

Board of Education Regular Meeting
Monday, March 9, 2026 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:
 - Mrs. Nichole Fairhead (currently on approved LOA);
 - Connor Eurek, Secondary SPED
 - 3.4. Hires:
 - Ms. Taylor Ground, English Language Arts 9-10;
 - Manuela Alonzo, Secondary Spanish Foreign Language
 - 3.5. Reassignments:
 - Mrs. Tamara Loberg, from K to 5th/6th Team
4. CURRICULUM/INSTRUCTION REPORTS
 - 2nd Grade
 - Spanish (update by Mr. Pfingsten)
5. REVIEW OF ANNUAL DISTRICT PLAN
6. PRINCIPALS' REPORTS
 - 6.1. Dr. Morgan's Elementary Report
 - 6.2. Mr. Pfingsten's Secondary Report
 - 6.3. Mr. Shada's Activity Report
7. SUPERINTENDENT'S REPORT
 - 7.1. Review of Community Engagement Report from NASB
 - 7.2. NASB and NRCSA Reports
 - 7.3. Legislative Updates
 - 7.4. Report on Option Enrollment
 - Deadline is March 15
 - Applications will be approved/denied after that date and notified before the 31st
 - 7.5. Information Regarding Board of Education Self-Assessment Tool for Discussion
8. COMMITTEE AND REPRESENTATIVE REPORTS
 - 8.1. Committee for Curriculum and American Civics
 - 8.2. Negotiations Committee

- Postponed due to legislative uncertainty
9. NEW BUSINESS
 - 9.1. Review Policy:
 - 6600 - SPED Policy
 - 9.2. Discuss and Consider 2026 Spring Legal Policy Updates on First Reading:
 - 1040 - Annual Report
 - 3540 - Bidding Construction Projects
 - 5601 - Asthma, Anaphylaxis and Allergic Reaction Protocol
 - 7050 - Bids and Contracts
 - 9.3. Discuss, Consider and Take Necessary Action to Approve Science Curriculum Purchase for Adoption in 2026-2027
 10. ADJOURNMENT

Monday, February 9, 2026 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Cassie Flesner called the meeting to order at 7:01pm

1.2. Roll Call

Motion to approve the absence of Chase Kratochvill from tonight's meeting Passed with a motion by Cassie Flesner and a second by Steve Slykhuis.

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

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 Cassie Flesner and a second by Brian Laaker.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: 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 Steve Slykhuis and a second by Jason Arp.

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

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations: Mrs. Anna Combs, Secondary Spanish Foreign Language

Hires:

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

- Industrial Arts
- 1st Grade

Mr. Chris Flesner was present for the board meeting on Industrial arts class, and Mrs. Molly Grefe and Miss Jaden Green were present for 1st Grade.

5. PRINCIPALS REPORTS

5.1. Mr. Shada's Activity Report

5.2. Dr. Morgan's Elementary Report

5.3. Mr. Pfingsten's Secondary Report

6. SUPERINTENDENTS REPORT

Dr. Lewis discussed a new bus location that will be for the Fremont pick-up/drop off for the 2026-2027 school year, the board retreat for March, and kindergarten enrollment numbers for next school year. Dr. Lewis also updated the board with some legislative updates and bills to be on the lookout for that will affect the school district if passed by the legislature.

6.1. Discussion of Bus Pick Up/Drop Off for 2026-2027 School Year

6.2. Supt Leave Log Review

6.3. Finalize Date and Location for Board Retreat in March

- March 16, 2025 at 5:00
- Location TBA

6.4. NASB and NRCSA Reports

- NRCSA new Exec Director beginning July 1, 2026 will be Paul Sheffield, former Superintendent of Exeter-Milligan

6.5. Discussion of Kindergarten Round-Up Enrollment Numbers for 2026-2027

6.6. Legislative Update

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Buildings and Grounds Committee

7.2. Negotiations Committee

- Set Date and Time for Non-Certificated and Admin/Director Salary Negotiations-Email will be sent to committee to set a date and time

8. NEW BUSINESS

8.1. Discuss, Consider, and Take Necessary Action to Approve Firewall Five-Year contract Motion to Approve Firewall Security Hardware and Five Year License with Fortinet for \$27,451.31 After eRate Discount Passed with a motion by Cassie Flesner and a second by Jason Arp.

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

8.2. Discuss, Consider and Take Necessary Action to Approve Purchase/Installation of Vehicle Lift at Bus Barn

Motion to Approve Purchase and Installation of Vehicle lift for the Barn for a Price not to Exceed \$12,000 Passed with a motion by Cassie Flesner and a second by Steve Slykhuis.

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

8.3. Discuss, Consider, and Take Necessary Action to Approve 2026-2027 District Calendar as Presented

Motion to Adopt 2026-2027 District Calendar as Presented Passed with a motion by Steve Slykhuis and a second by Shanon Willmott.

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

8.4. Information Regarding Board of Education Self-Assessment Tool for Discussion Information was attached and will be presented and discussed at the board retreat in March.

8.5. Review Policies 6210-6500's:

- 6210- Curriculum-Development and Adoption
- 6211- Curriculum - Assessments Security
- 6212- Assessments - Academic Content Standards
- 6213- Reading Instruction and Improvement
- 6215- Collection of Information Relating to Dyslexia

- 6220- Experimental Innovative Program
- 6230- Curriculum Guides
- 6240- Homework
- 6241- Purpose of Homework
- 6260- Guidance
- 6270- Field Trips and Admin Reg
- 6280- Activities
- 6281- Activity Funds Management
- 6282- School Colors
- 6283(A)- Return to Learn Concussion and Protocol
- 6284- Initiations and Hazing
- 6286- Return to Learn from Cancer
- 6288- Artificial Intelligence
- 6290- Dedication and Commencement
- 6300- Review of Instructional Materials
- 6310- Textbook Loan (obsolete)
- 6320- Parent Requests for Exclusion
- 6360- Recognition of Religious Beliefs
- 6361- Acknowledgment of Religious Holidays
- 6362- Religion in the Curriculum
- 6363- Purpose of Religions in the Curriculum
- 6370- Multicultural Education
- 6380- Affirmative Action Instruction Programs
- 6390- Controversial Issues
- 6391- Controversial Issues in the Classroom
- 6400- Parent Involvement
- 6410- Family Engagement Policy
- 6500- Free and Reduced Price Meals

9. ADJOURNMENT

Cassie Flesner adjourned the meeting at 8:33pm

Arlington Public Schools
February 28, 2026

| Fund Name | Bank Statement Starting Balance | Receipts | Disbursements | Interest | Interfund Transfers | Bank Statement Ending Balance |
|----------------------------|------------------------------------|---------------|---------------|-------------|------------------------|----------------------------------|
| 2 Rivers Bank | | | | | | |
| General Fund - 864 | \$ 2,690,334.49 | \$ 739,846.42 | \$ 818,733.90 | \$ 5,196.68 | \$ 40,186.90 | \$ 2,656,830.59 |
| Activities - 109 | \$ 243,778.82 | \$ 43,733.56 | \$ 25,737.63 | \$ 355.46 | \$ - | \$ 262,130.21 |
| Hot Lunch - 487 | \$ 31,410.43 | \$ 35,543.12 | \$ - | \$ 11.30 | \$ (40,186.90) | \$ 26,777.95 |
| Depreciation Fund | \$ 895,443.05 | \$ - | \$ 43,689.00 | \$ 2,068.17 | \$ - | \$ 853,822.22 |
| Depreciation CD - 5826 | \$ 287,330.75 | \$ - | \$ - | \$ - | \$ - | \$ 287,330.75 |
| Total Depreciation: | | | | | | \$ 1,141,152.97 |
| 2017 Bond Refunding | \$ 321,168.73 | \$ 34,655.81 | \$ - | \$ 561.59 | \$ - | \$ 356,386.13 |
| QCPUF | \$ 177,069.94 | \$ - | \$ - | \$ 309.62 | \$ - | \$ 177,379.56 |
| Spec Bldg Fund | \$ 708,077.26 | \$ 37,248.92 | \$ 378,587.53 | \$ 1,238.13 | \$ - | \$ 367,976.78 |
| Sp Bldg CD | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Spec Bldg: | | | | | | \$ 367,976.78 |
| Total Special Funds | \$ 2,389,089.73 | \$ 71,904.73 | \$ 422,276.53 | \$ 4,177.51 | \$ - | \$ 2,042,895.44 |
| Total SF minus CD's | \$ 2,101,758.98 | | | | | \$ 1,755,564.69 |

CHECK REGISTER FOR FEBRUARY 2026

| PAYEE NAME | DESCRIPTION (Includes special fund checks) | AMOUNT |
|------------------------------|--|---------------|
| Airgas | Welding gas tank rental | \$ 51.43 |
| Arbor Family | student services for Jan | \$ 1,200.00 |
| Arbor Family | student services for Feb | \$ 937.50 |
| Blick Art Materials | glaze-art class | \$ 29.11 |
| Bobcat | filters & blade | \$ 161.80 |
| Bomgaars | shop towels, hoses-bus barn supplies | \$ 70.92 |
| Casey's | fuel for vans | \$ 1,229.48 |
| Charleston | refrig tank & filters | \$ 392.00 |
| Charleston | air filters | \$ 937.68 |
| Charleston | filters & blade | \$ 117.00 |
| Culligan | salt | \$ 538.00 |
| DLR Group | APS Future Plan | \$ 7,500.00 |
| Demco | library supplies | \$ 286.28 |
| ESU 3 | Brook Valley Student Services | \$ 5,608.00 |
| ESU 3 | Speech & vision services | \$ 2,754.58 |
| Egan | Maintenance cleaning supplies | \$ 4,626.13 |
| Enterprise Pub | legals: minutes & meetings | \$ 243.89 |
| 5th Season | baseball field contract | \$ 960.00 |
| Frontline Technologies Group | applicant tracking | \$ 3,011.54 |
| Fastwyre | telephone service | \$ 472.26 |
| Foundation for Educ Funding | educationquest symposiu, | \$ 25.00 |
| Hometown Leasing | printer copier lease | \$ 1,810.93 |
| HyVee | refreshments for comm engagement mtg | \$ 56.94 |
| HyVee | staff breakfast | \$ 83.40 |
| Hireright | drug testing | \$ 39.90 |
| Jeredith Brands | middle school cleaning Feb | \$ 3,024.00 |
| Jeredith Brands | facility cleaning Feb | \$ 480.00 |
| JW Pepper | Actus SATB part | \$ 49.99 |
| JW Pepper | Nightsong & Quad City Stomp | \$ 159.99 |
| Knudsent Oil & Feed | fuel for buses | \$ 4,682.07 |
| KSB School Law | Phone & emails re personnel questions | \$ 766.00 |
| LE Learn2Move | PT services | \$ 729.30 |
| Macgill & Co | freight due on invoice | \$ 16.95 |
| Wes Martens | activities work | \$ 325.00 |
| Menards | cleaning supplies-baseball hut | \$ 28.13 |
| Menards | maintenance supplies | \$ 194.43 |
| Menards | garbage bags & cleaners | \$ 60.93 |
| Menards | Ball valves | \$ 44.91 |
| Menards | mtce items for stage | \$ 36.94 |
| Menards | weed eater-mtce | \$ 68.50 |
| Methodist Fremont Health | athletic trainer services for Jan | \$ 3,360.15 |
| NASB | board leadership online survey | \$ 300.00 |
| NASB | legislative issues conference | \$ 280.00 |
| NCS Pearson | multiple subtests | \$ 32.26 |
| NCS Pearson | Q-interactive assessments & CELF-5 | \$ 47.10 |
| NE Council on Econ Educ | stock market teams | \$ 216.00 |
| NE Council of School Admin | NASES legislative meeting | \$ 150.00 |
| Omaha Truck Center | bus barn parts | \$ 346.04 |
| Omaha Truck Center | belt v-rib | \$ 65.44 |
| One Source | background checks | \$ 59.00 |
| OPPD | Electricity | \$ 11,231.24 |
| O'Reilly Auto Parts | bus barn parts & oil | \$ 940.74 |
| The Paper Company | Copy paper | \$ 2,780.00 |
| Roots to Wings | Farmer Service Fees (sped student services) | \$ 1,500.00 |
| Smartsign | Aluminum Signs | \$ 240.53 |

| | | | |
|--|-----------------------------------|----|--------------------|
| Zach Swift | new bus-cameras | \$ | 4,055.00 |
| ThermoKing | bus barn supplies | \$ | 270.00 |
| ThermoKing | bus barn supplies-oil & batteries | \$ | 707.99 |
| Fiber Platform | internet provider | | |
| Valentinos | staff meal PTC night | \$ | 541.04 |
| VISA | Various supplies for classrooms | \$ | 2,944.88 |
| Village of Arlington | Water | | |
| Waste Connections | trash service | | |
| Wood River | natural gas | | |
| Total Payables (GF checks not mailed until approved by the BOE) | | | \$73,878.32 |

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

| | | | |
|----------------------------|---------------------------------|--|--------------------|
| Casey's | Fuel for vans | | \$1,100.99 |
| Jen Arp | reimburse staff breakfast items | | \$89.71 |
| Woodhouse Ford | deductible on Van 8 dent repair | | \$500.00 |
| TreviPay-Walmart | various supplies for classrooms | | \$336.64 |
| Total Hand payables | | | \$1,190.70 |
| Total General Fund | | | \$75,069.02 |

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

| | | | |
|----------------------------|---------------|----|--------------------|
| Equipment Unlimited | bus barn lift | \$ | 11,000.00 |
| Total Special Funds | | | \$11,000.00 |

Hot Lunch Expenses

| | | | |
|------------------------|--|--|--------------------|
| US Foods | | | \$4,260.48 |
| Sysco | | | \$2,351.68 |
| CWD | | | \$8,370.24 |
| Jackson Service | | | \$227.39 |
| Hiland Roberts | | | \$2,988.03 |
| Earthgrains | | | 906.62 |
| Edutrak | | | 2301 |
| Hot Lunch Total | | | \$21,405.44 |

EFINANCE - POWERSCHOOL
 DATE: 03/02/2026
 TIME: 13:25:32

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 7/26

FUND - 99 - DISBURSEMENT FUND

| CHECK NUMBER | CASH ACCT | DATE ISSUED | VENDOR | ACCT | DESCRIPTION | AMOUNT |
|--------------|-----------|-------------|-------------|------|---------------------------|----------|
| 49017 | | | 4607 VISA | | VOID: MULTI STUB CHECK | |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON - 100PCS DISPOSABL | 6.83 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON - 25 PACK PAINT PO | 17.18 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - AND THEN, BOOM! | 8.00 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - ANSWERS TO DOG | 13.50 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - CARTER AVERY'S T | 9.93 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - CAUSES & CURES I | 9.03 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON - COLORATIONS ART | 14.99 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - CURVEBALL | 7.84 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - DON'T TRUST FISH | 11.41 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - I'M SORRY YOU GO | 15.19 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - MAJESTICA | 11.35 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - MR FOX'S GAME OF | 5.66 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - NOT PERFECT | 13.62 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - OLD SCHOOL: A HI | 15.99 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - POP! GOES THE NU | 16.10 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - POPCORN | 14.53 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON - TEMPERA PAINT ST | 25.98 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - THAT ALWAYS HAPP | 14.38 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - THE BEAR IN A BA | 18.00 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - THE HARE WHO WOU | 9.99 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - THE QUACKEN | 14.10 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - THE SHERLOCK SOC | 11.50 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - TROUBLE AT THE T | 14.56 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - URSULA UPSIDE DO | 11.01 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON - VOMIT BAGS | 23.74 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON - WELCH ALLYN ORAL | 67.63 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON - WELCH ALLYN THER | 230.00 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON - WILL'S RACE FOR | 14.39 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON ELEM LIBRARY BOOK | 13.01 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2640 | AMAZON-GOLDEN SOWERS MS & | 241.25 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-HAND SOAP FOR CUST | 15.36 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2734 | AMAZON-HP ENVY DESKTOP PC | 799.99 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-HS LOUNGE COFFEE/S | 113.20 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-LAPTOP BATTERIES | 77.22 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-LAPTOP BATTERY | 117.85 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-LEADSTAR HDMI CABL | 23.68 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-POWER SUPPLY | 40.46 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-SPRAY BOTTLES FOR | 86.30 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | AMAZON-VISUAL COMMUNICATI | 531.71 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2580 | CORNHUSKER GARAGE-PARKING | 7.50 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2626 | FILL-RITE BUS BARN FUEL | 97.50 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | HYVEE-COMMUNITY ENGAGEMEN | 19.27 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2431 | MK CARWAS-VAN 1 | 5.28 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2431 | MK CARWAS-VAN 1 | 12.32 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | PUMP & PANTRY-COMMUNITY E | 9.85 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2431 | TOMMY'S CARWASH-VAN 3 | 4.49 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2431 | TOMMY'S CARWASH-VAN 3 | 10.49 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | TPT - SPRING MATH & LITER | 7.50 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | TPT - THE DAY IT RAINED H | 1.75 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | USPS MAILING 3RD GRADE | 10.65 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | USPS MAILING GUIDANCE | 1.90 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | WALMART-STAFF BREAKFAST I | 49.92 |
| 49018 | 9001 | 03/02/26 | 4607 VISA | 2610 | | 2,944.88 |
| | | | TOTAL CHECK | | | |

**General Fund
2025-2026**

| <u>Reciepts</u> | <u>Budgeted</u> | <u>Actual Reciepts</u> | <u>% Received</u> | <u>Last Year At this time %</u> |
|----------------------------|------------------------|------------------------|-------------------|---------------------------------|
| Property Taxes | \$ 7,192,766.00 | \$ 2,227,080.58 | 30.96% | 38.18% |
| Carline Taxes | \$ 3,000.00 | \$ 588.16 | 19.61% | 15.84% |
| Motor Vehicle | \$ 400,000.00 | \$ 261,755.13 | 65.44% | 62.20% |
| PreSchool Tuition | \$ 20,000.00 | \$ 13,980.00 | 69.90% | 60.00% |
| County Sources | \$ 40,000.00 | \$ 47,941.11 | 119.85% | 130.94% |
| State Aid | \$ 2,279,755.00 | \$ 1,317,723.00 | 57.80% | 50.27% |
| Sped SA Revenue | \$ 936,000.00 | \$ 480,117.00 | 51.29% | 41.00% |
| Federal & all other | \$ 390,000.00 | \$ 599,439.80 | 153.70% | |
| | | \$ - | | |
| Transfer From Depreciation | \$ - | \$ - | - | 46.48% |
| | \$11,261,521.00 | \$4,948,624.78 | 43.94% | |

| <u>Expenditures:</u> | <u>Budgeted</u> | <u>Expenditures YTD</u> | <u>% Disbursed</u> | |
|----------------------------|-------------------------|-------------------------|--------------------|---------------|
| General Fund Totals | | | | |
| Elementary | \$ 4,814,946.37 | \$ 2,518,282.26 | 52.30% | 45.89% |
| Secondary | \$ 4,811,590.37 | \$ 2,372,335.53 | 49.30% | 47.81% |
| District | \$ 2,623,968.83 | \$ 1,046,168.29 | 39.87% | 38.88% |
| Total | \$ 12,250,505.57 | \$ 5,050,901.54 | 41.23% | 37.86% |

General Fund Categories of Particular Interest

Transportation

| | | | | |
|----------------------------|---------------|---------------|--------|--------|
| Elementary | \$ 251,435.22 | \$ 173,215.65 | 68.89% | 29.38% |
| Elem Transportation Maint. | \$ 87,044.32 | \$ 36,973.79 | 42.48% | 49.09% |
| Secondary | \$ 160,981.09 | \$ 153,941.63 | 95.63% | 43.45% |
| HS Transportation Maint. | \$ 31,261.08 | \$ 12,081.19 | 38.65% | 87.21% |

District Level Categories of Particular Interest

Facilities and Operations

| | | | | |
|--------------------|---------------|---------------|--------|--------|
| Operat of Building | \$ 705,125.81 | \$ 263,001.73 | 37.30% | 33.95% |
| Building Maint. | \$ 511,779.16 | \$ 137,333.38 | 26.83% | 28.03% |
| Grounds Maint | \$ 112,600.00 | \$ 34,133.33 | 30.31% | 21.76% |

| | | Activity Balances as of | | 2/28/2026 | |
|--------------|-------------------------|-------------------------|--------------|------------------|---------------|
| 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 | \$ 23,365.03 | \$8,932.57 | \$ 27,786.92 |
| 702 | HS Always for Kids | \$ 2,355.89 | \$705.07 | -\$158.90 | \$ 3,219.86 |
| 703 | Art Class | \$ 5,791.54 | \$1,140.00 | \$3,773.72 | \$ 3,157.82 |
| 704 | Art Club | \$ 1,596.69 | \$0.00 | \$68.95 | \$ 1,527.74 |
| 705 | Athletics | \$ (33,348.50) | \$94,114.70 | \$65,720.94 | \$ (4,954.74) |
| 706 | Band | \$ 3,960.89 | \$1,514.35 | \$1,504.71 | \$ 3,970.53 |
| 708 | Book Club | \$ 822.17 | \$0.00 | \$97.80 | \$ 724.37 |
| 709 | Cheerleading | \$ 1,336.15 | \$8,688.47 | \$5,436.70 | \$ 4,587.92 |
| 710 | Welding | \$ 2,202.95 | \$360.00 | \$0.00 | \$ 2,562.95 |
| 711 | Class of 2030 | \$ - | \$0.00 | \$0.00 | \$ - |
| 713 | MS Show Choir | \$ - | \$515.00 | \$420.00 | \$ 95.00 |
| 714 | SKILLS | \$ 336.53 | \$1,098.79 | \$2,452.00 | \$ (1,016.68) |
| 716 | GIRLS WRESTLING | \$ 1,398.90 | \$5,641.75 | \$918.00 | \$ 6,122.65 |
| 717 | Transition | \$ 1,613.51 | \$0.00 | \$0.00 | \$ 1,613.51 |
| 720 | Concessions | \$ 620.62 | \$35,711.12 | \$29,066.47 | \$ 7,265.27 |
| 721 | Dance Squad | \$ 5,825.13 | \$4,912.70 | \$7,161.27 | \$ 3,576.56 |
| 722 | Drama | \$ 2,245.84 | \$1,834.89 | \$696.99 | \$ 3,383.74 |
| 723 | MS STEM | \$ 250.56 | \$710.46 | \$222.61 | \$ 738.41 |
| 725 | WEIGHTS | \$ (30.82) | \$2,748.65 | \$34.49 | \$ 2,683.34 |
| 726 | FBLA | \$ 17,499.94 | \$28,138.77 | \$21,918.37 | \$ 23,720.34 |
| 727 | Football | \$ 7,481.28 | \$6,437.00 | \$6,619.19 | \$ 7,299.09 |
| 728 | Reimbursement (general) | \$ 278.55 | \$670.00 | \$433.00 | \$ 515.55 |
| 732 | Fam Cons Science | \$ (194.52) | \$680.00 | \$545.83 | \$ (60.35) |
| 733 | Wrestling | \$ 1,043.48 | \$7,605.75 | \$4,929.86 | \$ 3,719.37 |
| 735 | Honor Society | \$ 1,184.19 | \$140.00 | \$42.95 | \$ 1,281.24 |
| 736 | Activities Interest | \$ 4,089.10 | \$1,782.66 | \$0.00 | \$ 5,871.76 |
| 737 | MS Student Council | \$ 3,684.26 | \$224.50 | \$0.00 | \$ 3,908.76 |
| 739 | Library Fund Elem/HS | \$ 1,433.77 | \$1,358.63 | \$1,081.46 | \$ 1,710.94 |
| 740 | Industrial Tech / Woods | \$ 3,475.21 | \$1,025.00 | -\$461.37 | \$ 4,961.58 |
| 742 | Quiz Bowl | \$ 870.82 | \$0.00 | \$50.00 | \$ 820.82 |
| 744 | HS Lounge | \$ 119.09 | -\$119.09 | \$0.00 | \$ - |
| 746 | Spanish Club | \$ 149.97 | \$0.00 | \$0.00 | \$ 149.97 |
| 747 | Speech | \$ 214.17 | \$990.43 | \$221.00 | \$ 983.60 |
| 748 | Spring Musical | \$ 14,117.33 | \$6,351.10 | \$7,332.24 | \$ 13,136.19 |
| 749 | Student Council | \$ 4,368.97 | \$3,654.70 | \$3,086.63 | \$ 4,937.04 |
| 750 | Student Vending | \$ (663.09) | \$902.00 | \$460.29 | \$ (221.38) |
| 751 | Swing Choir | \$ 3,784.32 | \$67.30 | \$2,997.73 | \$ 853.89 |
| 753 | Yearbook | \$ 743.38 | \$2,285.00 | \$4,120.72 | \$ (1,092.34) |
| 756 | Pepsi | \$ 792.71 | \$1,000.00 | \$1,371.09 | \$ 421.62 |
| 758 | Floor Fund | \$ 427.95 | -\$427.95 | \$0.00 | \$ - |
| 762 | Baylor/ACT | \$ 3,121.21 | \$36.00 | \$3,175.00 | \$ (17.79) |
| 764 | Metro | \$ 25,466.91 | \$1,000.00 | \$0.00 | \$ 26,466.91 |
| 765 | Class of 2028 | \$ 1,267.40 | \$2,846.50 | \$650.25 | \$ 3,463.65 |
| 766 | FFA | \$ 15,133.42 | \$27,829.45 | \$34,049.01 | \$ 8,913.86 |
| 768 | RR Store | \$ 7,840.58 | \$1,000.00 | \$1,966.45 | \$ 6,874.13 |
| 770 | K3 Basketball Camp | \$ - | \$816.00 | \$0.00 | \$ 816.00 |
| 773 | Class of 2024 | \$ 798.81 | \$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 | \$440.00 | \$0.00 | \$ 4,079.90 |
| 777 | Class of 2029 | \$ - | \$1,067.80 | \$0.00 | \$ 1,067.80 |
| 782 | Volleyball | \$ 8,415.72 | \$2,099.75 | \$1,741.86 | \$ 8,773.61 |
| 783 | Boys Golf | \$ 3,441.85 | \$1,000.00 | \$0.00 | \$ 4,441.85 |
| 784 | Girls Golf | \$ 4,472.71 | \$1,030.00 | \$372.41 | \$ 5,130.30 |
| 785 | Cross Country | \$ 7,576.53 | \$1,513.00 | \$4,047.94 | \$ 5,041.59 |
| 786 | Track Fund | \$ 4,064.38 | \$1,000.00 | \$487.50 | \$ 4,576.88 |
| 787 | MS Track | \$ 222.12 | \$0.00 | \$117.00 | \$ 105.12 |
| 788 | Softball | \$ 493.69 | \$2,503.50 | \$2,553.98 | \$ 443.21 |
| 789 | Baseball Fund | \$ (333.34) | \$12,540.50 | \$11,625.30 | \$ 581.86 |
| 790 | Boys Basketball | \$ 697.34 | \$4,069.88 | \$3,621.96 | \$ 1,145.26 |
| 791 | Girls Basketball | \$ 4,750.24 | \$6,341.20 | \$5,249.96 | \$ 5,841.48 |
| 792 | MS Girls Basketball | \$ 181.50 | \$701.00 | \$531.50 | \$ 351.00 |
| 793 | Striv | \$ 1,585.17 | \$950.00 | \$525.00 | \$ 2,010.17 |
| 794 | Sped | \$ 1,163.21 | \$2,815.10 | \$2,491.02 | \$ 1,487.29 |
| 795 | Wellness (District) | \$ 1,094.00 | \$3,000.00 | \$3,047.48 | \$ 1,046.52 |
| 796 | Elementary Activity | \$ - | \$240.00 | \$240.00 | \$ - |
| 799 | Elem Run Club | \$ - | \$212.40 | \$44.80 | \$ 167.60 |
| 713 | Alpaca | \$ 7.00 | \$0.00 | \$0.00 | \$ 7.00 |
| 100-800 | ELEM Unified School | \$1,078.11 | \$1,043.38 | \$505.52 | \$ 1,615.97 |
| 200-800 | HS Unified School | \$1,125.99 | \$4,372.01 | \$3,999.52 | \$ 1,498.48 |
| 300-801 | Hospitality | (\$140.22) | \$1,300.00 | \$525.25 | \$ 634.53 |
| | Totals | \$190,912.23 | \$328,062.25 | \$277,464.83 | \$241,509.65 |

Second Grade Board Report March 2026

1. Multicultural Aspect:

Multicultural learning takes place in our second grade classrooms in many ways throughout the year. In our language arts curriculum, students are exposed to different cultures within our society and around the world through our weekly stories. Holidays are also given special attention. Students learn the meaning and importance of holidays such as Thanksgiving, Martin Luther King Jr. Day and Cinco de Mayo. Holidays also teach the students about our country's history and the importance of people from the past.

2. What do we want students to learn?

The second grade curriculum is aligned with the Nebraska State Standards. Instructional and learning goals in language arts are met using the Zaner Bloser curriculum: Superkids. Our math instructional goals are met using our Scott Foresman curriculum: enVision Math 2.0. We have a Pearson social studies curriculum that aligns with the state standards and we use the curriculum from McGraw Hill for science instruction.

3. How do we know students are learning?

- We track student growth using iReady and MAP assessments. Students are also assessed over the elementary sight words. Weekly progress checks and bi-weekly language arts assessments are given to measure student learning. Data from these assessments are used to drive instruction.
- Guided Reading is used to help the students become more fluent in their reading and improve their second grade reading skills. The students are placed in groups of the similar reading ability and skill knowledge. The groups are led by a classroom teacher. This allows for student differentiation.
- We track student growth in math using iReady and MAP assessments. We also use formative and summative assessments through our curriculum.
- We track student progress and data using iReady My Path intervention.

4. How do we respond when students are not learning?

- The language arts curriculum is designed to regularly go back and review previously taught reading skills. We continually assess and regroup students based on individual needs. Instruction is differentiated and students who are not proficient in reading receive Title 1 services.
- Interventions, based on iReady data, are used to support students that have challenges in reading. On a daily basis, students work with a teacher on reading area weaknesses. Progress monitoring is done weekly to assess growth.
- In math we differentiate instruction by meeting with students in small groups. Groups may change depending on the concepts being taught. Students may also attend math intervention for extra support.
- When students are facing challenges we collaborate with other teachers to better assist

the student. We also use strategies suggested by the MTSS team.

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

- Students are continuously being challenged. Our language arts curriculum provides higher level materials to challenge students with advanced skills. Accelerated Reader is used to individualize each student's reading practice.
- Students who exceed proficiency in reading are provided with lessons that require students to use deeper level comprehension skills and strategies.
- Students who master addition and subtraction facts move on to multiplication.
- Math instruction is differentiated by providing higher level learning opportunities for students who demonstrate grade level proficiency.

ANNUAL DISTRICT GOALS

GOAL AREA: BUDGET

GOAL: Maximize district resources to provide quality educational programs and facilities.

OBJECTIVES:

1. APS will explore innovative funding mechanisms.
2. APS will continue to strive for developing capacity for financial optimization.
3. APS will maintain broad concept planning based on foreseeable budget and summative needs assessment.
4. APS will devote key resources to support the recruitment and retention of staff members, and the physical and programming growth of the district.

STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. Coordinate the financial planning with the Facility Plan that is developed.
4. Managing the Board Adopted Budget Responsibly
 - Per Pupil Cost below state average
 - Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Stable levy, within authority, below postcard threshold
 - Use of remaining QCPUF Funds for School security upgrades (cameras, quality, coverage, and storage)
 - Lease Purchase final payment made
 - Monitoring budget legislation
 - Concerns
 - Hard tax request caps
 - Budget growth caps
 - Option enrollment changes

ANNUAL DISTRICT GOALS

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: APS will collect meaningful feedback and input from district citizens for continuous improvement efforts to strengthen family, school, and community partnerships.

OBJECTIVES:

1. APS will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.
2. APS board of education, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offering and student achievement. (PI 3.2a)
3. APS will continuously engage the community in district developments to ensure the community has opportunities to provide input. (Str. 4.1)
4. APS will create an advocacy plan to engage with local and state officials (Str 4.3)

STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).
2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
3. Provide education and training for parents and guardians to promote school readiness.
4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
5. Education Foundation Outreach
6. Community members involved in external team interviews and DLR focus group meetings
7. Increased attendance at 2026 CEM
8. Parent Teacher Conference attendance efforts
 - Registration/Grad requirements meeting for parents

ANNUAL DISTRICT GOALS

GOAL AREA: FACILITIES

GOAL: Provide up-to-date facilities to allow for continuous improvement and benefit to students in educational and extracurricular programs.

OBJECTIVES:

1. APS will provide a safe and secure learning environment.
2. APS will collaborate with the Washington County Agricultural Society and the Village of Arlington and other external entities to most effectively use shared space(s).
3. The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings. (PI 3.2b)

STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.
 2. Examine existing transportation program and plan for future comprehensive needs.
 3. Maximize the use of energy efficient technology to address financial challenges.
 4. Examine current space to gain additional educational spaces for addition of sections if needed prior to any new facility project
 5. Maintaining current facilities to improve parking conditions at football field
 6. Develop practical use of "office space" in Bus Barn facility
- Engage with DLR to develop plan for next facility steps, begin planning for those possible projects financially
 - Work at the bus barn to eliminate unused stored items, add space for a donated golf simulator, and vision for the remaining space
 - Vision emerging from CE and NASB, will partner with DLR to move forward
 - Three focus group meetings and community engagement at parent teacher conferences
 - Board member visits to conference schools to view facilities

ANNUAL DISTRICT GOALS

GOAL AREA: STUDENT PERFORMANCE

Goal 1: Amplify the academic program by providing the necessary supports, systems, and opportunities for all to engage meaningfully in the education process. (***Academic Learning and Success*** Objective)

Goal 2: Foster a positive culture of high expectations that pushes all students and staff members toward connection and excellence. (***District/Building Climate and Culture*** Objective)

OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of identified schools* at each grade level in reading, math, and science utilizing a 5-year average.
2. Maintain interest and increase participation in career and college ready courses. as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrollment).
3. Maintain cohort graduation rates of 94% or higher.
4. APS will assist students in transitioning from secondary education into careers and/or post-secondary studies.
5. Enhance students' knowledge and exposure to emerging technologies and technical career opportunities.

Through PD and staff collaboration, staff will clarify and develop the components of the instructional program (instructional frameworks, curriculum mapping, alignment, scope and sequence) to build common instructional practices district-wide. (Strat 1.2)

STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards and with the Nebraska Standards for Career Ready Practice: Preparation for College and Career into all courses.
2. *Provide meeting time for certified staff to evaluate the effectiveness of instructional supports through the MTSS Process, using data to ensure all students are provided with necessary support and enrichment. (Strat 1.1)*
3. Continue to utilize the Arlington Instructional Model based on the Marzano Framework Fully implemented, formal observation summative tool approved by the state, teachers working on creating Student Learning Objectives (SLO).
4. Utilizing revised evaluation tool aligned to the Arlington Instructional Model.
5. Implement a district-wide (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.
6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.
7. Research and add technology based courses and extra-curricular opportunities.
8. Add interventions through MTSS for progress toward ATSI-MS MTSS team has been developed Intervention scheduling - dedicated time/not stealing time from courses ACT Prep - providing the full John Baylor program

- Adoption of iReady for assessment/screener and intervention

- Preparing for first NE Frameworks Accreditation visit in 2025-2026
 - Successful visit completed
- Assessment scores continue to be above state average
- AQuESTT Report has APS ranked EXCELLENT 22-23, 23-24, and 24-25
- Participation in statewide ATSI training to further analyze and strategize improvement of ATSI status students
- Science Curriculum for Adoption

ANNUAL DISTRICT GOALS

GOAL AREA: BEHAVIORAL AND MENTAL HEALTH

Goal: Research, develop and implement a school-wide plan to support mental, emotional, and behavioral health concerns of all students.

Objectives:

1. APS will implement A System of Supports for staff to report behavioral, mental, and emotional concerns of students
2. APS will implement a program for safe reporting for students
3. APS will partner with area resources to support families
4. APS will identify and support students with behavioral and emotional health issues

STRATEGIES

- Continue Partnership with Arbor Family Counseling
 - analysis data shows usage increased
- Introduction of community programs by outside agencies that will support student mental/emotional health
- Expansion of Region 6, Systems of Care, and Communities that Care grants, including adopting universal mental health screener, to meet students needs.
- Room of Requirement now in use;
- Introduced Access Period
- Regularly screening students for mental health and behaviors through SAEBRS
- student connection to community and school (pride and belonging) growing
- The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program (Strat 2.1)
 - Staff profiles, music in our schools month,
 - Eagles of the month, student attendance highlights, senior profiles
 - New staff media posts
- GLO grants continuation lifts "SABERS" purchased screener requirement
 - We are developing our own school-level screen which is allowed



ARLINGTON PUBLIC SCHOOLS

2025-2030 DISTRICT STRATEGIC PLAN



ARLINGTON PUBLIC SCHOOLS STRATEGIC PLAN - TABLE OF CONTENTS

Arlington Board Of Education..... 2

Mission Statement..... 3

Vision..... 3

 Guiding Principle I: Academic Learning & Success..... 4

 Guiding Principle II: District/Building Climate & Culture..... 8

 Guiding Principle III: District Resources..... 12

Board Governance..... 15



This Strategic Framework Presented to

Dr. Dawn Lewis, Superintendent

and

Arlington Board Of Education

Chase Kratochvil

Cassie Flesner

Brian Laaker

Steve Slykhuis

Shannon Willmott

Jason Arp



MISSION STATEMENT

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

VISION

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



GUIDING PRINCIPLE I: ACADEMIC LEARNING & SUCCESS

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

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

Recommended Performance Indicators:

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

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

Recommended Performance Indicators:

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

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

Recommended Performance Indicators:

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



ACADEMIC LEARNING & SUCCESS

| Strategy 1.1: Provide job-embedded meeting time for certified staff members to evaluate the effectiveness of instructional supports through the MTSS process, using data to ensure all students are provided with necessary support and enrichment. | | | |
|---|-------------|---|---|
| Alignment Areas: | | NASB Guiding Principles: Personnel Effectiveness; Student Centered Learning | |
| Performance Indicator | Target Date | Responsible | Progress Updates |
| a. Administration will provide staff meeting time to increase staff data literacy, assessing if data is utilized well in the MTSS process to meet the needs of students. | Ongoing | All members of admin team | <ul style="list-style-type: none"> • Mrs. Wolf preparing staff to interpret new iReady data on 9-9-25 and 9-22-25 |
| | | | <ul style="list-style-type: none"> • Regular Tuesday morning staff meetings to adjust to Friday PLC shift for the 2025-2026 school year |
| | | | <ul style="list-style-type: none"> • Elementary Team Time Weekly to discuss student data |
| b. Administrators and appropriate staff will evaluate the effectiveness of the instructional supports and benefits of MTSS implementation and enhance where needed. | Annually | Administrator Team | <ul style="list-style-type: none"> • Elementary and MTSS teams meet regularly throughout the year • Implementation supported by the service unit • PD agendas will evidence the meetings |
| | | | <ul style="list-style-type: none"> • MTSS Fully implemented in Elementary <ul style="list-style-type: none"> ○ School improvement visit highlighted the success of the process |



ACADEMIC LEARNING & SUCCESS

| Strategy 1.2: Through professional development and staff collaboration, staff will clarify and develop the components of the instructional program (instructional framework, curriculum mapping, alignment, scope and sequence) to build common instructional practice district-wide. | | | |
|---|-----------------|--|--|
| Alignment Areas: | | NASB Guiding Principle: Personnel Effectiveness | |
| Performance Indicator | Target Date | Responsible | Progress Updates |
| a) Evaluate current district onboarding process and implement necessary changes to ensure the process for certificated and appropriate classified staff includes a focus on utilizing the district-adopted instructional framework. | Aug 2025 | All members of the admin team | <ul style="list-style-type: none"> On-boarding (new teacher orientation and mentoring) shifted from one day to two days pre-contract; time dedicated to Instructional Model |
| | Oct 22 | | <ul style="list-style-type: none"> Inservice throughout the year Review Marzano Instructional Framework and MTSS with all staff members, as we have many new staff since adopting the framework |
| | Dec 1 Jan 19 | | <ul style="list-style-type: none"> Mid-year hires paired with mentor upon hiring and part of new teacher orientation in the fall |
| b) Administration, with board support, will develop an annual schedule that provides consistent collaboration time for staff (departments and teams) to fully develop the components of the curriculum, establishing the order the components should be addressed. | March 2026 | Calendar Committee, Admin Team, and Board of Education Principals | <ul style="list-style-type: none"> Calendar committee and admin team will propose calendar to the board which will include PD days to embed time to work on curriculum and staff collaboration |
| | Jan 6, 2026 | | <ul style="list-style-type: none"> Team time facilitated weekly in the elementary by Dr. Morgan Department meetings at the secondary level during inservice time and/or Tues morning meetings when possible SPED Staff MS/HS weekly meeting |



ACADEMIC LEARNING & SUCCESS

| Strategy 1.3: Develop program evaluations to verify integration of APS Curriculum and Outcomes with character expectations and future workforce needs of the community, with specific attention given to CTE offerings. | | | |
|--|---|---|---|
| Alignment Areas: | NASB Guiding Principle: Access to Educational Opportunities | | |
| Performance Indicator | Target Date | Responsible | Progress Updates |
| a) The board and administration will determine key data sources to use in the evaluation of district programming. | Ongoing | All members of the admin team, curriculum committee board members, and full board | <ul style="list-style-type: none"> Implementation of iReady Adoption of curriculum with teacher/admin/board input |
| | | | <ul style="list-style-type: none"> |
| b) Utilizing gathered data, determining long term feasibility of district programming, including CTE expansion, giving consideration to local needs, stakeholder feedback and functionality of current or future facilities. | Dec 2025 | Board, Supt, and Architect | <ul style="list-style-type: none"> Sept 9-DLR interviewed Teacher Sept 22- DLR conducted focus group meeting #1 Oct 21- DLR conducted focus group #2 Nov 17- DLR conducted focus group #3 |
| | | | <ul style="list-style-type: none"> DLR model phased plans reviewed in January, revised in Jan Board members visit conference schools Feb Board Retreat to have facilities focus in 2026 |
| c) The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands. | January 2026 | Board of Education and Admin Team | <ul style="list-style-type: none"> Community Engagement meeting 2026 plan to present DLR findings, cost of improvements, etc. |
| | | | <ul style="list-style-type: none"> |



GUIDING PRINCIPLE II: DISTRICT/BUILDING CLIMATE & CULTURE

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

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

Recommended Performance Indicators:

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

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

Recommended Performance Indicators:

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

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

Recommended Performance Indicators:

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



DISTRICT/BUILDING CLIMATE & CULTURE

| Strategy 2.1: The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program. | | | |
|---|-------------|---|--|
| Alignment Areas: | | NASB Guiding Principle: Family & Community Partnerships | |
| Performance Indicator | Target Date | Responsible | Progress Updates |
| a. Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established. | Ongoing | Principals and Supt | <ul style="list-style-type: none"> Supt email report to board regularly/weekly or more frequently |
| | | | <ul style="list-style-type: none"> Principals send weekly newsletters to staff and families |
| | | | <ul style="list-style-type: none"> Communication responsibilities chart established for external review, available on school improvement website |
| b. Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district. | Ongoing | Admin team, secretaries, technology staff | <ul style="list-style-type: none"> Use of Canva to create graphic posts on events for social media Use of Gipper for athletic game day info graphics |
| | | | <ul style="list-style-type: none"> New activities calendar program (scheduler) to keep the public informed of competitions and performances |
| | | | <ul style="list-style-type: none"> Digital/Striv students with weekly updates posted on social media |
| c. Embed opportunities to recognize staff, at all levels, into regular district wide communication. | Ongoing | Admin team, student council, PPP committee | <ul style="list-style-type: none"> Teacher of the Month Staff Spotlights Advice to younger self posters |
| | | | <ul style="list-style-type: none"> Student attendance all-star (high school) Eagles of the month (elementary) Senior Spotlights |
| | | | <ul style="list-style-type: none"> |



DISTRICT/BUILDING CLIMATE & CULTURE

| Strategy 2.2: Beginning with the Board of Education, the district will clearly define behaviors and habits that strive to meet the APS standard of excellence. | | | |
|---|---|---------------------|--|
| Alignment Areas: | NASB Guiding Principle: Student Centered Learning | | |
| Performance Indicator | Target Date | Responsible | Progress Updates |
| a. Create opportunities for staff to have dedicated time to define APS standards of excellence in the areas of academics, student behaviors, MTSS, etc. and formulate action steps to pursue high and consistent expectations in these areas. | Ongoing | All staff and admin | <ul style="list-style-type: none"> SOAR program in elementary |
| | | | <ul style="list-style-type: none"> PPP committee shifting focus to students Passion, Purpose and Pathway Created chart of current strategies used to help student uncover their 3P's |
| | | | <ul style="list-style-type: none"> |
| b. Consider parent advisory committees for building level administrators to help define high expectations and APS standards of excellence. | TBD | Principals | <ul style="list-style-type: none"> NASB strategic planning initiated the conversation |
| | | | <ul style="list-style-type: none"> Parent Group participation in DLR focus groups Parent/Patron interview group for external review |
| | | | <ul style="list-style-type: none"> Specific Parents Groups Identified <ul style="list-style-type: none"> Music Boosters Athletic Boosters PTO FFA Friends and Alumni Supporter Group |



DISTRICT/BUILDING CLIMATE & CULTURE

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

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

| Performance Indicator | Target Date | Responsible | Progress Updates |
|---|-------------|--|--|
| a. Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities. | TBD | APS Principals | <ul style="list-style-type: none"> • Adding Master Teacher and Content Teacher to new staff mentoring program |
| | | | <ul style="list-style-type: none"> • |
| | | | <ul style="list-style-type: none"> • |
| b. Ensure all teachers, with attention given to new hires, have access to and use high quality curriculum resources, including curriculum maps, common assessments, academic programs, and instructional materials. | Ongoing | APS Principals and Curriculum Director | <ul style="list-style-type: none"> • All pacing guides and curriculum guides gathered/included on CIP website for external review |
| | | | <ul style="list-style-type: none"> • Curriculum adoption process three year phasing (research, review and pilot, adopt) |
| | | | <ul style="list-style-type: none"> • |



GUIDING PRINCIPLE III: DISTRICT RESOURCES

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

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

Recommended Performance Indicators:

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

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

Recommended Performance Indicators:

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



DISTRICT RESOURCES

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



DISTRICT RESOURCES

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



BOARD GOVERNANCE

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

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

Recommended Performance Indicators:

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

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

Recommended Performance Indicators:

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

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

Recommended Performance Indicators:

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



BOARD GOVERNANCE

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



BOARD GOVERNANCE

| Strategy 4.2: Ensure board meetings are student-focused by receiving updates, reports, and data to validate program impact on instruction and learning and ensure alignment with long-term district goals. | | | |
|--|-------------|-------------------------|--|
| Alignment Areas: | | NASB Guiding Principle: | |
| Performance Indicator | Target Date | Responsible | Progress Updates |
| a. Establish clear expectations for program review reports to verify effective use of district resources. | Implemented | All Staff | <ul style="list-style-type: none"> ● Present curriculum on a rotation to board of education monthly ● Principal and Supt reports monthly |
| | | | <ul style="list-style-type: none"> ● Curriculum and American Civics Committee tri-annual meetings and board reports |
| | | | <ul style="list-style-type: none"> ● |
| b. Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings. | TBD | Supt | <ul style="list-style-type: none"> ● WIP-will check with Ben to see if they have a tool to merge the strategic plan into Sparq |
| | | | <ul style="list-style-type: none"> ● |
| | | | <ul style="list-style-type: none"> ● |



BOARD GOVERNANCE

| Strategy 4.3: Create an annual advocacy plan/process to engage with local and state officials. | | | |
|--|-------------------------|----------------|---|
| Alignment Areas: | NASB Guiding Principle: | | |
| Performance Indicator | Target Date | Responsible | Progress Updates |
| a. Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda. | TBD | Board and Supt | <ul style="list-style-type: none"> • Dr. Lewis attending Legislative updates with NRCSA and NCSA • Review and report on legislative activity regularly during and after session |
| | | | <ul style="list-style-type: none"> • Board members provided with contact information for our district senator |
| | | | <ul style="list-style-type: none"> • Ensure all policies are in accordance with new legislation passed |
| b. The board will seek opportunities to engage with local representatives (village board, county commissioners, state legislature) to share the story of APS and develop a reciprocal relationship resulting in the district and the representatives working toward the common good of public education. | TBD | Board and Supt | <ul style="list-style-type: none"> • Communication with Village Chairperson Travis Kraemer regarding community events |
| | | | <ul style="list-style-type: none"> • |
| | | | <ul style="list-style-type: none"> • |



March Elementary Principal Report 2026

Valentine's Parties – Elementary students celebrated their Valentine's Day parties in classrooms on February 11th. Many parents were in attendance. Classrooms had organized games, treats, and activities for students.

Conferences - Elementary conferences were held February 11th and 12th we had 94% of families attend those conferences.

Preschool Parent Meeting - The preschool parent meeting took place. We had approximately 24 families in attendance. We are excited to get the new year started.

National Dental Month - February is dental health month. Mrs. Holk, our school nurse, visited every classroom and discussed dental health. Toothbrushes and toothpaste was donated and given to each student! Classrooms participated in activities and projects.

Spread The Word - The elementary and High School had a joint kick-off event for the Spread the Word campaign. This week was filled with activities to build inclusive practices! Unified students led the event!

Pennies for Pets Assembly- The elementary had an assembly kick off collection of pennies for Furever Homes Pet Rescue! Students got to meet Forrest!



Goal MET! - The elementary met our fundraising goal of \$20,000 and held our bi-annual Fun Run!



Secondary Principal's Report

March 2026 Board Meeting

2026-27 Scheduling Update

Mrs. Toft and the counseling department just gathered course requests from students. After holding our electives fair in February, this is the next step in the process of creating our master schedule for next school year.

Blood Drive

The Annual Red Cross Blood Drive hosted by the NHS was held on February 27. Through the efforts of the NHS, the volunteers, and the donors, we were able to collect 28 pints of blood for the Red Cross.



ArloStriv - State Basketball

ArloStriv was selected to broadcast two D2 quarterfinal games on Wednesday and the D2 semifinals on Friday. We are so proud of their efforts and appreciate that they are being recognized for their hard work. Here are the responsibilities of our team:

Nate Erwin - Play by Play
Donna Flores - Color Commentary
Will Ricker - Director
Peyton Stuehmer - Producer
Tate Johannes - Replay
Katy Douglas - Camera
Preston Kizeor - Camera
Carter Wimer - Camera
Isaiah Fuchs - Camera

State Leadership Conferences

FFA - March 25-28
SkillsUSA - April 9-11
FBLA - April 15-18

FFA - State Choir:

Congratulations to Lilly Lang and McKenna Creswell for participating in the FFA State Choir at the 2026 State Convention.



District CDE's:

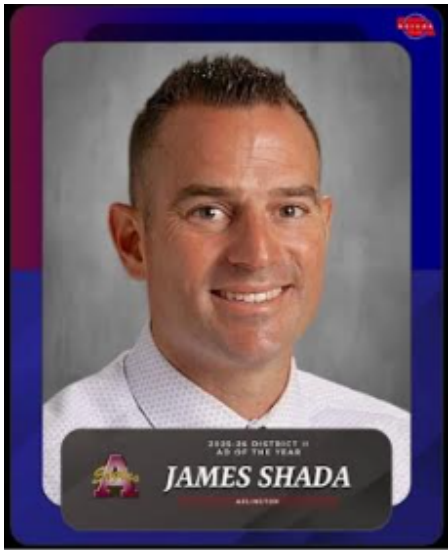


FBLA - Midland Business Days



Congratulations to Mr. Shada:

Mr. Shada is being recognized as the District II Athletic Administrator of the Year!



2024-25 DISTRICT II
AD OF THE YEAR

JAMES SHADA

FOUNDER

James Shada
March
Board Report

Winter Sports Season

Congratulations to our Dance and Cheer teams on their outstanding performances at State Cheer and Dance!

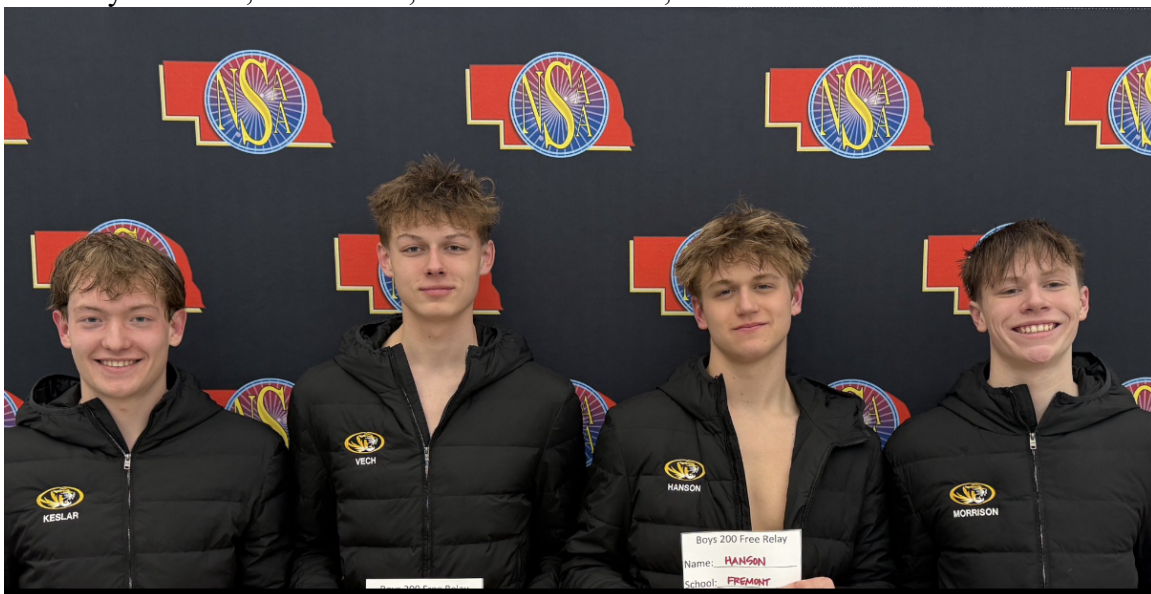
The girls' basketball team wrapped up their season with a 12–12 record. Emme Timm earned First Team honors and was named Honorary Captain for the Nebraska Capitol Conference. Macy Wolf was also selected to the First Team Nebraska Capitol Conference.

The boys' basketball team finished the season with a 9–15 record. Oliver Ladehoff was selected to the Second Team Nebraska Capitol Conference.

In wrestling, we are proud to recognize our state qualifiers:

- Kora Schaapveld (100)
- Brooklyn Ruskamp (115)
- Sofie Lewis (120)
- Jaydin Allen (145)
- Donna Flores (190)
- Ben Flesner (190)
- Tate Johannes (215)

In swimming, Dominic Morrison qualified for the State Championships. Dominic's team went on to win the State Championship in the 200 Meter Free Relay! Team members were Zayne Keslar, Elliot Vech, Dominic Morrison, Jacob Hanson.



Congratulations to all of our student-athletes on an incredible season and for representing our school with pride!

Key Up Coming Dates

The Descendants

- March 20th at 7:00 PM
- March 21st at 2:00 PM & 7:00 PM



Track & Field

- May 2nd – NCC Track Meet at Ft. Calhoun
- May 7th – Arlington Track Invite
- May 8th – Arlington Jr. Track Invite

Golf

- April 30th – Arlington Boys Golf Invite
- May 7th – NCC Boys Golf Meet (Hosted by Arlington)



ARLINGTON PUBLIC SCHOOLS

COMMUNITY ENGAGEMENT REPORT

JANUARY 28, 2026



WHAT TOOK PLACE

Arlington Public Schools held a community meeting on January 28th in the school's "Blue Gym." After a short presentation from DLR Group regarding ideas for potential facility improvements, NASB facilitated discussion around several topic areas chosen by the Board of Education. Nearly 50 community members were in attendance, which were split into 8 different table groups for discussion.

EXECUTIVE SUMMARY

The Community Engagement report reflects strong overall pride in Arlington Public Schools and a deep sense of connection between the district, families, and broader community. Community and parent involvement emerged as the district's most frequently cited point of pride, followed by the range of classroom and extracurricular opportunities, with academic indicators such as student achievement, graduation rate, and college readiness also noted. Another was the importance of quality teachers, small class sizes, low staff turnover, and welcoming district culture that are all currently present at APS.

When considering priorities for student learning over the next five years, responses placed a clear emphasis on career readiness and workforce alignment. Growth in trade and technical education was identified as the top priority, along with increased local partnerships, expanded career exploration opportunities, and instruction in financial literacy, employability skills, and emerging technologies such as artificial intelligence. These responses suggest an expectation that the district continue balancing academic achievement with practical, real-world preparation for a variety of postsecondary pathways.

Feedback related to community partnerships and family engagement reinforced existing strengths while also identifying future opportunities. Those in attendance expressed interest in family-focused events and further engagement with community partners for experiential and career learning opportunities. Current and potential communication systems were also discussed in the absence of a town newspaper. Responses, paired with attendance at the meeting show the eagerness of families and the community to support the school through various means.

General comments to conclude the evening centered around parking, accessibility, building appearance, and space limitations of the wrestling room.

WHAT'S NEXT

With a strong foundation of community trust and engagement evident in the report, the Board's next role is to translate community input into clear direction, priorities, and accountability. The data does not suggest a need for course correction, but rather for intentional alignment and follow-through.

First, the Board should use the identified priorities to affirm or refine the district's strategic direction. This may include confirming that current goals sufficiently address CTE expansion, career pathways, and emerging skills such as AI, or signaling where adjustments or new priorities are warranted. The Board's role is not to design programs, but to ensure the district's long-term vision reflects community expectations.

Second, the feedback around partnerships and engagement calls for the Board to set expectations for structured, two-way communication and community involvement. This includes asking how engagement efforts are tracked, how input is used in decision-making, and how outcomes are communicated back to families. Establishing clarity around "what happens after engagement" will help sustain trust and avoid engagement fatigue.

Third, facility-related data suggest the need for continued oversight of long-range planning. While operational details rest with administration, the Board should consider how facilities, parking, accessibility, and safety align with enrollment trends and program growth. Clear timelines, transparency, and regular updates will be important to address these points.

To conclude, the Board should view this report as a baseline for future measurement. Determining how and when progress will be reviewed will help ensure that community input meaningfully informs decisions over time (*ensure to align with Strategic Plan Strategies 3.2 and 4.1*). In short, the Board's next step is to listen, align, and lead: listen to what the community values, align district priorities accordingly, and lead through clear expectations, oversight, and communication.

Identify the points of pride, accomplishment, and achievement of Arlington Public Schools.

| Field | Groups Identifying (of 8 possible) | Field | Groups Identifying (of 8 possible) |
|--|---------------------------------------|---|---------------------------------------|
| Community/Parent Involvement & Support | 5 | College Readiness | 1 |
| Available Student Offerings | 3 | Community/Family Engagement Through School Events | 1 |
| Collaboration with Youth Sports | 3 | Continual Growth of Young Families | 1 |
| FBLA | 3 | District Facilities | 1 |
| Student Achievement / Test Scores | 3 | Encourage Involvement | 1 |
| Athletics | 2 | Friendly Competition | 1 |
| FFA / Ag Program | 2 | Graduation Rate | 1 |
| Inclusive of All Students | 2 | Growth in Wrestling Program | 1 |
| Quality Teachers | 2 | High Quantity of Scholar Athletes | 1 |
| School Communication | 2 | Minimal Staff Turnover | 1 |
| Strong Reputation / Appealing District | 2 | Partner with Surrounding Schools | 1 |
| Teacher Engagement | 2 | Percentage of Teachers with Masters Degree | 1 |
| Accelerated Programs | 1 | Skills USA | 1 |
| Art Throughout School | 1 | Small Class Sizes | 1 |
| Arts | 1 | Striv TV | 1 |
| Classrooms | 1 | Student Behaviors | 1 |
| Clubs | 1 | Up to Date Technology/Computers | 1 |
| College Going Rate | 1 | Variety of Pathways | 1 |
| | | Welcoming | 1 |

What key areas related to student learning should be prioritized over the next five years?

| Field | Groups Identifying <i>(of 8 possible)</i> |
|---|--|
| Trade/Technical Education (CTE) Growth | 7 |
| Local Partnerships | 4 |
| Artificial Intelligence Training for Staff & Students | 3 |
| Career Exploration Info/Exposure | 3 |
| Financial Literacy | 3 |
| Foreign Language at Younger Age | 2 |
| 3D Technology / Robotics | 1 |
| Appealing Facilities/Spaces | 1 |
| Community Input for Needs | 1 |
| CTE / Ag Facility Updates | 1 |
| Dual Credit | 1 |
| Employable Skills | 1 |
| Fine Arts Skills | 1 |
| Giving Back / Volunteering | 1 |
| Improved Testing Systems | 1 |
| Learning Challenges Affecting Test Motivation | 1 |
| Low Testing Scores | 1 |
| Mentoring Program | 1 |
| Proactive Planning for Growth | 1 |
| Professional Learning for Teachers | 1 |
| Roots to Wings | 1 |
| Soft Skills | 1 |
| Special Education Needs | 1 |
| Technology Skills | 1 |
| Weight Room w/ Community Access | 1 |

How can the district strengthen community partnerships and increase family connection, communication, and involvement?

| Field | Groups Identifying (of 8 possible) |
|---|---------------------------------------|
| Family Events (i.e., Muffins w/ Mom, Book Bingo, Literacy Game Night) | 3 |
| Filling Newspaper Void w/ Community Updates | 3 |
| Job Fair / Dream Day | 3 |
| Partnerships w/ Local Community/Businesses | 3 |
| Alumni Presenting on Experiences/Careers | 2 |
| Classroom & Extracurricular Communication | 2 |
| Annual Community Engagement | 1 |
| Collaboration with PTO and Booster Club | 1 |
| Community Access to Weight Room | 1 |
| Community Garden | 1 |
| Community Wellness Center & Library | 1 |
| Continue with Strong Sponsors | 1 |
| Digital Messaging Board by Bus Barn | 1 |
| Easy Accessibility to Information/Involvement | 1 |
| Healthy School–Community Communication Practices | 1 |
| Job Shadowing | 1 |
| PR/Media Person | 1 |
| Representation at Community Events (i.e., Summer Sizzle, Fall Festival, Arlington Community Church) | 1 |
| Shared Facility with School/Community | 1 |
| Unified Sports | 1 |

General Comments:

- community pride (community has been great since we moved here)
- parent expertise collected so they can be contacted as an expert speaker (engaging our community)

- parking
- handicap accessible parking for activities (move the vans)
- competing schools' bus parking

- private funding for wrestling room (would the school have interest in renting/using the space)

- community engagement 3 part? where does it go from there, how do we follow up as a board?
- hard feelings both ways, wrestling room and access. wrestling room doesn't have enough room
- 45 ish wrestlers is a safety concern (plus 79 youth)

- the appearance of our building, currently externally
- is there plans now for the building?
- What can we do now?
- current parking
- school community parking



NASB BOARD QUICKS

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

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

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

JOIN US!

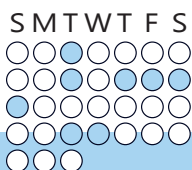
Events & Networking - <https://members.nasbonline.org/events>

LEARN MORE!

Where Will NASBe This Month?*

Bayard; Elba; Exeter-Milligan-Friend; Howells-Dodge; Kearney; Leigh; Louisville, KY; Millard; Nashville, TN; North Platte; Paxton; Scribner-Snyder; Seward; Shelby-Rising City; St. Paul; Thayer Central; The Capitol; Wakefield; West Point

For ... Advocacy, Board Retreats, Engagement, Events, National Conferences, Strategic Planning, and more! *Items currently scheduled



MARCH 2026

MARCH

NASB Legislative Lunch - Tuesday, March 3 - St. Paul



Budget & Finance Workshop - Tuesday, March 10 - Seward*

4:30 to 8:30 PM - Registration Deadline is March 5

COSSBA Annual Conference - March 12-15 - Louisville, KY

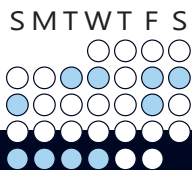
State Education Conference: Call for Proposals - Due Friday, March 13

Submit a Breakout Session Proposal at <https://nasb.envisiams.com/proposals>

Budget & Finance Workshop - Tuesday, March 24 - West Point*



NAEP State Convention - March 24-25 - Kearney*



APRIL 2026

APRIL

Budget & Finance Workshop - Tuesday, April 7 - Ogallala*



Amplified Budget & Finance Workshop - Wednesday, April 8 - Kearney*

NSBA National Conference - April 10-12 - San Antonio, TX

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

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



Continued on Page 2 - *Registration is Open

Leadership

Innovation

Vision

Engagement

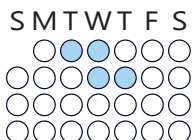
#liveNASB

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

PAGE 2



JUNE 2026

JUNE

- NASB Board Candidate Workshops - Tuesday June 2 - Ainsworth, Hastings, and O'Neil**
- NASB Board Candidate Workshops - Wednesday June 3 - Broken Bow, Ogallala, and Wayne**
- NASB Member Golf Outing - Wednesday, June 10 - Kearney Country Club**
- School Law Seminar - June 10-11 - Kearney**

YOUR 2026 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit:

<https://members.nasbonline.org/about-us/affiliate-members>

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Leadership Innovation Vision Engagement #liveNASB



Nebraska Rural Community Schools Association

Member Update

March 5, 2026



Photo Credit: Twin River Public Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

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](#)

NRCSA Legislative Forum

February 24, 2027

Cornhusker Hotel in Lincoln

[More about this event](#)

Committee Meetings

NRCSA Legislative Committee

9:30 AM Thursdays during hearings

Via Zoom

NRCSA Scholarship & Recognition Committee

February 26 & 27, 2026

NCSA Conference Room

At the NCSA Building in Lincoln

NRCSA Executive Committee

3:00 PM March 18, 2026

Bronze 5 Room

At the Crowne Plaza in Kearney

NRCSA Executive Committee

June 2026

Time & location TBD

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
Search Complete



Potter-Dix Public Schools
Search Complete



Bancroft-Rosalie Community Schools
Search Complete



Red Cloud Community Schools
Interim Search Complete



Blue Hill Community Schools
Interim Search



Sandy Creek Public Schools
Search Complete



Hampton Public Schools
Search Complete



Superior Public Schools
Search Complete



Hayes Center Public Schools
Search Complete



Newman Grove Public Schools
Search Complete

Other Vacancies

Summerland Public Schools

Secondary Principal (grades 7-12) and Activities Director

Summerland Public School District is seeking a strong instructional leader for the position of Secondary Principal (grades 7-12) and Activities Director for the 2026-2027 school year. A valid Nebraska certificate with the appropriate endorsement, or the ability to obtain one, is required for this position. Summerland Public School is a PK-12 district (competing in Class C-2 NSAA activities this year) with approximately 444 students (214 for grades 7-12).

Summerland is a newly formed school district of the villages of Clearwater, Ewing, and Orchard. The district opened a \$34.4 million state-of-the-art facility on August 30, 2021. The building is centrally located between the three communities at the intersection of the Clearwater-Orchard Road and Summerland Road. Summerland is located approximately 50 miles west of Norfolk and 30 miles east of O'Neill.

The district is a 1:1 digital device school district: Students in grades 3-12 have access to Chromebooks, and PK-2 students are 1:1 with iPads. The district employs a technology director from ESU 8 four days a week. Teachers are provided with a Chromebook, SmartBoards in every classroom, as well as ample instructional resources in the classroom. The new building boasts a unique CTE area and green room for media communications class, as well as new integrations into the traditional classroom.

Though the district is new, the district has a historic past of academic excellence and strong extracurricular activities. Summerland has a strong administrative team and an exceptional staff that leads students through the district's vision statement: Engage, Educate, Empower Every Child, Every Day.

Summerland Public School offers a very competitive salary and benefits package. Interested candidates may apply by emailing a letter of application, resume, references, transcript, and a copy of the current certificate to the Superintendent, mollyaschoff@summerlandbobcats.org.

[Summerland Vacancy Announcement](#)

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

Login: member Password: learning

NRCSA Updates

The NRCSA Spring Conference is only two weeks away! The conference will be held at the Younes Conference Center North in Kearney on March 19 & 20. We are also offering a free pre-conference. Franklin-Covey has provided NRCSA with the opportunity to provide a very valuable experience, centered around the work of Steven Covey. The pre-conference will take place on Wednesday, March 18, 2025 from 10:00 a.m. to 2:00 p.m. A free lunch will also be provided.

In addition to 35 high-quality breakout sessions of importance to rural education, we also have two featured speakers: Adrienne Bulinski and Michelle Oberg.

So why should you consider joining us in Kearney in a couple of weeks? Consider the following:

THE TOP 10 REASONS TO ATTEND THE NRCSA SPRING CONFERENCE

1. A great opportunity to network with other administrators and/or Board of Education members. A lot of learning takes place simply by networking.
2. We will feed you well. Really well!
3. Every attendee receives a very nice unique gift.
4. Hospitality rooms provided by NRCSA-vendor partners! A chance to renew old acquaintances and unwind a little bit!
5. A continued emphasis on breakout sessions that have become permanent fixtures at the Spring Conference: an FFA-themes session, a student-run business presentation, and a Board of Education panel discussion.
6. The always emotional NRCSA Awards presentations in which we recognize an outstanding Board of Education member, Superintendent, Principal, Elementary Teacher, Secondary Teacher, Music Teacher, ESU Staff Member, and Classified Staff Member.
7. Draw prizes during the closing ceremonies! Every person in attendance has a chance at winning some great prizes!
8. A chance to get some somewhat free legal advice by attending the (always entertaining) breakout sessions from KSB School Law and the Perry Law Firm.
9. That awe-inspiring opportunity to view the Sandhills Crane migration on your way into Kearney! Just don't rubberneck on your way into town!
10. Everyone is guaranteed an opportunity to go on a 5:00 a.m. walk with NRCSA Executive Director Jack Moles! For free!
11. A much-expanded vendor show with as many as 96! This is an opportunity to make connections on services and products that your district may need or desire. And I promise: you will find candy in the exhibitor hall. More specifically: you will find chocolate!
12. A chance to hear directly from NRCSA in the legislative breakout with NRCSA Lobbyist Russ Westerhold and NRCSA Executive Director Jack Moles.

NRCSA Leadership

Chris Kuncl, President.
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.
Ord Public Schools

Stephanie Kaczor, Pres-Elect.
Riverside Public Schools

Jeremy Braden, Secretary.
Doniphan-Trumbull Public Schs

District Representatives:

Ginger Meyer, West
Chadron Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl 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

- 13. Did I mention that we'll feed you well?
- 14. A lot of other reasons, but we've already cheated by exceeding the "Top 10".

[Register to attend the 2026 NRCSA Spring Conference](#)

The NRCSA Legislative Forum was held on Thursday, February 26 at the Cornhusker Hotel in Lincoln. The Forum provided those in attendance to hear first hand from Senators and others involved in the legislative process. Speakers shared insight during the morning session, followed by a luncheon. During the luncheon several Senators joined the attendees and shared more insight. This was one of our best attended Legislative Forums. We are grateful for all of you who joined us!



GOV. JIM PILLEN



SEN. JANA HUGHES



SEN. BRAD VON GILLERN



SEN. DAVE MURMAN



SEN. WENDY DEBOER



SEN. MYRON DORN

Nebraska Rural Community Schools Association Names Paul Sheffield as Executive Director-Elect



The Nebraska Rural Community Schools Association (NRCSA) Executive Committee met January 29–30, 2026, to interview candidates for the organization’s open Executive Director position. Four highly qualified individuals were selected for interviews: Dr. Curtis Cogswell, Paul Sheffield, Dr. Jon Cerny, and Stephen Grizzle. Each candidate demonstrated strong leadership experience and a deep commitment to serving Nebraska’s rural schools.

After thoughtful deliberation, the Executive Committee extended an offer for the position of Executive Director-Elect to Paul Sheffield on January 31. Sheffield accepted the offer and will begin a transition period alongside current Executive Director Jack Moles to ensure continuity and a smooth leadership handoff for the Association.

“The Executive Committee was thrilled to have applications from four highly respected rural educational leaders in Nebraska,” said NRCSA President Chris Kuncl. “The process was both rewarding and challenging. One thing that was evident is that Nebraska rural schools have tremendous educational leaders. NRCSA rural schools are in good hands. We are thankful for the leadership of our current Executive Director, Jack Moles, and we look forward to growing NRCSA in the future under the leadership of Paul Sheffield.”

The search process was led by the NRCSA Executive Committee, which consists of President Chris Kuncl, Past President Heather Nebesniak, President-Elect Stephanie Kaczor, Secretary Jeremy Braden, Northwest Representative Ginger Meyer, Southwest Representative Jane Davis, North Central Representative Dale Hafer, South Central Representative Jon Davis, Northeast Representative Daryl Schrunk, and Southeast Representative Andrew Havelka.

About Paul Sheffield

Sheffield brings more than 30 years of educational leadership experience to the role, along with a longstanding commitment to rural schools and the NRCSA mission. He previously served on the NRCSA Executive Board as the Southeast Representative for six years, completing two terms and actively supporting advocacy efforts on behalf of rural districts across the state.

Originally from Russell, Minnesota, Sheffield is a graduate of Russell–Tyler High School. He began his postsecondary education at South Dakota State University before earning a Bachelor of Science in Mathematics Education from the University of Nebraska–Omaha in 1991.

He began his career in education in 1992 as a math, health, and physical education teacher and coach at Keya Paha County High School in Springview, Nebraska. He later earned a Master’s degree in Educational Administration from South Dakota State University and held multiple leadership roles at Shickley Public Schools, including principal, activities director, technology director, and superintendent. He earned an Educational Specialist degree from the University of Nebraska–Kearney in 2005.

In 2008, Sheffield became superintendent at Exeter–Milligan Public Schools, where he served until his retirement in 2025. Throughout his administrative career, he focused on student-centered decision-making, staff support, community engagement, and strong fiscal and organizational stewardship.

Sheffield and his wife, Karla, have been married since 1988 and have three children serving their communities in the military, agriculture, and healthcare professions.

NRCSA looks forward to Sheffield’s leadership and continued advocacy on behalf of rural community schools across Nebraska.

NREA Partners with SchoolSims for “Lead Where You Are” Webinar Series

Rural districts are not small versions of big systems. They are different systems with different constraints and different strengths. This three part NREA x SchoolSims webinar series is designed for rural and small district leaders who are building strong people systems with limited capacity. We will focus on practical, rural ready strategies for recruiting and selecting staff, strengthening onboarding and support, improving retention, and building sustainable structures that protect culture and reduce leader burnout. The series is offered at no cost to NREA members.

Session 2 – April 23, 2026 at 2pm CST

[Register here: Small District Budget Crisis](#)

In this webinar we will explore some of the key challenges in navigating the district budgeting process. Often, the challenge begins with understanding the context and underlying Tradeoffs that are at play – finding the balance between the needs of specific community members while deciding what is in the best interest of students. At the same time needing to determine to what degree you can balance transparency and confidentiality. During the Webinar, participants will engage in a simulation that places them as a new Superintendent taking over a small school district that happens to be the primary employer in the community. When a budget shortfall is discovered, participants, as the Superintendent, must decide which resources to involve in the resolution while balancing transparency and strategy among key constituencies. They will need to decide which conditions warrant more persistence versus flexibility while keeping the focus on students.

Session 3 – May 28, 2026 at 2pm CST

[Register here: Political Leadership in the Superintendency](#)

The goal of this Webinar is to help aspiring and sitting superintendents to explore a Political Leadership Framework to hone their skills so that they can more effectively lead change through complexity. We will share the Framework and then engage in a Superintendent level Simulation to challenge participants with various scenarios that require them to engage in the following proactive political leadership skills: visioning, communicating, political mapping, mobilizing and relationships building, while gaining and sustaining public trust and internal support. The central issue in the simulation exercise focuses on a district's discipline policy and its relationship with school safety—an issue that nearly all superintendents will encounter throughout their career.

You can learn more about the SchoolSims experiential learning PD here: SchoolSims | **[Simulations for School Leaders & Teachers](#)**



As of Thursday, March 5, the Nebraska Unicameral is down to 22 days left in the session. Work is scheduled to begin on the budget on Monday, March 9. Common thought is that the budget may take around ten days. The recent negative projections from the State Forecasting Board means there is even more work to be done on the budget.

Two bills that we are specifically following are LB1219 (Brandt) and LB1050 (Murman). We will share more on these bills in this week's Legislative Update, which will go out on Friday. The Legislative Update is a new feature for NRCSA members that we are going to put out weekly. This update provides some insight into what is going on legislatively. All contacts who have been shared with us from NRCSA-member entities will receive the Legislative Update. If you do not receive this please contact us.

[NRCSA Bill Summaries 2026](#)

Ideas on how to deal with cancellations for NRCSA events were shared with the Executive Committee several months ago. After receiving input from the Committee members, a policy was presented at the November meeting of the Executive Committee and adopted. Following is the policy that will be followed moving forward:

POLICY ON CANCELLATIONS FOR NRCSA EVENTS

When planning for a large event (i.e. NRCSA Spring Conference or NRCSA Legislative Forum), NRCSA must make financial commitments such as facility rental and costs of meals. Weather sometimes causes a decision to be made by NRCSA in the form of a cancellation or postponement of the event, or for registrants to decide whether or not they can attend the event. Sometimes registrants need to make a decision not to attend due to other reasons. NRCSA has weighed the issues of its financial commitments versus registrants not being able to attend for various reasons. Thus, the following policy has been adopted:

WEATHER CANCELLATION DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the next year's event.

WEATHER POSTPONEMENT DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to

the re-scheduled event.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA AT LEAST A WEEK PRIOR TO THE EVENT:

Two options will be provided to the registrant, including vendors: A full refund OR carry the registrant amount forward to the following year.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA WITHIN A WEEK PRIOR TO THE EVENT:

For members, an option will be provided to have the registration fee carried forward to the next year's event OR a refund minus the costs to NRCSA for meal(s). (NOTE: In 2026, for the Spring Conference this would be \$105, for the Legislative Forum the cost is \$45.)

For vendors, the option to carry the registration amount to the following year will be provided.

DECISION BY A REGISTRANT TO NOT ATTEND THE EVENT, BUT FAILS TO COMMUNICATE WITH NRCSA PRIOR TO THE EVENT:

No refund will be provided.

There will be a few NRCSA leadership spots available for the 2026-27 school year. We are currently taking nominations for the following positions:

PRESIDENT ELECT—this position is part of a three year Presidency cycle (President-Elect, President, Past-President). This is a state-wide election with each member entity having one vote. We have two nominations at this point.

NORTH CENTRAL DISTRICT REPRESENTATIVE TO THE EXECUTIVE COMMITTEE—Current North Central District rep Dale Hafer is term-limited, thus the position will be open. The position has a term of three years, with the ability to run for a second term. This position is voted on by member entities in the North Central District. We have one nomination at this point.

SCHOLARSHIP AND RECOGNITION COMMITTEE MEMBER: The committee will be moving from two year to three year terms. To make this work we will only add one new committee member for the coming year. The person can come from any of the NRCSA geographic districts. Self-nominations for positions are accepted.

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 each 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 Summer/Fall Semester will become available soon.

Nebraska Rural Community Schools Association

Applications for the Spring semester were received and the three recipients have been selected. They are:

- Jacey Anderson, Thedford
- Maren DeJonge, HTRS
- Kylie Hiatt, Shelby-Rising City



SHELBY-RISING CITY ELEMENTARY PRINCIPAL HEATHER THOMPSON, JACK MOLES, KYLIE HIATT, SHELBY-RISING CITY SUPERINTENDENT TUCKER TEJKL



THEDFORD PRINCIPAL ADAM KUNTZ, JACEY ANDERSON, JACK MOLES



HTRS SUPT GEORGE GRIFFIN, JACK MOLES, MAREN DEJONGE, HTRS PRINCIPAL KIM CANIGLIA

Former Senator Lynne Walz was recently presented with NRCSA’s Friend of Rural Education Award. Sen. Walz had been unable to attend the NRCSA Spring Conference to receive her award, so NRCSA Executive Director Jack Moles travelled to Fremont to make the presentation. The Friend of Rural Education Award goes to individuals who are not NRCSA members who have made significant contributions to rural education in Nebraska or to NRCSA itself.



SUPERINTENDENT SEARCH & PLANNING

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

NRCSA has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, Newman Grove, Potter-Dix, Sandy Creek and Superior Boards of Education identify their next Superintendent. We are currently assisting the Blue Hill Board of Education with their search for an Interim Superintendent.. We also assisted Red Cloud in a search for an Interim Superintendent.

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, Paul Sheffield, Mo Hanks, Mark Norvell, 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@nrcca.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](#)

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 145 such meetings. I most recently attended the Board meetings at Brady and Eustis-Farnam on Monday, Jan. 12.

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

MONDAY, MARCH 9: Shickley and Bruning-Davenport

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.



EUSTIS-FARNAM BOARD OF EDUCATION AND ADMINISTRATION



BRADY BOARD OF EDUCATION AND ADMINISTRATION

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:

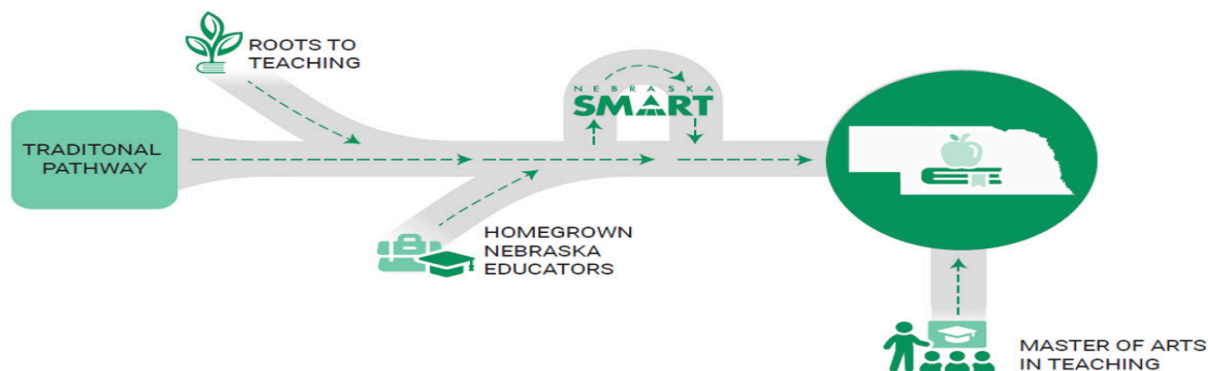
- Tier 1 – NRCSA Branded Content (\$2,500/school year): Monthly graphics and captions with NRCSA branding, aligned to seasonal themes and events.
- Tier 2 – District-Branded Content (\$5,000/school year): Customized graphics and captions tailored to your district’s brand and messaging.
- Tier 3 – Custom 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.

A few more NRCSA-member districts have since started working with A-Plum Creative. 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](#)

Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

Educator Preparation Pathways



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

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

Nebraska Roots to Teaching (NRT), seeks to offer a high school-to-career educator pathway modeled after Washington State’s successful Recruiting Washington Teachers (RWT) program. Anchored in Wayne State

College's STEP (Students to Teachers through Educator Pathways) program, NRT is expanding dual credit options in education across the three colleges. High school students (especially first-generation and underrepresented learners) will be able to complete introductory education courses for dual credit, participate in campus-based experiences, and receive mentorship from teacher-mentors and college "navigators" throughout their transition into college and early teaching careers. Flexible modalities, financial incentives, and future paraeducator credentialing further broaden access for rural students.

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

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

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor's degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

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

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

[**Superintendent Check List**](#)

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.

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](#)

2026 NRCSA Spring Conference

The 2026 NRCSA Spring Conference will be held on March 18 to 20, 2026, at the Crowne Plaza and Younes North Convention Center in Kearney.

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

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

Be sure and make plans to attend!!

Room Reservations

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

These hotels participate in group rates for Spring Conference

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

These hotels do NOT participate in group rates

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

Program Highlights

Wednesday March 18, 2026

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

Presented by:



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

7:00 PM Early Registration and Hospitality Rooms Open

Thursday March 19, 2026

7:15 AM Registration & Exhibit Hall Open

8:00 AM General Session

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

12:00 PM General Session

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

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

6:00 PM Country Buffet

7:00 PM Hospitality Rooms Open

Friday March 20, 2026

7:30 AM Registration Open

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

9:00 AM – 9:50 AM Select-a-Session V

10:00 AM Brunch

10:50 AM Closing Session

12:50 PM Gifts, Prizes, & Giveaways



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

March 2026:

*** 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:**

- February 4–Matt Smith of Raymond Central.
- February 11–Emily Rohlff of Conestoga.



*** The Nebraska Coaches Association announced the 2026 Girls and Boys Basketball Senior Showcase Coaches:**

- The Girls Red Team Head Coach is Scott Guzinski, of Oakland-Craig. The Assistant Coach for the Red Team is: Randy Eisenhauer, of Elgin/Pope John
- The Girls Blue Team Head Coach is Jeff Thober of Shelton
- The Boys Blue Team Head Coach is Bob Braihtrwait of Wallace. The Assistant Coach is Jesse Gardner of Yutan
- The Boys Red Team Assistant Coach is Ryon Nilson, Creighton

*** Pierce won the Class C State Wrestling Duals Championship. Central City was the Runner-up.**



*** Burwell was the Class D State Wrestling Duals Champion.**



*** The National High School Athletic Coaches Association has released its list of finalists for National Coach of the Year Honors, and 14 nominees are from Nebraska. Included are the following from NRCSA-member schools:**

- Sam Jilka of Lexington–Boys Cross Country
- Cody Wintz of Battle Creek–Wrestling
- Todd Hale of West Holt–Golf
- Jim Weeks of Auburn–Boys Basketball

*** Columbus Lakeview defensive coordinator Jeff Barga was recently recognized as Nebraska’s High School Broyles Award recipient at a banquet in Arkansas.**



*** Konnor Kai of Wayne was the Class B State Bowling Boys Singles Champion.**



*** Wayne won the Class B Boyes State Bowling Championship.**



*** The Nebraska School Activities Association has announced the 2025-26 Champions for Coaches honorees. Those from NRCSA-member districts are:**

- GIRLS GOLF: Whitney Maulsby of Minden
- SOFTBALL: Kirk Chewleski of Centura
- BOYS CROSS COUNTY: Sam Jilka of Lexington
- GIRLS WRESTLING: Ben and Lilly Gossman of Fort Calhoun
- SPEECH: Mackenzie Ivie of Sidney
- GIRLS BASKETBALL: Paul Dwyer of Elmwood-Murdock
- BOYS BASKETBALL: Nick Broz of Cozad
- BOYS WRESTLING: Tyler Legate of Pierce
- JOURNALISM: Jeremy Borer of Sandy Creek
- MUSIC: Ashley Brock of Holdrege
- BOYS GOLD: Daryl Ladeaux of Creighton
- BOYS TRACK AND FIELD: Stephanie Rodenbaugh of Loomis
- UNIFIED TRACK AND FIELD: Bailey Swanson of Hemingford
- GIRLS TENNIS: Matt Wiemers of McCook

*** Adams Central won the Class B Girls State Wrestling Championship. Lakeview was the Runner-up.**



*** Battle Creek was the Class C Boys State Wrestling Champion. Pierce was the Runner-Up.**



*** Plainview won the Class D Boys State Wrestling Championship. Burwell was the Runner-Up.**



*** Several girls from NRCSA-member schools won individual championships at the State Girls Wrestling Tournament. They include:**

CLASS A:

- 170–Olivia Garrean, Plattsmouth
- 235–Ashley Najera, Lexington

CLASS B:

- 100–Haylee Trew, Johnson County Central
- 105–Hadley Mazzulla, Auburn
- 110–Abby Negley, Cozad
- 125–Felycia Kerkman, West Holt
- 130–Rylan Hansen, Stanton
- 135–Jordyn Campbell, Yutan
- 140–Nyla Bolles, Wayne
- 145–Hayley Rusher, Chase County
- 155–Maggie Fiene, Conestoga
- 170–Isabella Kuehler, Pierce
- 190–Addison Arvdal, Sutherland
- 235–Madelyn Tryon, Southwest

*** Many boys from NRCSA-member schools also won State Championships at the State Wrestling Tournament. They include:**

CLASS B:

- 132–Coy Childers, Alliance
- 138–Odin Anschutz, Plattsmouth

CLASS C:

- 106–Ace Schweitzer, Central City
- 113–Erik Prado, Johnson County Central
- 120–Phillip Streff, North Bend Central
- 126–Draydin Gossman, Pierce
- 132–Cash Stanek, North Bend Central
- 138–Hayden Schmit, David City
- 144–Drake Hasbrouck, Cozad
- 157–Brenden Bolling, Pierce
- 175–Alex Meinecke, St. Paul
- 190–Kyler Boyles, Superior
- 215–Grady Welke, O’Neill

CLASS D

- 106–Kamden Robinson, Elm Creek
- 113–Wyatt Forney, Southern
- 120–Brett Larson, Elm Creek
- 126–Zach Held, Twin River
- 132–Brody Jensen, Burwell
- 138–Drew Dawe, Burwell
- 144–Corbin Hoefler, Neligh-Oakdale
- 150–Drake Troxel, Southern
- 157–Jason Kraus, Mullen
- 175–Griffin Bergen, Sutton
- 190–Elijah Fjell, Shelby-Rising City
- 215–Coy Vrbka, Shelby-Rising City
- 285–Levi Gall, Clarkson/Leigh

MEMBER SPOTLIGHT

Emerson-Hubbard Public Schools



Mascot: Pirates & Wolfpack

Enrollment: 198 students

Location(s): Emerson, NE

Interesting Fact: The town of Emerson lies in three counties; Dakota, Dixon, & Thurston. Emerson-Hubbard Community Schools are located in two counties. The elementary building is located in Dixon County and the Middle School/High School is located in Thurston County.



Superintendent: Dale Martin

Principal(s): Dustin Nielsen, Elementary & Zach Biere, Middle & High School

Board of Education: Joani Franzluebbbers, Tricia Belt, Scott Albrecht, Ashley Fuchser, Ryan Beacom, & Kip Ahlers



Programs:

Emerson-Hubbard Elementary School was excited to introduce the Elementary After School Pack for the first time at the start of the 2025–26 school year. This extended learning opportunity serves PK–5th grade students after school until 5:30 p.m., providing families with a safe, supportive, and enriching place for children to finish their day. Students receive daily snacks and homework assistance from our staff, helping reinforce good habits and responsibility. Beyond the daily routine, the After School Pack emphasizes hands-on, STEM-based learning that encourages critical thinking and creative problem solving in ways that are both meaningful and fun. Throughout the year, students also take part in local enrichment experiences, such as visits to the public library and community-based activities, strengthening their connection to our community while continuing to learn and grow.



The Emerson-Hubbard FFA Chapter, under the direction of Advisor Dylan Huber, has seen lots of success over the past few years. The chapter has 45 active members that participate in a variety of classes, competitions, and community service activities. Most recently the chapter has seen great success at the national level with its 5th member receiving their American FFA Degree, its first national silver emblem in the Agricultural Issues Forum team competition, and a 3 Star National Chapter rating. This year, nine seniors will earn their State FFA Degree at the Nebraska FFA Convention in March. The success the chapter has seen in recent years serves as a driving force for future members to continue striving for greatness.



MEMBER SPOTLIGHT

Harvard Public Schools



Mascot: Cardinals

Enrollment: 212 students

Location(s): Harvard, NE

Interesting Fact: We have transitioned from 11-man Football to 8-man Football to 6-man Football in a relatively short period of time (9 years). 11-man State Champion in 1986, 6-man State Runner-up in 2017 and Champion in 2019.



Also, we have had 3 Superintendents over the past 59 years!

Superintendent: Michael Derr

Principal: Seth Elley

Board of Education: Janet Hachtel, President; Kenny Reutzel, Vice-President; Jody Novak, Secretary; Andrew Burbach; Michelle Callahan; Clint Schwenk



Programs:

Skills USA - This program started at Harvard Public School in the Fall of 2023 with 10 students. That Spring, 2 of them earned medals at the state competition. The next year membership increased to 23 students and 4 of them earned state medals including a State Champion that went on to the National Skills USA competition in Atlanta, GA. This year the group has 32 members along with 4 Teacher sponsors and they are looking forward to the state Skills USA competition in Grand Island coming up in early April. The group also is in charge of local Blood Drives for the American Red Cross and our locally hosted College / Career Fair.



Giltner/Harvard sports cooperative - In the Fall of 2024, Giltner and Harvard embarked on a cooperative in Junior High Football, Volleyball and Boys / Girls Basketball. Enthusiasm went along with the coop as combined numbers necessitated extra quarters and games to ensure playing time for all participants. This cooperative continued into the 2025-26 school year with the addition of varsity Boys / Girls Wrestling and Boys / Girls Basketball. One highlight of the cooperative was that our teams went from several years of very few wins to being competitive in most contests. The Girls team was 13-10 and earned the #2 seed in our C-2 Subdistrict competition. At the last home game, both schools' bands played together to show the spirit for our GH teams!



MEMBER SPOTLIGHT

Yutan Public Schools



Mascot: Chieftains

Enrollment: 501 students

Location(s): Yutan, NE

Interesting Fact: The school's roots go back well over a century. The first school in the Yutan area was built in 1876, serving multiple grades in a small early structure that reflected the determination of local settlers to provide education on the Nebraska frontier. Over time, the building expanded to accommodate additional students and grade levels before modern school facilities were constructed. Generations of students learned in those early classrooms long before today's buildings existed, making education a cornerstone of the community for well over a century.



Superintendent: Brett Schwartz

Principal(s): Trevor Hoegh, PK-6 Principal; Stefanie Novotny, 7-12 Principal



Board of Education:
Adam Wacker; Gary Hollst; Judy Daniell; Eric Wilke; Bill Hancock; & Dan Ridder



Programs:

Chieftan Buddies

Chieftan Buddies is a peer mentoring program that partners high school students with elementary students to build positive relationships and strengthen school culture across grade levels. Through regular meetings and shared activities, high school mentors serve as role models while helping younger students build confidence and a sense of belonging. The program promotes leadership in older students and strengthens PK-12 unity, reflecting the strong sense of community within the Chieftan family.



TeamMates

TeamMates is a school-based mentoring program that pairs students with caring adult mentors who meet regularly throughout the year to provide encouragement, guidance, and consistent support. This year, our Yutan chapter launched a Match Support Committee to strengthen mentor-mentee relationships through appreciation events and activities.

Through intentional community outreach and fundraising efforts, including local donations and events, we have expanded our impact significantly. Our chapter has secured major scholarship and program funding, welcomed 19 new mentor applicants, and created 16 new matches this year alone, the most in our region. With 36 active matches and more in progress, Yutan has already surpassed its goal of 35 matches for 2025-26.



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 Update

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

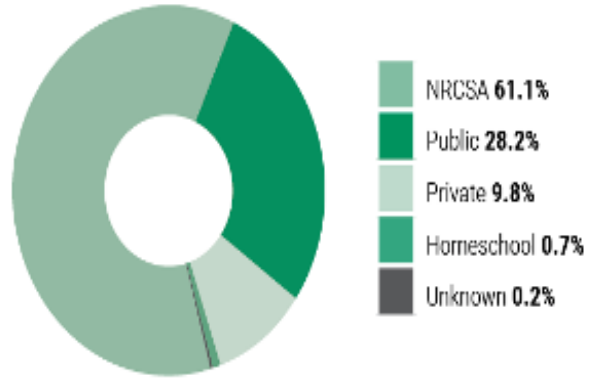
| | |
|--|---|
| <p>TUTORING HOURS </p> <p>Monday - Thursday 3:30 to 8:30 PM CT</p> | <p>Tutoring sessions are available after school, in the evenings, giving students the flexibility to get help when it works best for them. Each session is customized to meet the student's needs, whether they're catching up, preparing for a test, or seeking to strengthen key skills.</p> <p>NO TUTORING: Mar. 9 – 12 (Spring Break)</p> <p>Tutoring for Spring Semester: Jan. 12 – May 7</p> |
|--|---|

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 **2,530** tutoring sessions, serving **1,011** 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.

1,011 STUDENTS SERVED

Since February 2024, 1,011 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.

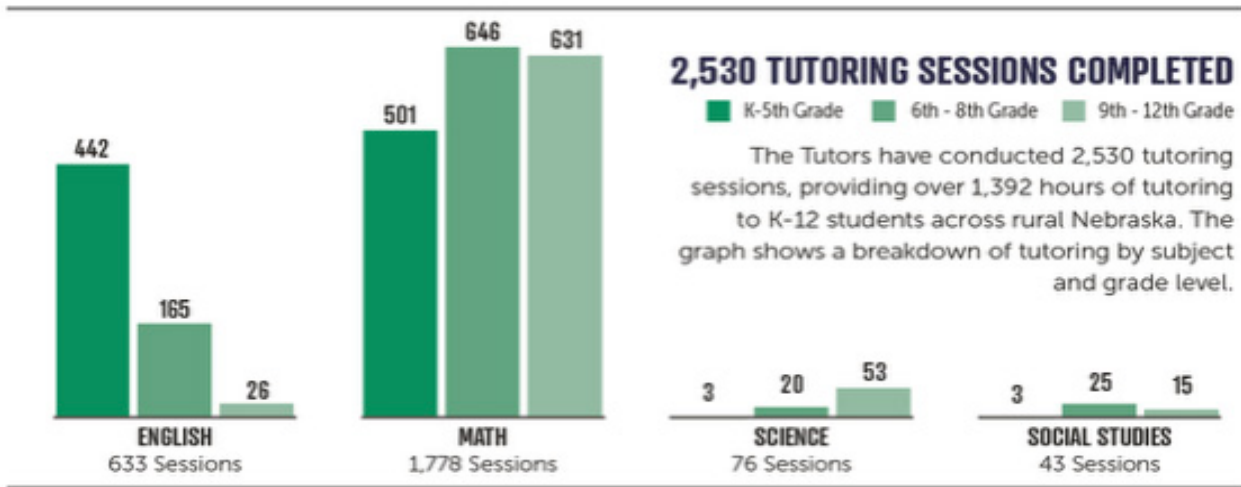


How to Access Tutoring

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](#)).

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 [jyorges@nscs.edu](mailto: jyorges@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

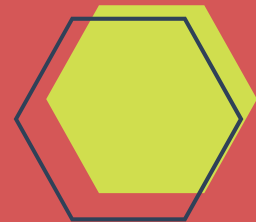


During the Game/Event

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.

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.



"It's not **what** we do, it's **who** we do it for."

Designing Schools for Students, Teachers, and Communities



Central City High School

Education is always evolving, and so are the spaces where learning happens. Our **Upward Thinking** approach begins with asking the right questions. We listen first—understanding your district's vision, challenges, and unique culture—to create spaces that align with both current and future needs.

CMBA is a regional leader in educational design, but at the heart of our work, it's not what we do—it's who we do it for. Our focus is on students—their learning and overall well-being—and creating designs that enhance the educational experience for both students and teachers, while staying true to each district's vision.

As educational planners, our mission is to create safe, healthy, and inspiring spaces that positively impact generations of learners. By fostering student engagement, supporting teacher retention, and cultivating community pride, we are dedicated to elevating the environments where learning happens. With projects across Nebraska, Iowa, and South Dakota, CMBA ensures every design reflects the community it serves—today and for years to come.



York Elementary School

"One of the first things I noticed about CMBA when they toured our school was the number of questions they asked...they wanted to understand our challenges and what we value, so the final design reflects our school's spirit."

Katie Burger, York Elementary Principal



Find out more about CMBA!



Purple Ribbon Partners



Apptegy

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INTERNATIONAL
TRUCKS

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Purple Ribbon Partners



construction | the people you build with

MCL Construction

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Network For Educator Effectiveness (NEE)

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Roofing and Building Maintenance

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[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

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Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

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[Eliot Bostar, Dist 29](#)

[Tom Brandt, Dist 32](#)

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[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

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[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

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[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

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NASB BOARD STANDARDS SELF- ASSESSMENT HANDBOOK

NASB MISSION STATEMENT

The Nebraska Association of School Boards
Provides programs, services, and advocacy to
strengthen public education for all Nebraskans.



NASB BOARD LEADERSHIP TEAM MISSION

Support Effective Board Governance and Grow Leadership
Capacity to Serve Districts and Communities.

Marcia R. Herring, NASB Director of Board Leadership
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Katie Corfield, NASB Board Leadership Online Survey Specialist
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1.800.422.4572

The NASB Board Leadership Department advocate for the board-superintendent leadership team to subscribe to the highest level of professional and personal conduct and performance. Therefore, the Board Governance Standards provide a framework to support and guide leadership. The components of effective board governance and leadership are supported by best practice and the Iowa Lighthouse research. The NASB Board Standards also provide shared understanding of what constitutes effective governance and validate and affirm the importance of the school board's role to support student success.

The standards encourage boards to focus on student learning as the board's primary responsibility. For many school boards, these standards will reinforce current practice. For others, the standards enable the board to identify areas of need the board must align to developed goals to measure growth. The NASB Board Standards and the performance indicators under each standard are aligned with the Professional Standards for Educational Leaders (PSEL). The PSEL emphasize foundational principles of leadership, reflecting the interdependent relationship between educational leadership and student learning. The Association advocates for all boards to embrace the standards and engage in assessing the performance of the board according to the identified benchmarks and performance indicators.

NASB BOARD GOVERNANCE STANDARDS

Effective board standards are intended to be used by the board as a common framework to support and guide school board governance, and to promote student growth and achievement.

Boards that lead with purpose understand the impact of their actions and,

- *Recognize and follow the proper roles and responsibilities of the board*
- *Adopt and commit to the mission, vision, and goals of the school district*
- *Review, update, and adopt policy to support decision-making*
- *Adhere to board adopted operating protocols and procedures*
- *Engage stakeholders with the intent to communicate and partner for the benefit of education*

BOARD SELF-ASSESSMENT AND TEAM BUILDING

A board that aspires to operate effectively will periodically engage in some form of self-assessment. Conducting a self-assessment is an opportunity for the board to evaluate how well it is functioning as a body while enabling the board-superintendent leadership team to determine areas of improvement to operate more effectively in the future. It is important that expectations and standards on how to improve the team's practices and behaviors are clearly articulated during this process.

NASB BOARD LEADERSHIP ONLINE SURVEY SERVICE

The role of the Association will be to administer the NASB Board Self-Assessment on behalf of the board. Board Leadership staff will:

- Work collaboratively with the board to define an assessment timeline (this is typically a ten-day timeline)



- Distribute the link to the board to complete the self-assessment
 - *Note: The Board Self-Assessment survey is accessible by computer, smart phone and other mobile devices for ease of completion*
- Send reminders to board members who have not completed the assessment prior to the deadline
- Compile the board feedback
- Develop an Executive Summary highlighting board strengths and areas of need
- Distribute the assessment reports to the board president

Note: A sample report is included at the end of this handbook.

Returning districts will be given a comparative Board Self-Assessment report showing standard averages from the current year and the most recent assessment. This use of comparative data allows the board to establish progress on areas of growth and goals.

NASB BOARD STANDARD SELF-ASSESSMENT

Utilizing a Likert Scale, please review the Board Governance Standards, Benchmark for Success and Performance Indicators. Select the Performance Indicator(s) that best describes the work of the board.

BOARD CULTURE AND TEAMWORK

| | |
|---|--|
| What word would you use to describe the climate of the board: <i>(circle one)</i> | Collaborative; Empowering; Productive; Purposeful; Safe; Supportive; Critical; Fearful; Secretive; Self-Preservation; Unproductive |
| What word would you use to describe your general frame of mind following a board meeting: <i>(circle one)</i> | Active; Determined; Inspired; Proud; Concerned; Distressed; Frustrated; Upset |

| | | Always | Sometimes | Rarely | Never | Unsure |
|----|---|--------|-----------|--------|-------|--------|
| a. | There is cohesiveness and collaboration among board members. | | | | | |
| b. | There is respect for diverse viewpoints and cultures. | | | | | |
| c. | Board member decisions are based on the best interest of students and good stewardship of school resources. | | | | | |
| d. | There is effective conflict resolution among board members. | | | | | |
| e. | Communication among board members is respectful. | | | | | |
| f. | Communication among board members is effective. | | | | | |
| g. | Board members are well informed on issues related to the district. | | | | | |
| h. | Board members promote an environment of transparency, trust, learning, and continuous improvement. | | | | | |

STANDARD 1: MISSION, VISION, & GOALS

Benchmark for Success: The board annually reviews the district’s mission, annually adopting board and district goals to support the long-term vision.

| | | Always | Sometimes | Rarely | Never | Unsure |
|---|--|--------|-----------|--------|-------|--------|
| a. | The board includes stakeholders and the community in the development and revisions of the district’s mission, vision, and goals. | | | | | |
| b. | The board aligns the mission and vision to drive planning, decision-making, and evaluation of district operations and progress. | | | | | |
| c. | The board adopts a strategic plan or district goals to support the progress and growth of student learning. | | | | | |
| d. | The board meeting agenda aligns discussion and action items to instructional and organizational practices that promote student success and the district’s goals/strategic plan. | | | | | |
| e. | The board continually monitors the district plan and progress of goals and outcomes, adjusting to changing expectations and opportunities for the school and changing needs to students. | | | | | |
| f. | The board adopts board goals aligned to the strategic plan or district goals to support and facilitate progress. | | | | | |
| g. | The board establishes and sustains a professional culture of engagement and commitment to a shared mission, vision, and goals pertaining to the education of the whole child. | | | | | |
| <p><i>What areas of strength did you identify within this standard? Why?</i></p> | | | | | | |
| <p><i>What are the areas within this standard that the board needs to improve and grow?</i></p> | | | | | | |



STANDARD II: POLICY GOVERNANCE

Benchmark for Success: The board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

| | | Always | Sometimes | Rarely | Never | Unsure |
|---|--|--------|-----------|--------|-------|--------|
| a. | The board is committed to a defined process to ensure regular review, revision, and adoption of board policies. | | | | | |
| b. | The board adopts policies that support the mission and vision, provide structure, and support student success. | | | | | |
| c. | The board completes a full review of the policy manual within a one-to-three-year period of time. | | | | | |
| d. | When developing and updating policies, the board considers recommendations from the superintendent, administrators, and district legal counsel/policy service. | | | | | |
| e. | The board ensures board policies are updated regularly according to state statute and accessible to the public. | | | | | |
| f. | The board follows an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel. | | | | | |
| g. | The board evaluates the superintendent's implementation of policy as one factor in the superintendent's annual evaluation. | | | | | |
| h. | The board reviews and approves the contents of the District Annual Report. | | | | | |
| i. | The board develops policies and procedures that affect students and staff in a positive, fair, and unbiased manner. | | | | | |
| j. | The district handbooks are aligned to district policy. | | | | | |
| <p><i>What areas of strength did you identify within this standard? Why?</i></p> | | | | | | |
| <p><i>What are the areas within this standard that the board needs to improve and grow?</i></p> | | | | | | |



STANDARD III: STAKEHOLDER & COMMUNITY ENGAGEMENT

Benchmark for Success: The board establishes effective communications with internal and external stakeholders to promote the district's image, and to build and sustain long-term partnerships that serve education.

| | | Always | Sometimes | Rarely | Never | Unsure |
|--|--|--------|-----------|--------|-------|--------|
| a. | The board engages the community to build understanding and support for public education and the school district. | | | | | |
| b. | The board seeks input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals. | | | | | |
| c. | The board maintains a cohesive communications plan to inform and educate the community on district issues. | | | | | |
| d. | The board ensures that a district report is provided to patrons annually. | | | | | |
| e. | The board references the district mission and vision to support decisions related to policy and district operations. | | | | | |
| f. | Board members maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. | | | | | |
| g. | The board builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning. | | | | | |
| <i>What areas of strength did you identify within this standard? Why?</i> | | | | | | |
| <i>What are the areas within this standard that the board needs to improve and grow?</i> | | | | | | |



STANDARD IV: ACCOUNTABILITY & STUDENT ACHIEVEMENT

Benchmark for Success: The board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.

| | | Always | Sometimes | Rarely | Never | Unsure |
|--|---|--------|-----------|--------|-------|--------|
| a. | The board engages in discussion related to the state standards and district assessments. | | | | | |
| b. | The board sustains an adopted curriculum review policy to require scheduled review and updates of district curriculum in all curricular areas. | | | | | |
| c. | The board reviews student achievement data to support the identification of priorities and allocation of resources. | | | | | |
| d. | The board promotes and supports through district resources continuous staff development and mentoring to support a highly effective staff. | | | | | |
| e. | The board seeks input from staff to develop and grow instruction and learning. | | | | | |
| f. | The board supports continuous school improvement initiatives and oversees the progress of school improvement goals. | | | | | |
| g. | The board promotes mutual accountability at all levels of the school community for each student's success and the effectiveness of the school as a whole. | | | | | |
| h. | The board promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. | | | | | |
| i. | The board promotes the use of technology in the service of teaching and learning. | | | | | |
| j. | The board reviews data to monitor and assess the progress of student learning. | | | | | |
| <i>What areas of strength did you identify within this standard? Why?</i> | | | | | | |
| <i>What are the areas within this standard that the board needs to improve and grow?</i> | | | | | | |

| | Yes | No | Unsure |
|---|-----|----|--------|
| Has the district intentionally engaged stakeholders who are members of the underrepresented groups? | | | |
| Who are the underrepresented groups in your school district? | | | |

| | |
|--|--|
| What are the district initiatives that address diversity, equity, and inclusion with students and staff? | |
| What are the barriers to more equitable outcomes? | |

STANDARD V: ADVOCACY

Benchmark for Success: The board advocates for children, public education, learning, and equity to support improved student outcomes for all students.

| | | Always | Sometimes | Rarely | Never | Unsure |
|--|--|--------|-----------|--------|-------|--------|
| a. | The board adopts an advocacy calendar and belief statements to align advocacy efforts before, during, and after the annual Legislative Session. | | | | | |
| b. | The board maintains legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation. | | | | | |
| c. | The board and superintendent attends the Legislative Issues Conference and engages NASB as a support system during the Legislative Session. | | | | | |
| d. | A board appoints an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s). | | | | | |
| e. | At the close of the Legislative Session, the board analyzes the work and effectiveness of the district's advocacy role during the session. | | | | | |
| f. | The board ensures each student in the district has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. | | | | | |
| g. | Board members advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. | | | | | |
| <i>What areas of strength did you identify within this standard? Why?</i> | | | | | | |
| <i>What are the areas within this standard that the board needs to improve and grow?</i> | | | | | | |



STANDARD VI: DISTRICT RESOURCES

Benchmark for Success: The board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.

| | | Always | Sometimes | Rarely | Never | Unsure |
|---|---|--------|-----------|--------|-------|--------|
| a. | The board adopts a fiscally responsible annual budget that is aligned with the district's mission, vision, and goals. | | | | | |
| b. | The board considers a budget that is aligned to the strategic plan and/or goals and the growth of student success. | | | | | |
| c. | The board receives monthly budget reports including comparison data to monitor budget management and expenditures. | | | | | |
| d. | The board reviews and adopts a master facility plan to support a safe and effective learning environment districtwide. | | | | | |
| e. | The board authorizes an annual audit of all of the district's financial records. | | | | | |
| f. | The board ensures equitable resource distribution within the annual budget. | | | | | |
| g. | The board allocates resources to provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the academic learning needs for each student. | | | | | |
| h. | The board engages the public in discussions regarding the budget and facility plan. | | | | | |
| <p><i>What areas of strength did you identify within this standard? Why?</i></p> | | | | | | |
| <p><i>What are the areas within this standard that the board needs to improve and grow?</i></p> | | | | | | |



STANDARD VII: BOARD OPERATIONS

Benchmark for Success: The board ensures meetings are effective, efficient, and orderly, focused on policy, proper board governance, and conduct.

| | | Always | Sometimes | Rarely | Never | Unsure |
|---|--|--------|-----------|--------|-------|--------|
| a. | The board has adopted the NASB Code of Conduct, and meeting protocols and procedures to support orderly meetings held in public. | | | | | |
| b. | The board meeting agenda is aligned with district goals and priorities, focused on student and staff success, academic outcomes, and effective governance practices. | | | | | |
| c. | The board treats all individuals, including fellow board members, staff, students, and community members with trust and respect. | | | | | |
| d. | The board understands and complies with the Nebraska Open Meetings Law. | | | | | |
| e. | The board adopts policy and communicates with the public regarding public participation at board meetings. | | | | | |
| f. | The board's actions and attitude elicit community trust and respect. | | | | | |
| g. | Each board member honors board decisions even when the vote is not unanimous. | | | | | |
| h. | Each board member refrains from making commitments on behalf of the board. | | | | | |
| i. | Each board member respects the confidential information shared in closed session. | | | | | |
| j. | The board engages in open, respectful dialogue and decision-making. | | | | | |
| <p><i>What areas of strength did you identify within this standard? Why?</i></p> | | | | | | |
| <p><i>What are the areas within this standard that the board needs to improve and grow?</i></p> | | | | | | |



STANDARD VIII: BOARD - SUPERINTENDENT RELATIONS

Benchmark for Success: The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.

| | | Always | Sometimes | Rarely | Never | Unsure |
|--|--|--------|-----------|--------|-------|--------|
| a. | The superintendent's job description states expectations, clarifies authority, is consistent with policy, and is reviewed by the board regularly and revised as needed. | | | | | |
| b. | The board and superintendent have clearly defined roles and accountability. | | | | | |
| c. | The board provides clear expectations for the superintendent's performance, collaboratively sets annual performance goals, and evaluates the superintendent accordingly. | | | | | |
| d. | The superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates to comply with the contract. | | | | | |
| e. | The board works with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications. | | | | | |
| f. | The board empowers and motivates the superintendent to the highest levels of professional practice and to continuous learning and improvement. | | | | | |
| g. | The board promotes the personal and professional health, well-being, and work-life balance of the superintendent. | | | | | |
| h. | Using policy, the board delegates authority to the superintendent to manage district operations and implement policy. | | | | | |
| i. | The board and superintendent demonstrate collaborative problem solving and decision-making. | | | | | |
| j. | The board thoughtfully considers the superintendent's recommendations prior to making decisions. | | | | | |
| <i>What areas of strength did you identify within this standard? Why?</i> | | | | | | |
| <i>What are the areas within this standard that the board needs to improve and grow?</i> | | | | | | |

STANDARD IX: PROFESSIONAL DEVELOPMENT

Benchmark for Success: The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

| | | Always | Sometimes | Rarely | Never | Unsure |
|---|--|--------|-----------|--------|-------|--------|
| a. | The board and superintendent share responsibility for the orientation of new board members. | | | | | |
| b. | Each board member regularly participates in board development opportunities. | | | | | |
| c. | The board participates in professional development regarding board-superintendent relations. | | | | | |
| d. | The board seeks opportunities to expand their knowledge of educational issues and practices within and beyond the district. | | | | | |
| e. | The board's participation in professional development leads to mutual trust, collaboration, shared knowledge, and clear communications between the board and superintendent. | | | | | |
| f. | The board reflects on board performance and learning through challenges through an annual board self-assessment. | | | | | |
| g. | The board sets goals following the board self-assessment. | | | | | |
| h. | The Association provides the support needed to grow in your role as a board member related to: (Bd. Mtg. Protocols and Procedures, Supt. Eval, BSA, Bd. Role/Responsibilities, Onboarding Bd Members, Committees, Advocacy, Policy, Comm. Engagement, Strat. Planning) | | | | | |
| What can the Association do to better meet your needs as a board? | | | | | | |
| What areas of strength did you identify within this standard? Why? | | | | | | |
| What are the areas within this standard that the board needs to improve and grow? | | | | | | |



CONCLUSION

| | |
|---|--|
| From the board perspective, what is the greatest student need in your district? | |
| Are there areas about the culture/climate of the board that you have not had the opportunity to address in the above questions? | |



NASB BOARD SELF-ASSESSMENT SAMPLE REPORT:



Nebraskaland Public Schools Board Self-Assessment 2026



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1

Collective Standard Averages

(listed highest to lowest)

- 4.88 - Standard IV: Accountability and Student Achievement
- 4.50 - Standard IX: Professional Development
- 4.00 - Standard I: Mission, Vision, and Goals
- 4.00 - Standard VI: District Resources
- 4.00 - Standard VIII: Board-Superintendent Relations
- 3.96 - Standard III: Community Engagement
- 3.89 - Standard II: Policy Governance
- 3.72 - Standard VII: Board Operations
- 3.60 - Standard V: Advocacy

Averages range from 1.00-5.00 with averages closer to 5.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

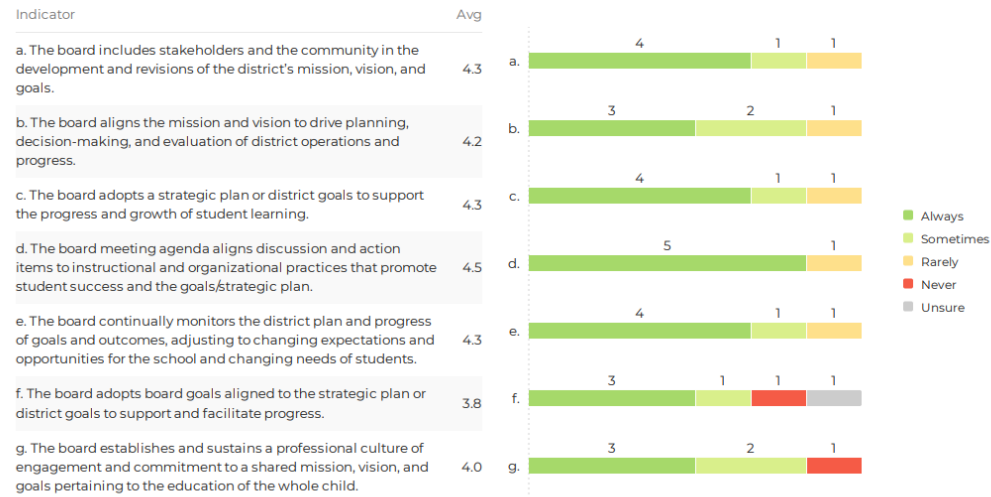
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4



Standard I: Mission, Vision, and Goals

Benchmark for Success: The board annually reviews the district's mission, annually adopting board and district goals to support the long-term vision.



Values are as follows: Always - 5 Sometimes - 4 Rarely - 2 Never - 1 Unsure - 3

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7

What areas of strength did you identify within this standard? Why?

Consectetur viverra, urna, iaculis placerat dui! Quam etiam fermentum nec dolor.
 Etiam euismod aenean leo sodales molestie vitae temporibus. Tempor leo wisi gravida.
 Luctus porttitor faucibus morbi diam orci? Wisi imperdiet quis posuere.
 Pedes tempus vulputate morbi dui, platea atque! Rutrum cras facilisi nonummy per tellus.
 Pellentesque cursus vehicula ut tempor. Eget! Nec nunc. Massa temporibus dapibus! Justo facilisi, amet.
 Ridiculus ultricies ab potenti venenatis consequat lorem ligula natoque magnis.

What are the areas within this standard that the board needs to improve and grow?

Viverra malesuada euismod, malesuada justo augue sed primis bibendum, non! Faucibus ridiculus.
 Scelerisque luctus? Suspendisse, laoreet lacus et porttitor lectus! Sed donec porta ante dui? Odio.
 Orci natoque temporibus! Pedes non malesuada sodales risus sollicitudin. Interdum? Duis et rhoncus ut.
 Duis bibendum wisi rutrum eleifend ultricies lectus tortor sed maecenas.
 Cursus vitae wisi fringilla augue turpis. Proin tellus dui dignissim vestibulum platea turpis diam ut.
 Aliquam vulputate dolor vel in cras tempora pellentesque quis, imperdiet non imperdiet.

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8



Following the Board Self-Assessment, the board will:

- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

Request support of the NASB Board Leadership team to facilitate a board retreat to lead the board through the review of the Board Self-Assessment Summary and establish board goals.



InstructionSpecial Education

Arlington Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities, through the age of twenty-one, have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or evaluate children to

publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, through the age of twenty-one, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services

cannot be achieved satisfactorily (the “Least Restrictive Environment Rules”). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension as long as those removals do not constitute a change of placement. The District defines a change of placement as it is defined under 92 NAC 51-016. The school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement has occurred. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the student’s IEP shall conduct a manifestation determination pursuant to 92 NAC 51-016. If the conduct which gave rise to the violation of the school code is determined to be a manifestation of the student’s disability, any change of placement for the student will only be made by a student’s IEP team. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The

District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

15. Accessibility of IEP and Responsibility to Implement

A child's IEP shall be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the IEP's implementation. Each of the aforementioned providers shall be informed of his or her specific responsibilities related to implementing the child's IEP, and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. All providers who are responsible for the implementation of a child's IEP are expected to implement the child's IEP according to its terms.

16. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

17. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

18. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

19. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

20. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

21. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

22. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

23. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: 07/10/2023

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R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
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Thomas M. Haase

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Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

FIRST SET OF 2026 POLICY UPDATES

Over the past several years, the Nebraska Legislature enacted several measures that will take effect during the 2026-2027 school year. In anticipation of these changes, we are sending the first set of policy updates to give boards and administrators time to review and plan for next year. As always, please do not hesitate to contact us with any questions or concerns.

1. Policy 1040 – Annual Report. Neb. Rev. Stat. § 79-3305 now requires an annual “computer science and technology education status report” to the School Board. The deadline to complete the first report is December 1, 2026.

2. Policy 3540 – Bidding Construction Projects. Neb. Rev. Stat. § 81-3445 requires the State Board of Engineers and Architects to adjust the threshold for architects or engineers on construction projects. The Board adjusted this amount to \$144,000, which is now reflected in Policy 3540.

3. Policy 5601 – Asthma, Anaphylaxis and Allergic Reaction Protocol. Neb. Rev. Stat. § 79-227 requires each Board to adopt an anaphylaxis policy by July 1, 2026. The anaphylaxis policy must also be included in the Student Handbook, beginning in the 2026-2027 school year. In addition, DHHS issued a new guidance document for anaphylaxis that does not need to be adopted into Board Policy but can be shared with your staff.

4. Policy 7050 – Bids and Contracts. Neb. Rev. Stat. § 73-106 requires the State Board of Education to adjust the bidding threshold once every five years. The State Board adjusted this amount to \$136,000, which is now reflected in Policy 7050.

Community RelationsAnnual Report and School Improvement

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Nebraska Department of Education Rule 10. The Annual Report shall be distributed or made available to residents of the School District each year. The report shall include information required by NDE Rule 10 and applicable NDE guidance. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students.

The Superintendent shall further ensure that the School District implements a systematic on-going process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process shall focus on improving student learning and include a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals. The school improvement process shall further include the following activities at least once within each five years:

- A. Review and update of the mission and vision statements.
- B. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- C. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
- D. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- E. Evaluation of progress toward improvement goals.

The school improvement process shall further include a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations shall be provided to the Nebraska Department of Education, when appropriate. The external team visits shall be conducted at least once each five years.

At least annually, the Superintendent or designee shall provide a computer science and technology education status report to both the Board of Education and Nebraska State Department of Education. The annual report may include information about student progress on the computer science and technology courses and other relevant measures of student progress in the areas of computer science and technology education. To the extent appropriate, computer science education data may be incorporated into the District's Annual Report and considered as part of the District's ongoing school improvement planning process.

Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10
Neb. Rev. Stat. § 79-3305

Date of Adoption: [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred thirty-six thousand dollars (\$136,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars (\$10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred forty-four thousand dollars (\$144,000), as adjusted from time to time by Section 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.*; Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

StudentsAsthma, Anaphylaxis, 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 (including anaphylaxis) and use of an EpiPen and albuterol. These regulations and protocols shall also 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.

The Superintendent or designee shall further develop and implement protocols to address anaphylaxis and the emergency use of epinephrine at school buildings and school-sponsored activities. A school nurse or trained staff member may administer epinephrine to any individual believed to be experiencing anaphylaxis. These protocols will also address the District's response, documentation, notification, and reporting any instances of administering epinephrine. The District will continue to implement individualized health or Section 504 plans for students with known severe allergies, and nothing in this policy limits rights or accommodations under Section 504, the ADA, or the IDEA.

Legal Reference: NDE Rule 59.006
Neb. Rev. Stat. § 79-227

Date of Adoption: [Insert Date]

New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$136,000, or such sum as adjusted pursuant to Section 73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. Sections 73-101 to 73-106

Date of Adoption: [Insert Date]

HMH



Proposal #009563966
Prepared For
Arlington Public Schools

Attention:
Tashia Wolf
tashia.wolf@apseagles.org

For the Purchase of:
Science Dimensions Earth and Biology Digital and PD

Prepared By
Julia Neils
julia.neils@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:
<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
Tashia Wolf
tashia.wolf@apseagles.org

Send **Orders** to:
orders@hnhco.com
FAX: 800-269-5232

Proposal for Arlington Public Schools

| ISBN | Title | Price | Quantity | Value of All Material | Free Materials Quantity |
|---|---|----------|----------|-----------------------|-------------------------|
| Grade 9 | | | | | |
| Student Digital Licenses | | | | | |
| 1792571 | 9780358426325 Science Dimensions Earth Student License 7 Year Includes: Digital Student Resources 7 Year Digital Grades 9-12 Implementation Success | \$166.00 | 25 | \$4,150.00 | |
| Total for Student Digital Licenses | | | | \$4,150.00 | |
| Teacher Digital Licenses | | | | | |
| 1808455 | 9780358554530 Science Dimensions Earth Teacher License 7 Year Includes: Science Dimensions Earth Teacher Resources 7 Year Digital Access to Teacher's Corner | \$540.75 | | | 1 |
| Total for Teacher Digital Licenses | | | | \$0.00 | |
| Total for Grade 9 | | | | \$4,150.00 | |

| | | | | | |
|---|--|----------|----|--------------------|---|
| Grade 9 | | | | | |
| Student Digital Licenses | | | | | |
| 1792572 | 9780358426332 Science Dimensions Biology Student License 7 Year Includes: Digital Student Resources 7 Year Digital Grades 9-12 Implementation Success | \$166.00 | 70 | \$11,620.00 | |
| Total for Student Digital Licenses | | | | \$11,620.00 | |
| Teacher Digital Licenses | | | | | |
| 1808437 | 9780358554356 Science Dimensions Biology Teacher License 7 Year Includes: Science Dimensions Biology Digital Teacher Resource 7 Year Access to Teacher's Corner | \$540.75 | | | 1 |
| Total for Teacher Digital Licenses | | | | \$0.00 | |
| Total for Grade 9 | | | | \$11,620.00 | |

Professional Services - Science Dimensions Biology
Implementation Support for Science Dimensions Biology

Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
Tashia Wolf
tashia.wolf@apseagles.org

Send **Orders** to:
orders@hnhco.com
FAX: 800-269-5232

Proposal for Arlington Public Schools

| ISBN | Title | Price | Quantity | Value of All Material | Free Materials Quantity |
|--|--|-----------------|----------|-----------------------|-------------------------|
| 1693437 | 9781328852007 Science Dimensions Getting Started Live Online Grades 9-12 2-Hour This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion. | \$800.00 | 1 | \$800.00 | |
| 1852296 | 9780358843849 Science Dimensions Leader Success Live Online Grades 6-12 1-Hour During this one-hour live online session, leaders learn about the design and resources of their HMH program. To help leaders develop a plan to guide implementation and set up teachers for a successful start, HMH Coaches share tools and best teaching and student learning practices to observe in the classroom. Leaders also preview the Teacher Success Pathways and resources on HMH Ed for ongoing support. | \$400.00 | | | 1 |
| Total for Implementation Support for Science Dimensions Biology | | \$800.00 | | | |
| <u>Total for Professional Services - Science Dimensions Biology</u> | | \$800.00 | | | |

| | |
|--|--------------------|
| Total Savings: | \$1,481.50 |
| Subtotal Purchase Amount: | \$16,570.00 |
| Shipping & Handling: | \$0.00 |
| Total Cost of Proposal (PO Amount): | \$16,570.00 |

****Please add proper sales tax to your order****

Send **Check Payments** to:
 HMH Education Company
 14046 Collection Center Drive
 Chicago, IL 60693

Attention:
 Tashia Wolf
 tashia.wolf@apseagles.org

Send **Orders** to:
 orders@hnhco.com
 FAX: 800-269-5232

Total Cost of Proposal (PO Amount): \$16,570.00

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
 - o Email address for Accounts Payable contact
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

| | |
|------------------------------|------------------------------|
| Ship to: | Sold to: |
| Arlington Public Schools | Arlington Public Schools |
| Arlington, NE 68002-0580 | Arlington, NE 68002-0580 |
- Please provide funding start and end dates.
- Please note HMH bills products and services as they are fulfilled. You may receive multiple invoices for your order.
- HMH reserves the right to transmit documents electronically.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase. Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 2/6/2026

Proposal Expiration Date: 3/23/2026



Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
Tashia Wolf
tashia.wolf@apseagles.org

Send **Orders** to:
orders@hmhco.com
FAX: 800-269-5232

100 S. Mill Ave
Suite 1700
Tempe, AZ 85281
877-725-4257

Date 2/27/2026
Quote No. Q-232904
Acct. No. 12207609
Total 95,099.94
Pricing Expires 08/24/2026

Arlington School District 24
705 North Ninth St
Arlington NE 68002
United States

5 year digital, 1 year print and 3 year kits WITH ESSENTIALS

| Payment Term | Contract Start | Contract End |
|--------------|----------------|--------------|
| Net 30 | 8/1/2026 | 7/31/2031 |

| Site | Description | Comments | End Date | Qty | Per Unit | Amount |
|------------------------------|--|----------|------------|-----|----------|----------|
| Arlington School District 24 | Twig Student Single User License - English and Spanish - Grade K | | 07/31/2031 | 50 | 75.00 | 3,750.00 |
| | Twig Student Print: Twig Book Bundle - Grade K - NGSS | | 07/31/2031 | 50 | 15.00 | 750.00 |
| | Twig Teacher Edition Print Bundle - Grade K - NGSS | | 07/31/2031 | 3 | 300.00 | 900.00 |
| | Twig Trade Book Bundle - Grade K | | 07/31/2031 | 3 | 153.76 | 461.28 |
| | Twig Science Module Kit Bundle - Grade K | | 07/31/2031 | 3 | 515.78 | 1,547.34 |
| | Twig Science Refill Kit Bundle - Grade K | | 07/31/2031 | 6 | 161.10 | 966.60 |
| | Twig Student Single User License - English and Spanish - Grade 1 | | 07/31/2031 | 50 | 75.00 | 3,750.00 |
| | Twig Student Print: Twig Book Bundle - Grade 1 - NGSS | | 07/31/2031 | 50 | 15.00 | 750.00 |
| | Twig Teacher Edition Print Bundle - Grade 1 - NGSS | | 07/31/2031 | 3 | 300.00 | 900.00 |
| | Twig Trade Book Bundle - Grade 1 | | 07/31/2031 | 3 | 149.39 | 448.17 |
| | Twig Science Module Kit Bundle - Grade 1 | | 07/31/2031 | 3 | 758.88 | 2,276.64 |
| | Twig Science Refill Kit Bundle - Grade 1 | | 07/31/2031 | 6 | 416.34 | 2,498.04 |
| | Twig Student Single User License - English and Spanish - Grade 2 | | 07/31/2031 | 50 | 75.00 | 3,750.00 |
| | Twig Student Print: Twig Book Bundle - Grade 2 - NGSS | | 07/31/2031 | 50 | 15.00 | 750.00 |
| | Twig Teacher Edition Print Bundle - Grade 2 - NGSS | | 07/31/2031 | 3 | 300.00 | 900.00 |
| | Twig Trade Book Bundle - Grade 2 | | 07/31/2031 | 3 | 65.83 | 197.49 |
| | Twig Science Module Kit Bundle - Grade 2 | | 07/31/2031 | 3 | 1,118.05 | 3,354.15 |
| | Twig Science Refill Kit Bundle - Grade 2 | | 07/31/2031 | 6 | 448.02 | 2,688.12 |
| | Twig Student Single User License - English and Spanish - Grade 3 | | 07/31/2031 | 50 | 75.00 | 3,750.00 |
| | Twig Student Print: Twig Book Bundle - Grade 3 - NGSS | | 07/31/2031 | 50 | 15.00 | 750.00 |
| | Twig Teacher Edition Print Bundle - Grade 3 - NGSS | | 07/31/2031 | 3 | 300.00 | 900.00 |
| | Twig Trade Book Bundle - Grade 3 | | 07/31/2031 | 3 | 61.48 | 184.44 |
| | Twig Science Module Kit Bundle - Grade 3 | | 07/31/2031 | 3 | 788.91 | 2,366.73 |

| Site | Description | Comments | End Date | Qty | Per Unit | Amount |
|------|--|--|------------|-----|----------|-----------|
| | Twig Science Refill Kit Bundle - Grade 3 | | 07/31/2031 | 6 | 389.96 | 2,339.76 |
| | Twig Student Single User License - English and Spanish - Grade 4 | | 07/31/2031 | 50 | 75.00 | 3,750.00 |
| | Twig Student Print: Twig Book Bundle - Grade 4 - NGSS | | 07/31/2031 | 50 | 15.00 | 750.00 |
| | Twig Teacher Edition Print Bundle - Grade 4 - NGSS | | 07/31/2031 | 3 | 300.00 | 900.00 |
| | Twig Trade Book Bundle - Grade 4 | | 07/31/2031 | 3 | 67.95 | 203.85 |
| | Twig Science Module Kit Bundle - Grade 4 | | 07/31/2031 | 3 | 1,458.71 | 4,376.13 |
| | Twig Science Refill Kit Bundle - Grade 4 | | 07/31/2031 | 6 | 586.98 | 3,521.88 |
| | Twig Student Single User License - English and Spanish - Grade 5 | | 07/31/2031 | 50 | 75.00 | 3,750.00 |
| | Twig Student Print: Twig Book Bundle - Grade 5 - NGSS | | 07/31/2031 | 50 | 15.00 | 750.00 |
| | Twig Teacher Edition Print Bundle - Grade 5 - NGSS | | 07/31/2031 | 3 | 300.00 | 900.00 |
| | Twig Trade Book Bundle - Grade 5 | | 07/31/2031 | 3 | 44.98 | 134.94 |
| | Twig Science Module Kit Bundle - Grade 5 | | 07/31/2031 | 3 | 1,124.91 | 3,374.73 |
| | Twig Science Refill Kit Bundle - Grade 5 | | 07/31/2031 | 6 | 452.65 | 2,715.90 |
| | Twig Student Single User License - Earth & Space Science - English and Spanish | | 07/31/2031 | 50 | 75.00 | 3,750.00 |
| | Twig Student Print: Twig Journal Bundle (Volumes 1-4) - Earth & Space Science | | 07/31/2031 | 50 | 30.00 | 1,500.00 |
| | Twig Teacher Edition Bundle (Volumes 1-4) - Earth & Space Science | | 07/31/2031 | 1 | 350.00 | 350.00 |
| | Twig Science Module Kit Bundle - Earth & Space Science | | 07/31/2031 | 3 | 3,832.82 | 11,498.46 |
| | Twig Science Essentials Kit - Grade 3 | | 07/31/2031 | 2 | 428.09 | 856.18 |
| | Twig Science Essentials Kit - Grade 4 | | 07/31/2031 | 2 | 450.49 | 900.98 |
| | Twig Science Essentials Kit - Grade 5 | | 07/31/2031 | 2 | 1,062.79 | 2,125.58 |
| | Twig Science Equipment Kit - Earth & Space | | 07/31/2031 | 2 | 901.73 | 1,803.46 |
| | Shipping and Handling (TWIG) | Shipping and Handling fee covers all physical materials listed above for the duration of the term. | 07/31/2031 | 1 | 6,259.09 | 6,259.09 |

| | |
|------------------|-----------|
| Subtotal | 95,099.94 |
| Tax Total | 0.00 |
| Total | 95,099.94 |

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Terms and Conditions of Company Services ("Terms and Conditions"). These Terms and Conditions are available at www.imaginelearning.com/standard-terms-and-conditions, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential and may not be shared with third parties without Imagine Learning's written consent.

Please note that the paper used in our products and the paper and components included in our science and math kits are sourced from suppliers that may become subject to tariffs. While we are actively managing our supply chain to minimize the effect of any tariffs that may be imposed, we reserve the right to apply a tariff surcharge to offset increased costs if necessary. We will provide thirty (30) days advance notice regarding the imposition of any such surcharges.

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

Arlington School District 24

Imagine Learning Representative

Signature: _____
Print Name: _____
Title: _____
Date: _____

Kenny Gustafson
Account Executive -
kenny.gustafson@imaginelearning.com
imaginelearning.com



Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-727430-1
PQ #: PQ 200214-137275
Date: 2/27/2026
Expires On: 3/29/2026
Delivery Service Level: Standard

Customer Contact Information

Tashia Wolf
Arlington Elementary School (Ne)
4024784121
tashia.wolf@apseagles.org

Amplify Contact Information

Vanessa Scott
Lead Inside Account Executive
vascott@amplify.com

7 YR | 2027 - 2034

GRADE 7

| PRODUCT | QUANTITY | PRICE | TOTAL PRICE |
|---|----------|---------|-------------------|
| Amplify Science MS G7 Integrated Teacher License - 7yr (2027-2034) | 1.00 | \$0.00 | \$0.00 |
| Amplify Science Full Year Grade 7 Course - Integrated Model - LICENSE - UPFRONT - 7yr (2027-2034) | 65.00 | \$88.00 | \$5,720.00 |
| TOTAL | | | \$5,720.00 |

GRADE 8

| PRODUCT | QUANTITY | PRICE | TOTAL PRICE |
|---|----------|---------|-------------------|
| Amplify Science MS G8 Integrated Teacher License - 7yr (2027-2034) | 1.00 | \$0.00 | \$0.00 |
| Amplify Science Full Year Grade 8 Course - Integrated Model - LICENSE - UPFRONT - 7yr (2027-2034) | 65.00 | \$88.00 | \$5,720.00 |
| TOTAL | | | \$5,720.00 |

Please refer to Product Description section below for more detail.

GRAND TOTAL

\$11,440.00

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.

- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

License and Services Term:

- Licenses: 07/01/2027 until 06/30/2034.
- Professional Development (PD) Services:
 - For purchases made on or before 12/31/25, unless otherwise stated above, PD Services expire 18 months from the order date. Any unused PD Services after 18 months will be forfeited.
 - For purchases on or after 1/1/26, please visit <http://amplify.com/pd-expirationterms> for information about the term for PD Services and when they expire, unless otherwise outlined herein.
- All other services: 18 months from order date. Unless otherwise stated above, all other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
 - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
 - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Product Descriptions

GRADE 7

| PRODUCT | DESCRIPTION |
|---|--|
| Amplify Science MS G7 Integrated Teacher License | Amplify Science MS Teacher License for all Grade Seven units in the integrated sequence including: Geology on Mars, Plate Motion, Plate Motion Engineering Internship, Rock Transformations, Phase Change, Phase Change Engineering Internship, Chemical Reactions, Populations and Resources, Matter and Energy in Ecosystems |
| Amplify Science Full Year Grade 7 Course - Integrated Model - LICENSE - UPFRONT | Bundle of 9 units of Amplify Science Middle School curriculum for Grade 7 using the "Integrated" model of science instruction. Units include: Geology on Mars, Rock Transformations, Earth's Changing Surface, Earth's Changing Surface Engineering Internship, Phase Change, Phase Change Engineering Internship, Chemical Reactions, Populations and Resources, and Matter and Energy in Ecosystems. |

GRADE 8

| PRODUCT | DESCRIPTION |
|---|---|
| Amplify Science MS G8 Integrated Teacher License | Amplify Science MS Teacher License for all Grade Eight units in the integrated sequence including: Harnessing Human Energy, Force and Motion, Force and Motion Engineering Internship, Magnetic Fields, Light Waves, Earth, Moon, and Sun, Natural Selection, Natural Selection Engineering Internship, Evolutionary History |
| Amplify Science Full Year Grade 8 Course - Integrated Model - LICENSE - UPFRONT | Bundle of 9 units of Amplify Science Middle School curriculum for Grade 8 using the "Integrated" model of science instruction. Units include: Harnessing Human Energy, Force and Motion, Force and Motion Engineering Internship, Magnetic Fields, Light Waves, Earth Moon and Sun, Natural Selection, Natural Selection Engineering Internship, and Evolutionary History |

How to Order Our Products

Amplify would like to process your order as quickly as possible. We accept: **Purchase Orders** (fastest), **Credit Cards**, **ACH/Wire**, and **Checks**.

Visit amplify.com/ordering-support for ordering instructions.

Option 1: Purchase Order (For Fastest Processing, we recommend you submit a purchase order via our website: amplify.com/ordering-support)

Submit your signed purchase order using any method below:

- **Online:** service.amplify.com/submit-a-po
- **Email:** IncomingPO@amplify.com
- **Fax:** (646) 403-4700

Required with your Purchase Order:

- Copy of your Price Quote
- Tax-Exemption Certificate (if applicable)

Option 2: Pay in Advance

- **Credit Card:** Visit service.amplify.com/make-a-payment
- **ACH/Wire:** Visit service.amplify.com/make-a-payment for Amplify banking details
- **Check:**

Amplify Education, Inc.
P.O. Box 392294
Pittsburgh, PA 15251-9294

Note: To ensure timely and accurate processing, customers making Wire or ACH payments must email remittance details to accountsreceivable@amplify.com. If paying by check, include your quote number on your check. Check payments add up to 2 weeks processing time.

Important: Sales tax is not included in quotes and may apply to your order. Please notify your sales representative of any prepayments and their details.

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. **Scope.** These Customer Terms and Conditions are a legal agreement between Amplify Education, Inc. ("Amplify") and the local education agency or authority, school district, school network, independent school, or other regional education system ("Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). These Customer Terms and Conditions, all addenda, attachments, and the Quote, as applicable (together, the "Agreement"), constitute the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof.

2. **Agreement Acceptance.** This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. This term of the Agreement will be as specified in the Quote and may be renewed or extended by mutual agreement of the parties. Customer represents and warrants that: (1) Customer is of legal age to accept this Agreement; (2) Customer is authorized to accept

this Agreement and to access and use the Products; and (3) Customer's use of the Products will comply at all times with Amplify's [Acceptable Use Policy](#) available at amplify.com/acceptable-use ("AUP"). The Customer may not access, download, or use the Products if the Customer does not agree to this Agreement.

3. License. Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means the K–12 students registered or authorized for instruction with Customer and the educators, agents and staff members who use the Products as authorized by Customer who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to the AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

4. Restrictions. Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be set forth at <https://amplify.com/amplify-program-usage-guidelines/> and additional guidelines may be detailed in materials associated with the Product the Customer is accessing. Further, Customer may not, except as expressly authorized by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; (f) use any content from the Products, including but not limited to text, images, videos, assessments, lesson plans, or code, as input or training material for any machine learning or artificial intelligence system, including large language models, neural networks, or other algorithmic models, for any purposes, commercial or non-commercial; or (g) permit any Authorized School User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

5. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see amplify.com/virtual-patent-marking). Amplify reserves the right to update or modify the Products at any time and to discontinue the Products upon reasonable notice.

6. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

7. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

8. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

9. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

10. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Customer [Privacy Policy](#) at [amplify.com/customer-privacy](#) ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. In addition, Amplify has entered into the data privacy agreements listed at [amplify.com/privacy-security](#) aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the [Privacy Policy](#) available to the parents or guardians of users who are under the age of 13.

11. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at [amplify.com/customer-requirements](#).

12. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

13. Limitation of Liability. TO THE EXTENT SUCH LIMITATION IS NOT PROHIBITED BY APPLICABLE LAW, IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED SCHOOL USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT SUCH LIMITATION IS NOT PROHIBITED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY

TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS BY AN AUTHORIZED SCHOOL USER THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

14. Termination. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

15.

Miscellaneous. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." For United States-based Customers, this Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state, commonwealth, or territory in which Customer resides based on the address set forth in the Quote, without regard to that state's, commonwealth's, or territory's choice of law rules. For Customers based outside of the United States, this Agreement will be governed by the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

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