used by 20 Nebraska districts, the NEE evaluation system includes training for administrators, an online platform, an integrated professional learning library, and ongoing support.

Training that Builds Leadership

A key feature of the NEE system is principal training and coaching. Principals learn strategies for conducting high-quality classroom observations and facilitating effective feedback conversations.

“With the NEE model, we’re able to give teachers better feedback. The teachers are way more engaged,” Elementary Principal Paul Anderson said. “We have a lot richer, deeper conversations.”

A User-Friendly Online Platform

Through NEE, districts also benefit from a user-friendly platform and data dashboards that help track growth and identify instructional priorities.

“We can see the indicators that we are performing well on in classroom observations,” Anderson said. For instance, Ravenna administrators noticed teachers had mastered student-teacher relationships and worked with teachers to identify new focus areas. “Just this year, we’ve added cognitive engagement and motivational engagement, and we’ll be able to see how that data plays out.”

The visualizations are also helpful for sharing data with board members.

“The tool puts historical data in a graphical representation that’s easy to latch onto,” Schroeder said. “We don’t have to spend time assembling the data and putting it in a graph for board members to easily understand.”

Ongoing Support Throughout Implementation

Ongoing support from NEE keeps the process collaborative, allowing schools to learn from one another and share effective practices.

“From the moment we said yes, any time we’ve had a question or a problem or an idea, they are right there,” Schroeder said. For example, NEE assisted the district in obtaining NDE approval and aligning indicators with the Marzano instructional model. “I think the indicators align so well with Marzano,” Schroeder said.

Cost-Effective for Schools of All Sizes

NEE services are packaged and provided to schools at one cost based on student count, making the evaluation system affordable for schools of all sizes.

Nebraska Rural Community Schools Association

“One thing I still can’t get over is the value. NEE is incredibly cost-effective for everything you get with the complete package – the training, the rubrics, the EdHub professional learning library. It’s just an incredible value,” Schroeder said.

“Most importantly, it gets everyone – teachers, administrators, and board members – on the same page about what good instruction looks like. And the goal of it all is professional growth, making teachers better.”

If your school is ready for more meaningful and growth-oriented evaluation practices, contact NEE at 844-793-4357 or email nee@missouri.edu. Learn more at www.nceadvantage.com.



Purple Ribbon Partners



Apptegy

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Purple Ribbon Partners



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construction | the people you build with

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TRANE

TRANE
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Stonebrook Exterior



US Bank

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[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](#)

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[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

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[Teresa Ibach, Dist 44](#)

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[Kathleen Kauth, Dist 31](#)

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[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)



NRCSA Programs

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[Planning Support Service](#)

[Scholarship and Awards Programs](#)

[Superintendent Search Service](#)

[USBank OneCard Program](#)



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www.nrcsa.net



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INVOICE

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GROUNDING TURF SOLUTIONS

Arlington Baseball

Bill to
Rusty

Invoice details

Invoice no.: 1015
Terms: Net 30
Invoice date: 10/12/2025
Due date: 11/11/2025

#	Product or service	Description	Qty	Rate	Amount
1.	2" terra cotta turf with delivery	1050 SF	1050	\$3,107,142.9	\$3,262,50
2.	Synthetic Turf Installation		1	\$3,366.00	\$3,366.00
3.	20/40 sand infill		1	\$175.00	\$175.00
4.	Stanchion Home Plate	Physical removeable home plate	1	\$150.00	\$150.00
5.	White turf for foul lines and boxes	80 Linear Feet	80	\$2.50	\$200.00
6.	equipment rental	sodcutter/powerbroom	1	\$230.00	\$230.00
7.	Rubber Infill	1,000 lbs	1	\$500.00	\$500.00
8.	Travel expenses		1	\$1,817.00	\$1,817.00
9.	Cutout work/edging/sod install	Sod front of HP, sod cut grass edges and cutouts	1	\$1,840.00	\$1,840.00
Total					\$11,540.50

Ways to pay



View and pay

**Appendix "1" to 2016-2017 Student Fees Policy of
Arlington Public Schools**

Additional Specification of Required Materials and Fees¹

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum)² or Specific Material Required
Elementary Program		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged.
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Music -Optional Blue Notes Honor Choir	Coordinating group attire	Blue notes shirts and dark pants
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists

¹ This listing is a part of the 2015-2016 Student Fees Policy and is intended to provide supplemental information. For additional specifications, refer to the Policy.

² Generally, dollar amounts are stated in terms of "maximums." The actual fee or charge may be less during the 2015-2016 school year.

Field Trips	Transportation and admission costs of field trips	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to \$100.00 for special field trips). Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	\$25 to \$200 per class.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per page when charges apply.
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Art 7 and Art 8	Art Supplies	\$15.00

Adv. Art Classes	Art Supplies	\$20.00
Basic Tech	Materials for Projects	\$25.00
8 th Grade Exp. Tech	Materials for Projects	\$25.00
Beg. Metals	Toolbox Kit	\$30.00
Adv. Metals	Metal	Provide metal needed for two (2) instructor approved projects.
Small Engines	Parts (optional)	Parts supplied for personal interest projects.
Woods I	Wood and other materials	Cost based on individual student designed projects (4). Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$150.00.
Woods II	Wood and other materials	Cost based on individual student designed projects (2). Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$500.00.
Family & Consumer Science Classes	Food and sewing supplies	Cost based on individual student designed projects. Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$10.00
7 th Grade	Sewing supplies	Cost based on individual student designed projects. Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$12.50.
8 th Grade	Sewing supplies	
Foods I and Foods II	Consumed food supplies	\$20.00
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student. White tennis shoes, socks, and black shorts. \$120.00 maximum.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.

Classroom Projects, i.e., Family & Consumer Science, Industrial Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school.
Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (.10) per page when charges apply.
College Now	Tuition and fees for college courses taken for credit.	Any postsecondary education costs are to be paid directly by students to the college. Students are responsible for book fees.
Dual Credit-secondary education classes taught by Arlington staff.	Tuition and fees for college courses taken for credit.	\$40.00 Tuition \$25.00 Book Fee Payments will be made prior to the start of the course.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost, generally at a maximum of \$60.00 – 80.00
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally about \$40.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class: \$330
Locker usage	Use of school locker	Student will be responsible for replacement or repair cost to damaged locker.

Extracurricular & Athletic Programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required	
1. Admission	Spectator fees for admission to events	\$5.00 per event maximum. Students may purchase an Activity Ticket for up to \$50.00 per year. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed \$20.00 per event.	
2. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.	
3. Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:	
		Basketball	No additional
		Football	Mouthpiece
		Golf	Golf bag & clubs
		Speech	Dress attire; copies of research
		Track	No additional
		Volleyball	Volleyball knee pads
		Wrestling	Wrestling head gear

		Baseball	Baseball Hat Baseball Glove
		Cheerleading and Flag Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories up to \$1200.00
4. Travel meals	Meals	Students are responsible for their own meals while traveling.	
5. Locker use	Padlock for locker	\$5.00 fee if damaged or not returned at the end of the year. Student will be responsible for replacement or repair cost to damaged locker.	
6. Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.	
7. Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Currently no dues required. Annual dues not to exceed \$50.00 per club.	
8. Marching Band and Musical Groups	Equipment and attire.	<p>Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms.</p> <p>Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to \$50.00.</p> <p>For High School Band Students an \$8.00 uniform cleaning fee is requested. For Junior High Band Students a \$7.00 uniform cleaning fee is requested. For High School Vocal students a \$6.00 choir robe cleaning fee is requested.</p>	

Music Optional Show Choir	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$300.00
Clubs/Organizations		
All Organizations	State & national dues, meals and activities.	Annual dues not to exceed \$50.00 per club.
Dance Squad	Clothing/Camps	\$750.00-\$1000.00
Social & Recognition Activities		
1. School plays, musicals and social activities	Admission to events	\$10.00 per play or activity
2. School dances	Admission to prom, homecoming, etc.	Up to \$25.00 per event
3. Class dues		Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
4. Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.

<p>5. Senior recognition assessment</p>	<p>Optional graduation activities</p>	<p>Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, one mother's flower, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed \$50, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.</p>
<p>6. Trips</p>	<p>Transportation, lodging, meals, admission to events, etc.</p>	<p>For the extracurricular and options trip - Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.</p>

Reviewed: Nov 11, 2019; June 8, 2020; June 9, 2022; Nov 14, 2022

StudentsStudent Fees Policy

The Board of Education of Arlington Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "I," which provides further specifics of student fees and materials required of students for the 2008-2009 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other

similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities for the 2008-2009 school year are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby **may** establish a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the 13th day of June, 2016, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings in compliance with the public meetings laws.

Superintendent or Other Authorized School Official

Legal References:

- Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
- Neb. Constitution, Article VII, section 1.
- Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
- Neb. Rev. Stat. §79-2,104 (student files or records)
- Neb. Rev. Stat. §79-715 (eye-protective devices)
- Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
- Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
- Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: June 13, 2016

Reviewed: Nov 11, 2019; June 8, 2020; June 9, 2022; November 14, 2022, July 10, 2023

Students**School Wellness Policy**

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.*

1. Goals for Nutrition Promotion and Education

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

2. Goals for Physical Activity

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

- a. The district will participate in state and federal child nutrition programs as appropriate.

- b. The district will provide professional development, support, and resources for staff about student wellness.
 - c. Students will be provided sufficient time in which to eat school-provided meals.
 - d. The district's lunchrooms will be attractive and well-lighted.
 - e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.
 - f. The district may partner with other individuals or entities in the community to support the implementation of this policy.
 - g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.).
 - h. The district will use evidence-based strategies to develop, structure, and support student wellness.
- 4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day**
- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
 - i. USDA National School Lunch and School Breakfast nutrition standards.
 - ii. USDA Smart Snacks in School nutrition standards.
 - b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.
- 5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day**

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

6. Food and Beverage Marketing

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.
- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.
- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers or in Competition with the National School Lunch and Breakfast Programs)

- a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.
- b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:

(1) It shall not be sold in competition with school meals in the food service area during the meal service.

(2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.

(3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements

(4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated 9/2016 to Reflect the USDA Final Rule) found at

https://www.healthiergeneration.org/_asset/wtqdwu/14-6372_ModelWellnessPolicy.doc.

Date of Adoption: June 12, 2017

Reviewed: November 12, 2018, November 11, 2019; November 14, 2022

Administrative Regulation for School Wellness Policy

Additional Wellness Goals, Nutrition Guidelines and Implementation Plan

The School Wellness Policy establishes a mission of providing a curriculum, instruction, and experiences in the environment of a health-promoting school community, to instill habits of lifelong learning and health. The School Wellness Policy authorizes the Superintendent to establish such further goals and nutrition guidelines as are determined appropriate to meet the stated mission. This regulation sets forth additional goals and nutrition guidelines as appropriate to meet the District's school wellness mission and implement the School Wellness Policy.

Nutrition Education Activities to Promote Student Wellness

The base goal is to implement a curriculum that meets or exceeds the health and nutrition education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Nutrition education will be integrated into other subjects to complement, but not replace, the health and nutrition education curriculum that is provided in accordance with NDE Rule 10. Educators are to incorporate the promotion of healthy eating nutrition lifestyles in all subject areas as appropriate.
2. Display Nutrition Education Materials: The cafeteria shall display posters or other communications suitable to the ages of students served that promote healthy nutrition choices (e.g., display food pyramid). Educators are encouraged to incorporate such communications in their classrooms as well.
3. Nutrition Health Events: Educators are encouraged to search for and take advantage of events that promote nutrition education. Activities may include:
 - a. health fairs
 - b. traveling health exhibits
 - c. field trips to farm or food production facilities
 - d. school gardens
 - e. health speakers (school assemblies or class speakers on nutrition)
4. Family:
 - a. Parents are to be welcomed to join their children at school lunch as appropriate.
 - b. School communications to parents will include information about healthy nutrition; such as by including information about healthy snacks for children.
5. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages. Staff is discouraged from eating foods or drinking beverages of minimal nutritional value during the school day in the presence of students.

Physical Activities to Promote Student Wellness

The established goal is to implement a curriculum that meets or exceeds the health and physical education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Health and physical education will be integrated into other subjects to complement, but not replace, the health and physical education curriculum provided in accordance with NDE Rule 10. Educators are to incorporate physical activity promotion and non-sedentary lifestyles in all subject areas as appropriate.
2. Physical Activity During the School Day:
 - a. Recess:
 - i. Elementary students will have the opportunity for daily recess. Weather and other conditions permitting, recess will be outdoors. Students who are idle during recess are to be encouraged by supervising staff to engage in physical activity. Daily minimums are as follows: Pre-school: 30 minutes; Grades K-3: 50 minutes (15 for ½ day Kindergarten); Grades 4-6: 35 minutes. Minimums include lunch recess. Minimums are set for “ordinary” days and are subject to modification in the judgment of the educator when events such as field trips, testing, etc. occur during the day.
 - ii. Middle School and High School students will have the opportunity for physical activity during their lunch period. The gym or outside facilities will be open to use during lunch when possible.
 - b. Class Time: Physical activity within class periods (e.g. stretching breaks when students are at task for more than 50 minutes) will be encouraged.
3. Physical Activity To/From School:
 - a. To encourage biking or walking to school, the administration will work with law enforcement and as appropriate volunteer parent safety monitors to provide safe routes to school. Bike racks will be established commensurate with need.
 - b. In establishing bus pick up/drop off sites, the fact that students will have to walk farther from a particular site will not necessarily be considered as a negative factor.
4. As Punishment: Physical activity will not be used as punishment and will not be withheld as punishment. This guideline shall not apply to extra-curricular activities. Educators may use appropriate professional discretion to make exceptions to this guideline. In no event, however, will physical activity be used as a form of corporal punishment.
5. Display Physical Activity Educational Materials: The cafeteria, gym and health classrooms shall display posters or other communications suitable to the ages of students served that promote physical activity and non-sedentary lifestyles (e.g., display sports posters, walking fitness posters). Educators are encouraged to

incorporate such communications in their classrooms as well.

6. Physical Activity Health Events: Educators are encouraged to search for and take advantage of events that promote physical activity education. Activities may include:
 - a. health fairs
 - b. traveling health exhibits
 - c. field trips to physical activity centers
 - d. physical activity speakers (school assemblies or class speakers representing sports figures, medical people)

7. Family:
 - a. The school's physical activity facilities (playground, gym) will be made available to use by parents with their children outside the normal school day, subject to priority use being for children and subject to other competing uses and safety and risk management considerations.
 - b. School communications to parents will include information that promotes physical activity. Such communications may include information about the benefits of physical activity to children and the distribution of information about youth sports programs.

8. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages. Staff is encouraged to be seen engaging in non-sedentary lifestyles. For example, staff is encouraged to walk or bike to work; use stairs even if an elevator available; and share as appropriate personal information about physical activities they engage in to remain fit.

Other School Activities to Promote Student Wellness

The established goal is to offer other suitable opportunities to students to engage in health-promoting activities. The administration establishes the following additional goals and actions to achieve such goals:

1. Extracurricular Programs: The District will offer athletic and other activity programs subject to and in compliance with the bylaws of the Nebraska School Activities Association. Secondary school students will be offered the opportunity to participate in intramural sports activities commensurate with their interests and school resources.

2. After-School Facility Uses: The school's physical activity facilities (playground, gym) will be made available to use by students outside the normal school day, subject to other competing uses and safety and risk management considerations.

3. Advertising: The administration will monitor advertising that occurs in the school and endeavor to limit messages that promote foods of minimal nutritional value.

4. Staff Development:
 - a. Professional staff members will be provided with professional development and guidance on appropriate practices and procedures to implement the school wellness goals and recommendations. Professional development activities will include activities each year related to the integration of physical activities and nutrition education into the academic curriculum, use of food as rewards and denial of physical activities as a disciplinary consequence, and other wellness goals and activities.
 - b. The District will provide ongoing training and development for food service staff related to nutrition and wellness goals and activities.

5. Community Resources: The administration will coordinate the school wellness program efforts with those available from medical and other community organizations.

Nutrition Guidelines

The established nutrition guidelines for foods available in each school building during the school day are as follows: (1) school breakfast and lunch programs will be offered which meet or exceed the requirements of federal and state law and regulatory authorities and (2) no foods in competition with the school lunch or breakfast program shall be sold or otherwise made available to students anywhere on school premises during the period of one-half hour prior to the serving period for breakfast and lunch and lasting until one-half hour after the serving of breakfast and lunch.

The administration establishes the following additional nutrition guidelines and actions to meet the guidelines:

1. Conditions for School Meals:
 - a. Scheduling meals. Lunch periods will be scheduled at times when students are in need of nutrition (e.g., in the middle of their school day). Students will be provided adequate time to eat. In general students will, upon arrival in the cafeteria, have at least 10 minutes to eat breakfast and 15 minutes to eat lunch.
 - b. Conditions for meals. Efforts shall be made to establish comfortable and relaxed eating conditions. The factors to promote these conditions will be a clean, orderly environment, pleasant food services staff, adequate seating, enforcement of student conduct rules and adequate supervision.

2. Selection of School Meals:
 - a. School Meals: School meals shall at a minimum meet nutrition requirements established by state and federal law. The school food service staff is to offer meals that are of a nutritional value higher than that required. Emphasize is to be on good menu planning principles that offer healthy food choices including lean meats, a variety of fruits and non-fried vegetables daily, whole grains once each week, and low-fat or nonfat milk daily. Locate these choices where they are readily accessible to students.

- Limit portion sizes of desserts and fried foods.
- b. Ala carte selections: Elementary students are to be offered balanced meals. Elementary students are not to be sold individual food or beverage selections except for limited portions of low-fat foods, no-fat milk, fruits, and non-fried vegetables. Middle School and High School students may be sold foods and beverage ala carte provided the ala carte items not include foods of minimal nutritional value and that the offerings include fruits, non-fried vegetables, and healthy beverages (waters and 100% fruit juices).
3. Student's Meals From Home: Students will be discouraged from sharing food and be prohibited from sharing foods brought from home. Parents will be encouraged via health promotional materials to make healthy choices for student lunches.
 4. Closed Campus. Students will not be permitted to leave school during the school day for the purpose of lunch.
 5. Vending machines:
 - a. Vending machines will not be available for student use at any school for the period of ½ hour before and ½ hour after breakfast and lunch periods.
 - b. Elementary school students: Vending machines with foods of minimal nutritional value will not be available to use by elementary school students at any time during the school day.
 - c. Middle school students: Vending machines with foods of minimal nutritional value will not be available to use by middle school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
 - d. High school students: Vending machines with foods of minimal nutritional value will not be available to use by high school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
 - e. Promotion of Healthy Choices: At least one vending machine in each school building shall include healthy choices (e.g., water, 100% fruit juices, low-fat/non-fat milk, animal crackers, granola bars, whole-grain fruit bars, pretzels, nuts, plain trail mix).
 6. Foods available during the school day:
 - a. Water: Students will be allowed access to water during the school day. Water fountains are available. Educators may in their discretion allow students to bring water bottles to classes. Students will not be permitted to bring soda pop or other drinks or food to class.
 - b. Food rewards. Food will not be used as rewards. No foods are to be provided by the school or school staff during instructional time except: healthy foods, foods provided for instructional purposes (e.g., cultural programs, FCS classes, and foods given in accordance with a special education student's IEP).
 - c. Classroom Celebrations:

- i. Staff is not to offer students foods of minimal nutritional value for classroom celebrations.
 - ii. Parents are to be encouraged to bring healthy foods for classroom celebrations.
7. Fund-raising:
 - a. School clubs are not to sell food for the period of ½ hour before and ½ hour after breakfast and lunch periods.
 - b. Student clubs are encouraged to not sell foods of minimal nutritional value as part of fund-raising efforts.
 - c. Each activity sponsor shall report to the Principal the percentage of total fund-raising receipts from sales of foods of minimal nutritional value as of the end of each school year.
8. School activities/events:
 - a. Athletes: Student athletes serve as role models. Coaches are to encourage healthy eating by student athletes. The coaches' conduct rules may limit consumption of foods of minimal nutritional value by their athletes during their sport season.
 - b. Concessions: Concession stands will include healthy food choices. Efforts will be made to reduce offerings of foods of minimal nutritional value.
9. Definition of Foods of Minimal Nutritional Value: For purposes of this regulation, "foods of minimal nutritional value" has the same meaning as in the federal regulations for the National School Lunch program. Foods of minimal nutritional value are as follows:

Food of minimal nutritional value means: (i) In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and (ii) in the case of all other foods, a food which provides less than five percent of the RDI for each of 8 specified nutrients per 100 calories and less than 5% of the RDI for each of eight specified nutrients per serving. The 8 nutrients to be assessed for this purpose are -- protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron.

Specific foods of minimal nutritional value are:

- (1) Soda Water.
- (2) Water Ices (except those which contain fruit or fruit juices).
- (3) Chewing Gum.
- (4) Certain Candies -- Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:

- (i) Hard Candy -- A product made predominantly from sugar (sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
 - (ii) Jellies and Gums -- A mixture of carbohydrates which are combined to form a stable gelatinous system of jelly-like character, and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.
 - (iii) Marshmallow Candies -- An aerated confection composed as sugar, corn syrup, invert sugar, 20 percent water and gelatin or egg white to which flavors and colors may be added.
 - (iv) Fondant -- A product consisting of minicroscopic-sized sugar crystals which are separated by thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
 - (v) Licorice -- A product made predominantly from sugar and corn syrup which is flavored with an extract made from the licorice root.
 - (vi) Spun Candy -- A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.
 - (vii) Candy Coated Popcorn. -- Popcorn which is coated with a mixture made predominantly from sugar and corn syrup.
10. Definition of Healthy Foods: For purposes of this regulation, “healthy foods” means foods that are not foods of minimal nutritional value, and that are low in fats, sodium and sugars, and high per serving in the nutrients which are needed to meet Reference Daily Intakes.

Date of Adoption: June 9, 2008

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022

Homeless Education Program

HOMELESS STUDENT ENROLLMENT INFORMATION & PLACEMENT REQUEST

Child's Name: (Last Name) (First Name) (M.I.) Birth Date: Grade

Parent/Guardian Name (Last Name) (First Name) (M.I.) Unaccompanied Youth ("Yes" or "No")

Current Address

Telephone Number: (If phone # not available, phone number of someone who can be contacted and their relationship, if any).

Information provided on this form is confidential.

1. Homeless Status

a. Do you live in any of these following situations?

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.)
in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations
in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing shelter or agency
have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans
in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
None of the above.

b. How long do you anticipate living in current location?

2. School Most Recently Attended

School: (School Name) (City) (State)

Dates of Attendance: to

Grade level when last attended:

3. Eligible for any of these educational and school related activities and services?

Special Education (IDEA) If yes, please identify disability and special education services previously provided :

- English Language Learners (ELL) Gifted Vocational Education
- Other _____

4. Possible Barriers to Education

- No Birth Certificate No immunizations or other medical records
- No School Records Transportation School Selection
- Other issues/barriers _____

5. Requested Services and Activities to be Provided by Homeless Student Program

- Obtaining or transferring records necessary for enrollment
- Emergency assistance related to school attendance
- Expedited evaluations
- Transportation Clothing to meet a school requirement School supplies
- Early childhood program Tutoring or other instructional support
- Before/after-school, mentoring, summer programs
- Referrals for medical, dental, or other health services
- Referral to other programs/services
- Assistance with participation in school programs
- Parent education related to rights/resources
- Coordination between schools and agencies
- Counseling Addressing needs related to domestic violence
- Staff professional development/awareness
- Other _____

6. Placement

a. School placement requested by parent/guardian or unaccompanied youth: _____

b. Reason(s) for Request: _____

c. Name of "School of Origin" _____

(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled).

Enrollment Date _____

Has student been withdrawn? _____

If so, what was the withdraw date? _____

d. Distance from:

i. Residence to the school of origin (miles): _____

ii. Residence to the school requested (if not school of origin): _____

Parent or Guardian or Unaccompanied Youth's signature

Date

Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act. Please contact the Homeless Coordinator with any questions.

WRITTEN NOTIFICATION OF ENROLLMENT/PLACEMENT DECISION FOR HOMELESS STUDENT

Child's Name: _____

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian _____ Unaccompanied Youth _____
(Name) (Name)

After reviewing your request to enroll the child, the determinations are as follows:

Homeless student program eligibility:

_____ Child does not qualify under the homeless student program.
_____ Child qualifies under the homeless student program. This determination was based upon: _____

Placement (if enrolled under the homeless student program) was made based on best interest of the student. The placement will be at: _____
(Name)

Explanation for this determination (if not school of origin or the choice of parent/guardian or unaccompanied youth, give detail): _____

If you are not satisfied with the determinations, you have the right to use the dispute resolution process. Contact the Homeless Coordinator and complete a Dispute Resolution Form.

Notices:

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the:
Nebraska Commissioner of Education
Nebraska Department of Education
matt.blomstedt@nebraska.gov
Telephone: (402) 471-5020
- You may seek the assistance of advocates or attorneys.

Administrator

Date

Written Notification Form was given to parent/guardian or unaccompanied youth on _____ (Date).

**Homeless Education Program
DISPUTE RESOLUTION FORM**

This form should be completed when a dispute arises over school enrollment/placement.

Child's Name: _____

Person completing form: _____
(Name) (Relation to Student)

I may be contacted at (address/phone/e-mail): _____

I wish to dispute the following decision: _____

The decision I am disputing was wrong because (give detailed information in support of your position and use an attachment if necessary): _____

Persons who have information to support my position (include contact information):

I request that the following action be taken on this dispute: _____

Parent or Guardian or Unaccompanied Youth's signature

Date

-----For School Use-----

Date received by Homeless Coordinator _____

-----Determination of Homeless Coordinator-----

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian _____ Unaccompanied Youth _____
(Name) (Name)

After reviewing the information relevant to your dispute my determination is as follows:

Explanation for this determination: _____

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The appeal is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact:

Nebraska Commissioner of Education
Nebraska Department of Education
matt.blomstedt@nebraska.gov
Telephone: (402) 471-5020

Administrator

Date

The Determination of the Homeless Coordinator on this dispute was given to parent/guardian or unaccompanied youth on _____ (Date).

StudentsHomeless Students

This School District will comply with the federal and state law related to homeless students.

A “homeless child” for purposes of this Policy is a child who lacks a fixed, regular, and adequate nighttime residence, as defined by applicable federal and state law related to homeless students. An “unaccompanied youth” is a child who is not in the physical custody of a parent or guardian.

1. Homeless Coordinator: The District’s designated Homeless Coordinator is the Superintendent. The Homeless Coordinator may delegate the specified duties as the Homeless Coordinator determines to be appropriate. The Homeless Coordinator shall serve as the school liaison for homeless children and youth.
 - a. Responsibilities. The responsibilities of the Homeless Coordinator are to assist with identification, enrollment, and placement of homeless children and to provide staff development activities to all school personnel regarding the educational rights and needs of homeless children and youth. The Homeless Coordinator shall ensure that:
 - i. homeless children are identified by school personnel;
 - ii. homeless children enroll in, and have a full and equal opportunity to succeed in school;
 - iii. homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services;
 - iv. the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
 - v. public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens;
 - vi. enrollment disputes are mediated in accordance with law; and
 - vii. the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law.
 - b. Coordination. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. Coordination activities with area shelters and other homeless service providers are to be established by the Homeless Coordinator.

- c. Financial. The Homeless Coordinator shall ensure that financial records are maintained to show expenditures are for authorized activities. Title I, Part A homeless set-aside funds are also to be used for services for homeless children. Materials and equipment purchased with grant funds are properly identified and inventoried.
 - d. Program Activities. The Homeless Coordinator shall design program activities to meet the greatest need as determined by the District and homeless service providers.
 - e. Documentation. The Homeless Coordinator shall document the number of homeless children and youth receiving services.
 - f. Student Records. The Homeless Coordinator shall ensure that any record ordinarily kept related to students, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, are to be maintained so that the records of a homeless child are available, in a timely fashion, when the child enters a new school or school district and in a manner consistent with the Federal Education Rights and Privacy Act.
2. Enrollment and Placement of Homeless Children: The enrollment and placement of homeless children shall be in compliance with federal and state law.
 - a. Enrollment. A homeless child shall be immediately enrolled even if the child is unable to produce records normally required for enrollment. Lack of previous school records, immunization and medical records, birth certificate, or other documentation from the previous school will not delay the enrollment of a homeless child or youth. Guardianship issues, uniform or dress code requirements, and residency requirements will not be obstacles to delay or deny enrollment. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.
 - b. Obtaining Records. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records.
 - c. Placement. Placement decisions for a homeless child shall be made according to the District's determination of the child's best interests.
 - i. The placement shall be at either:

1. The child's "school of origin," which is the school that the child attended when permanently housed or the school in which the child was last enrolled; or
2. The school of the attendance area in which the child is actually living.
 - ii. If placed in the school of origin, the placement shall continue for the duration of the child's homelessness. If the child becomes permanently housed (no longer homeless) during the school year, the placement in the school of origin will be continued for the remainder of that school year.
 - iii. To the extent feasible the placement shall be in the school of origin except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian.
 - iv. If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal.
 - v. The grade placement for the homeless child will be the appropriate grade level as determined by the building principal or designee using the same procedures that are used for placing non-homeless children attending that school.
3. Educational Services and Stigmatization or Segregation: It is the District's policy that homeless children not be stigmatized or segregated on the basis of their status as homeless. Homeless children will be provided the same free, appropriate public education as other students. Homeless students will be provided services comparable to services offered to other students in the school in which the homeless child has been placed, including the following: transportation services, educational services for which the student meets the eligibility criteria, such as services provided under Title I, educational programs for children with disabilities, and educational programs for students with limited English proficiency, programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs.
4. Transportation: Transportation will be provided to homeless students to the extent required by law.
 - a. Comparable Service. Transportation will be provided to a homeless student comparable to that provided to students who are not homeless.
 - b. School of Origin. When the homeless student attends the school of origin, transportation will be provided to and from the school of origin upon request of the parent or guardian of the homeless child, or upon request of the Homeless Coordinator in the case of an unaccompanied youth. If the homeless child relocates out of the District but continues to be enrolled in this School District based on it being the school of origin, this School District will negotiate with the

school district in which the child is residing to develop a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If agreement is not reached, the responsibility and cost for transportation shall be shared equally.

- c. Eliminate Barriers. Transportation will be provided when necessary to eliminate barriers to school enrollment and the retention of students experiencing homelessness.
5. Dispute Resolution. The process to resolve disputes concerning the enrollment or placement of a homeless child is as follows:
- a. The homeless child and the parent, guardian or other person having legal or actual charge or control of the homeless child shall be referred to the Homeless Coordinator. The Homeless Coordinator shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. The dispute resolution process is as follows:
 - i. The homeless child and parent/guardian will submit a written dispute statement to the Homeless Coordinator. The District's Dispute Resolution Form shall be used if such is available.
 - ii. When it is determined that additional information would be helpful, the Homeless Coordinator will schedule a meeting within 10 days, or such time as practicable, at which the homeless child and parent/guardian will be given the opportunity to provide information in support of their position.
 - iii. The Homeless Coordinator will contact school officials and others as determined appropriate to obtain information to corroborate the information provided in support of the positions of the homeless child and parent/guardian and the District.
 - iv. The Homeless Coordinator will provide a written response and explanation of a decision regarding the dispute within 30 calendar days after receiving the dispute statement.
 - v. The written response and explanation of the decision will include a notice of the right to appeal using the appeal process provided for in the Nebraska Department of Education Rule 19.
 - b. In the event of an enrollment dispute, the homeless child's placement shall be at the school in which enrollment is sought pending resolution of the dispute in accordance with the dispute resolution process. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Legal Reference: Neb. Rev. Stat. § 79-215
Nebraska Department of Education Rule 19
McKinney-Vento Homeless Assistance Act, 42 USC §§11431, et seq.

Date of Adoption: June 9, 2008

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022

StudentsStudent Privacy Protection Policy

It is the policy of Arlington Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

- A. Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties
Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.
- B. Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive
The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed Definition of Surveys of Matters Deemed to be Sensitive), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.
- C. Right of Parents to Inspect Instructional Materials
Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term instructional materials for purposes of this policy.

The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the

Superintendent.

D. Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings

The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parent opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.

E. Protection of Student Privacy in Regard to Personal Information Collected from Students

The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information.

Personal information for purposes of this policy means individually identifiable information about a student including: (1) a student or parent's first and last name, (2) home address, (3) telephone number, and (4) social security number. The term personal information, for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

F. Parent Access to Instruments used in the Collection of Personal Information

While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or

distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received.

The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy

The District shall provide parents with reasonable notice of the adoption or continued use of this policy and other policies related to the student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events

The District shall directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

1. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information);
2. Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice

requirement and parent opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities. In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive

Any survey containing one or more of the following matters shall be deemed to be sensitive for purposes of this policy:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's parent;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Mental Health Assessment or Service

The District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Legal Authorities: Every Student Succeeds Act
Protection of Pupil Privacy Amendment, 20 U.S.C. Sec. 1232h and 34 CFR Part 98;
Family Educational Rights and Privacy Act, 20 U.S.C. Sec.1232g;
Neb. Rev. Stat. Sec. 79-530 to 79-533

Date of Adoption: August 8, 2016

Reviewed: November 11, 2019; November 14, 2022

StudentsDating Violence

Arlington Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy “dating violence” means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. “Dating partner” means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District’s authority.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District's dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district’s student-parent handbook or an equivalent such publication. Parents and legal guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

Legal Reference: Neb. Rev. Stat. §§ 79-2,139 to 79-2,142

Date of Adoption: May 10, 2010 and June 14, 2010

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022, July 14, 2025

StudentsUse of Restraints and Seclusion

This policy sets forth the requirements, restrictions and procedures related to the use of physical restraints and seclusions at Arlington Public Schools.

1. Definitions

- A. Physical Restraint. Physical restraint means one or more persons using a physical hold to restrict a student's freedom of movement as a response to student behavior. A light touching of a student while conducting a physical escort or a touching to provide instructional assistance is not a physical restraint for purposes of this Guidance.
- B. Seclusion. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving as a response to student behavior.

Seclusion is distinguishable from an in-school suspension, in which other students or adults may be present. While students are required to remain in the in-school suspension area, the students are not physically prevented from leaving.

2. Physical Restraint

- A. When Physical Restraint May be Used. Physical restraint may be used in the following circumstances:
- To prevent a student from completing an act that would result in injury to the student or others when there is a substantial risk that the student would commit the act.
 - A verbal threat by a student does not present a substantial risk that a student would commit an aggressive act unless the student also demonstrates the ability and intent to carry out the threat.
 - Destruction of or damage to property does not present a substantial risk of personal injury unless personal injury would be caused as a result of the destructive act (for example, throwing sharp or heavy objects when others are present, or the person whose property is about to be destroyed is likely to react physically if the person's property were destroyed). (Note: If a student is about to destroy or damage property, the act of grasping the student's arm or leg solely to prevent the striking, throwing or kicking of the item is not prohibited).
 - To move a student to a seclusion room, or to remove a student to another location because the student is creating a substantial disruption to others, in

circumstances where the student is unable to be moved or removed without the use of physical restraint; and

- In circumstances where the student's IEP or a Behavioral Plan provides for the use of physical restraint in circumstances other than the foregoing. If it is anticipated that physical restraint may need to be used with a special education student, the IEP team is to discuss and include use of physical restraint in the student's IEP if the IEP team determines use of physical restraint to be appropriate. (Note: IEPs or Behavioral Plans should not provide for such physical restraint except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Physical restraint may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

- B. Conditions. Use of physical restraint shall take into consideration the safety and security of the student.

In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the staff shall consider the potential for injury to the student, the student's privacy interests, and the educational and emotional well-being of other students in the vicinity.

If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless staff determines that such freedom appears likely to result in harm to the student or others.

- C. Timeline. Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.
- D. Training. Physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described below. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two (2) years.

Training with respect to physical restraint may be provided either by the School District or by an external entity and shall include, but need not be limited to:

- Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;

- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- Demonstration by participants of proficiency in administering physical restraint.

An individual may provide training to others in a particular method of physical restraint only if he or she has completed training in that technique that meets the foregoing requirements within the preceding one-year period.

3. Seclusion

A. When Seclusion May be Used. Seclusion may be used in the following circumstances:

- When a student's behavior is so out of control that the student's behavior creates a risk of injury to the student or others;
- When a student's behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;
- When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
- The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. If it is anticipated that seclusion may need to be used with a special education student, the IEP team is to discuss and include use of seclusion in the student's IEP if the IEP team determines use of seclusion to be appropriate. (Note: IEPs or Behavioral Plans should not provide for use of seclusion except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Seclusion may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

B. Conditions. Use of seclusion shall take into consideration the safety and security of the student.

Enclosures used for seclusion, other than enclosures used on a temporary basis, shall:

- Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student.
- Be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing).
- If an enclosure used for isolated time out is fitted with a door, the door shall either be a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable.
- Be designed to permit visual monitoring of and communication with the student sufficient to ensure the student's safety and security. For students who do not communicate verbally, arrangements shall be made to permit the student to periodically communicate the student's needs.
- If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

The procedures for use of seclusion include:

- An adult who is responsible for supervising the student shall remain within close proximity of the enclosure.
- The adult responsible for supervising the student must periodically check on the student visually if possible.

- C. Timeline. A student shall not be kept in seclusion for more than 20 minutes after the student ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which isolated time out would be an appropriate intervention.
- D. Training. Orientation will be provided to staff members who are anticipated to be involved in the use of seclusion. The orientation shall cover the procedures contained in this Guidance.
4. Documentation and Evaluation
- A. Documentation of Use of Physical Restraint or Seclusion. A written record of each use of seclusion or physical restraint shall be prepared and maintained in the student's temporary record. The student's case manager, if any, shall also maintain a copy of each such record. Each such record shall include:
- The student's name;
 - The date of the incident;
 - The beginning and ending times of the incident;
 - A description of any relevant events leading up to the incident;
 - A description of any interventions used prior to the implementation of physical restraint or seclusion;
 - A description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion;
 - A log of the student's behavior during physical restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff;
 - A description of any injuries (whether to students, staff, or others) or property damage;
 - A description of any planned approach to dealing with the student's behavior in the future;
 - A list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion;
 - The date on which the parent or guardian was notified.
- The record shall be completed by the beginning of the school day following the use of seclusion or physical restraint.
- B. Notification of Administration. The Superintendent or Superintendent's designee shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
- C. Notification of Parent or Guardian. Within 24 hours after use of seclusion or physical restraint, the Superintendent or Superintendent's designee shall send written notice of the incident to the student's parents or guardians, unless the parent or guardian has provided the District a written waiver of this requirement for notification. The parent or guardian shall be informed of the date of the

incident, a description of the intervention (physical restraint or seclusion) used, and who at the school may be contacted for further information.

- D. Evaluation. An evaluation shall be conducted whenever a physical restraint exceeds 15 minutes or results in physical injury, whenever a seclusion exceeds 30 minutes, or use of physical restraint or seclusion is repeated with an individual student during any three-hour period:
- A certified staff person trained in the use of physical restraint, or knowledgeable about the use of seclusion, as applicable, shall evaluate the situation.
 - The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the Superintendent or Superintendent's designee.

Date of Adoption: 01/08/2024

StudentsPregnant and Parenting Students

Arlington Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework on-line, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other

than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step-three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Legal Reference: Neb. Rev. Stat. §§ 79-2149 to 79-2152; 79-2,114 to 79-2,124 (Nebraska Equal Opportunity in Education Act); 20 USC §1681 (Title IX); 34 C.F.R. §106.40 (Title IX)

Cross-Reference: Non-discrimination policies

Date of Adoption: May 14, 2018

Reviewed: November 11, 2019; November 14, 2022

Students

Bus Transportation

Regular bus transportation shall be provided to designated stops on bus routes, outside city limits, within the school district. Occasional exceptions to regular bus schedules shall require prior administrative approval.

Date of Adoption: June 9, 2008

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022

Students

Use of School Buses

Arlington Public Schools may provide transportation for instructional purposes and for school sponsored activities, organizations, and groups. The district shall not operate as a “Carrier for Hire”.

Date of Adoption: June 9, 2008

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022

Students

Special Education Transportation

Bus transportation shall be provided for students to facilities where they may receive instruction to the extent required by law. The State of Nebraska provides funding for such transportation. Arrangements will be made through the superintendent and administrators in the receiving institution.

Date of Adoption: June 9, 2008

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022

Safe Pupil Transportation Plan

The Superintendent or designee shall develop a safe pupil transportation plan to address student safety which addresses the following:

- Weapons;
- Pupil Behavior;
- Terroristic Threats
- Severe Weather;
- Hazardous Materials;
- Medical emergencies;
- Driver/passenger procedures in the event of mechanical breakdowns of the vehicle; and,
- A procedure that requires pupil transportation vehicle operators to document and submit to designated school authorities the occurrence of any events covered by the Safe Pupil Transportation Plan that involved the pupil transportation vehicle operated by the driver, or any pupils transported in it.

A copy of the plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request.

Legal Source: Neb. Rev. Stat. sections 79-318, 79-602, 79-607 and 79-608;
Title 92, Nebraska Administrative Code, Chapter 91.

Adopted: June 9, 2008

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022

Arlington Public Schools' Safe Pupil Transportation Plan

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in pupil transportation vehicles.

1. **Weapons-** Upon becoming aware of a weapon aboard a pupil transportation vehicle, the driver will make every attempt to:
 - A. Radio transportation dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
 - B. Pull vehicle over to safe and secure area.
 - C. Confiscate weapon (if it doesn't jeopardize student or driver safety).
 - D. Give description of weapon and participating parties to dispatch.
 - E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.

2. **Pupil behavior-** Students are expected to follow student conduct rules while in a pupil transportation vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student's behavior jeopardizes safety, the driver will make every attempt to:
 - A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - B. First seek to resolve incident through discussion with the student(s) involved.
 - C. Activate emergency flashers.
 - D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
 - E. Report and document discipline problems to the school administrator on a Bus Conduct Report/Incident Form.

3. **Terrorist threats-** A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:
 - A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
 - C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
 - D. Driver should wait for instructions from dispatch *if possible*.

4. Severe weather- Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Return to the school if less than five minutes away and follow the directions of the school administrator.
- C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
- D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
- E. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.

5. Hazardous materials- Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Pull vehicle over to safe and secure area.
- C. Give description of hazardous materials in question to dispatch.
- D. Dispatch will immediately notify appropriate law enforcement and school administration.
- E. Driver should wait for instructions from dispatch *if possible*.

6. Medical emergencies- Upon becoming aware of a medical emergency aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Dispatch will immediately notify appropriate medical agencies and school administration.
- C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
- D. *Only if necessary*, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
- E. Driver should try to keep student passengers as calm as possible.

7. Procedures in the event of mechanical breakdowns of the vehicle- Upon becoming aware of a mechanical breakdown aboard a Pupil transportation vehicle, the driver will make every attempt to:

- A. Pull vehicle over to safe and secure area *if possible*
- B. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
- D. Driver should try to keep student passengers as calm as possible.
- E. Dispatch will arrange for assistance and a relief vehicle *if needed*.

8. Procedures in the event the drop-off location is uncertain or appears unsafe to leave students. In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:

- A. Radio transportation or otherwise communicate with dispatch to notify them of the situation if possible.
- B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.
- C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.

9. Documentation under Safe Pupil Transportation Plan. Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

10. Transportation of Unsafe Items. Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any times that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.

11. Supplemental Information. A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

Legal Source:

Neb. Rev. Stat. sections 79-318, 79-602, 79-607 and 79-608;
Title 92, Nebraska Administrative Code, Chapter 91.

Adopted: July 14, 2014 and August 11, 2014

Reviewed: November 11, 2019; November 14, 2022

StudentsFoster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

Students to be Transported

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

School of Origin

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

Costs

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

Oversight, Implementation, and Administration

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: July 14, 2025

StudentsAsthma and Allergic Reaction Protocol

The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education.

The Superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction and use of an EpiPen and albuterol. Also, these shall ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the School District's curriculum, generally beginning at 8:00 a.m. and ending at 3:30 p.m. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made in the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

The parent or guardian of a student of minority age may sign a waiver requesting that their student not receive emergency treatment under this protocol. Information about the waiver shall be provided to parents in the student handbook.

Legal Reference: NDE Rule 59.006

Cross Reference: Policies on Administration of Medication to Students

Date of Adoption: June 9, 2008

Reviewed: November 12, 2012, November 11, 2019; November 14, 2022

ASTHMA AND ALLERGIC REACTION PROTOCOL

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

DEFINITION: Life-threatening asthma consists of an *acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.*

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reactions, the more severe the reaction may become. Any of the symptoms present requires several hours of monitoring.

Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives

Abdominal: pain, nausea and vomiting, diarrhea

Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction

Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)

Mental status: apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. **CALL 911**
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol
3. Check airway patency, breathing, respiratory rate, and pulse
4. Administer medications (EpiPen and albuterol) per standing order
5. Determine cause as quickly as possible
6. Monitor vital signs (pulse, respiration, etc.)
7. Contact parents immediately and physician as soon as possible
8. Any individual treated for symptoms with epinephrine at school will be transferred to medical facility

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

Administer an IM EpiPen-Jr. for a child less than 50 pounds or an adult EpiPen for any individual over 50 pounds. Follow with nebulized albuterol (premixed) while awaiting EMS. If not better, may repeat times two, back-to-back Administer CPR, if indicated

(PHYSICIAN) Date (PHYSICIAN) _____ Date

(PHYSICIAN) Date (PHYSICIAN) _____ Date