

Board of Education Regular Meeting
Monday, January 8, 2024 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. ANNUAL BUSINESS
 - 3.1. Election of Officers
 - President
 - Vice President
 - Secretary/Treasurer
 - 3.2. Appointment of Board Committees
 - 3.3. Appoint KSB and PGH&G Law Firms as Official Legal Counsel to Board and Superintendent
 - 3.4. Appoint First State Bank and Trust as Official Depository for All District Funds
 - 3.5. Distribute Conflict of Interest Forms for Board Members
 - 3.6. Approve Arlington Citizen as Official Newspaper of the Board of Education
 - 3.7. Appoint Superintendent as District Non-Discrimination Compliance Coordinator
 - 3.8. Appoint Supt as Secretary and Business Manager as Recording Secretary to the Board of Education
4. CONSENT AGENDA
 - 4.1. Minutes of the Previous Board Meeting(s)
 - 4.2. Monthly Financial Reports
 - * Note - there is no VISA check register as I am waiting for PO's to be finished, due to holiday break.
 - 4.3.
 - Resignations:
 - Hires: Mrs. Vickie Kern, Para
 - Reassignments:
5. CURRICULUM/INSTRUCTION REPORTS
 - MATH
 - Pre School
 - Kindergarten
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. NRCSA and NASB Reports
 - 7.2. Scoreboard Project Updates
 - Funds Raised
 - Timeline
 - 7.3. Review ALICAP Safety Visit Summary
 - 7.4. Legislative News
8. COMMITTEE AND REPRESENTATIVE REPORTS
 - 8.1. Negotiations Committee
 - 8.2. Buildings and Grounds Committee
 - Need to Schedule a Meeting
9. UNFINISHED BUSINESS
 - 9.1. Discussion of Community Engagement Meeting January 29, 2024
 - 9.2. Discuss and Consider Policy 5421-Use of Restraints and Seclusion on Second Reading
10. NEW BUSINESS
 - 10.1. Discuss and Consider Policies 100-1120:
 - 1000-Contents
 - 1010-Visiting School
 - 1020-Community to Board
 - 1030-Public Complaints
 - 1030A-Parent/Patron Comment Form
 - 1040-Annual Report
 - 1050-Access to Records
 - 1060-Advertising and Promotion
 - 1070-Publications Radio Television
 - 1080-School Directory
 - 1100(A)(B)(C)-Community Use of School Facilities and forms
 - 1101-Equal Access Student Groups
 - 1102-Recording of Others
 - 1105-Equal Access Student Groups and Boy Scouts (obsolete due to revised 1101 in 2023)
 - 1110-Bulletin Boards
 - 1120-Tobacco
 - 10.2. Discuss, Consider and Take Necessary Action to Approve Electrical Work to Install Digital Video Board in Competition Gym
 - 10.3. Discussion of Changes in Special Education Requirements and the Need for a Special Education Director/Student Services Coordinator
 - 10.4. Set Date and Time for Annual Board Retreat
 - 10.5. Discuss and Consider Related Services Contract for One Year with ESU2 for Speech Language Pathologist for 2024-2025
11. EXECUTIVE SESSION
12. ACTION ON EXECUTIVE SESSION ITEMS
13. ADJOURNMENT

ARLINGTON PUBLIC SCHOOLS' BOARD OF EDUCATION
COMMITTEE PURPOSE, ASSIGNMENTS, AND OPERATING PROCEDURES
2023

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

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

STANDING COMMITTEE ASSIGNMENTS 2023

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

APPOINTED REPRESENTATIVES 2022

St. Paul's Lutheran Liaison

Board Members
Brian Laaker
Chase Kratochvil

Staff Member:
Dawn Lewis

COMMITTEE PURPOSE:

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

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

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

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

OPERATING PROCEDURES:

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

Internal Board PoliciesConflict of Interest—Other Than Contracts or Employment

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

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

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

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

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

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

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

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

Date of Adoption: August 8, 2016

Reviewed: October 9, 2017

Internal Board Policies - Board MembersReporting Procedures

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

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

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

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

Legal Reference: §49-14,103.02

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

Reviewed: April 14, 2014, October 9, 2017

Internal Board Policies - Board MembersConflict of Interest/Contracts

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

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

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

Legal Reference: 49-14,103.01

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

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

Board of Education Regular Meeting

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

Monday, December 11, 2023 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Matt O'Daniel called the meeting to order at 7:04 pm

1.2. Roll Call

Motion to excuse the absence of Brian Laaker Passed with a motion by Matt O'Daniel and a second by Chase Kratochvil.

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

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

Dr. Dawn Lewis, Superintendent and Jennifer Arp Recording secretary, were both present.

Aaron Pfingsten (arrived at 7:45pm), James Shada and Jacque Morgan were absent due to other activities needing administration to be present at.

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 Chase Kratochvil and a second by Jason Arp.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Matt O'Daniel and a second by Cassie Flesner.

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

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations: Deb Washburn, Speech Language Pathologist

Hires: Randy Meier, Custodian

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

Testing Data

Tashia Wolf was present to report on the testing data and some general curriculum information to the board for Arlington Public Schools.

5. REVIEW OF ANNUAL DISTRICT GOALS

Dr. Lewis went over the district board goals as of December 2023.

6. PRINCIPALS REPORTS

6.1. Dr. Morgan's Elementary Report

6.2. Mr. Pfingsten's High School Report

6.3. Mr. Shada's Activity Report

7. SUPERINTENDENTS REPORT

7.1. Discuss Equalis Group Registration for Ease of Bidding Process

7.2. NASB and NRCSA Reports Attached

7.3. Superintendent Leave Log Attached

7.4. Report on Commissioner's Superintendent Advisory Committee Meeting November 15

7.5. Legislative Preview: What is expected this session:

Discussion about the rules

Epic Tax

Firearms

Parental Involvement

Taxation Caps on School Formula

Sports and Spaces bill

7.6. Review of Annual Report to the Taxpayers for 2022-2023

8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1. Finance Committee

8.2. Negotiations Committee

8.3. Professional Development Sharing

9. UNFINISHED BUSINESS

9.1. Discuss, Consider and Take Necessary Action to Engage with NASB to Facilitate the Community Meeting to be Held January 29, 2024

The board would like NASB to facilitate the community meeting in January. They would do the surveying, meeting and all the leg work to do some strategic planning for the board.

Motion to enter into an agreement with NASB to hold the community engagement meeting Jan 29, 2024 Passed with a motion by Matt O'Daniel and a second by Jason Arp.

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

10. NEW BUSINESS

10.1. Discuss and Consider Policy 5421-Use of Restraints and Seclusion on First Reading

10.2. Discuss, Consider and Take Necessary Action to Approve 2022-2023 Financial Statements/Audit

Brenda Vampola was present at the workshop prior to tonight's meeting to present the final 2022-2023 audit information to the entire board. Board members were able to ask questions and get clarification on any items or areas of the audit where or if there were any concerns.

Motion to approve the 2022-2023 Final audit/financial statements Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

10.3. Discuss, Consider and Take Necessary Action to Enter Agreement with Ralston Public Schools for Deaf Education Services

Motion to Enter Agreement with Ralston Public Schools for Deaf Education Services Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

10.4. Discuss, Consider and Take Necessary Action to Approve Application for Early Retirement Incentive Program for Qualified Employee(s)

Motion to Approve Application for Early Retirement Incentive Program for Qualified Employee(s) Deb Washburn Passed with a motion by Matt O'Daniel and a second by Chase Kratochvil.

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

10.5. Discuss and Consider Results of Superintendent Evaluation

Matt O'Daniel presented the board members with the results of the NASB superintendent evaluation. Matt spoke of how accurate and well organized NASB does on the evaluation and presented to the information to the board.

It was a very positive review and many good comments and recommendations from the board.

11. EXECUTIVE SESSION

Discussion of Collective Bargaining Subject to Executive Session

Motion to enter into Executive Session at 8:30 Passed with a motion by Matt O'Daniel and a second by Chase Kratochvil.

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

12. ACTION ON EXECUTIVE SESSION ITEMS

Motion to end executive session at 8:52 Passed with a motion by Matt O'Daniel and a second by Jason Arp.

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

13. ADJOURNMENT

Meeting adjourned at 8:52 following executive session

Matt O'Daniel, Board President

Dawn Lewis, Board Secretary

Date

Date

December 31, 2023

Fund Name	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance	
2 Rivers Bank							
General Fund - 864	\$ 2,358,527.73	\$ 392,911.43	\$ 959,372.18	\$ 4,807.20	\$ -	\$ 1,796,874.18	
			\$ -				
Activities - 109	\$ 249,266.43	\$ 23,481.46	\$ 50,111.34	\$ 414.39	\$ -	\$ 223,050.94	
Activities Saving -CLOSED	\$ -		\$ -		\$ -	\$ -	
Hot Lunch - 487	\$ 173,699.63	\$ 31,992.02	\$ 50.00	\$ 319.84	\$ -	\$ 205,961.49	Dec transfer in Jan
Depreciation Fund	\$ 821,970.97		\$ -	\$ 2,062.42	\$ -	\$ 824,033.39	
Depreciation CD - 5826	\$ 259,061.30		\$ -	\$ -	\$ -	\$ 259,061.30	
					Total Depreciation:	\$ 1,083,094.69	
2017 Bond Refunding	\$ 655,898.93	\$ 653.35	\$ 516,383.75	\$ 1,251.34	\$ -	\$ 141,419.87	
		\$ -					
QCPUF	\$ 505,497.34	\$ 404.18	\$ 343,711.25	\$ 964.40		\$ 163,154.67	
Spec Bldg Fund	\$ 976,118.48	\$ 6,000.00	\$ -	\$ 1,862.26	\$ -	\$ 983,980.74	
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -	
					Total Spec Bldg:	\$ 983,980.74	
Total Special Funds	\$ 3,218,547.02	\$ 7,057.53	\$ 860,095.00	\$ 6,140.42	\$ -	\$ 2,371,649.97	
Total SF minus CD's	\$ 2,959,485.72					\$ 2,112,588.67	

CHECK REGISTER FOR DEC 2023

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
American Broadband	Telephone service	\$ -
Airgas	Welding gas tank rental	\$ 66.00
Arbor Family counseling	onsite services for November	\$ 1,400.00
Border states	supplies for lighting	\$ 44.40
Blick Art	Materials for art class backordered from Sept	\$ 26.88
Blue Door Pediatric Therapy	December Services	\$ 1,863.00
Charleston Inc	switch and control for hvac in old gym and football shed	\$ 347.78
Martin Clausen (Chem Tech)	Pest Control	\$ 92.64
CityWide Facility Solutions	Event Clean up (Main Gym and Locker Rooms)	\$ 810.00
Capital One (Walmart)	supplies	\$ 497.58
D B Nebraska	Wiring Harness and service on hvac (2 invoices)	\$ 9,233.00
Enterprise Publishing	legals and minutes	\$ 195.56
ESU 3	District tax forms	\$ 142.73
ESU 3	Vision Services for student	\$ 308.80
Egan Supply	Gym floor refinishing OCT & NOV 2 invoices	\$ 8,275.00
Hy VEE	kleenex and papertowe lfor buses	\$ 33.97
Hometown Leasing	Copier Lease payment	\$ 1,810.93
Integrated Life Choices	Services for student per agreement Nov & Dec	\$ 3,691.74
Knudsen's	Fuel for bus barn fuel tank	\$ 3,899.04
Kimball Midwest	paint for vans	\$ 492.04
Learn to Move	Pt Services	\$ 610.29
Tamera Loftis	Accompanist Fees for Oct- Dec	\$ 460.00
Menards	Saafety Supplies, Locker room repairs, gym materials	\$ 299.86
Methodist Fremont Health	Athletic Services for Nov	\$ 1,317.50
Mechanical INC	Service call for hv/ac for quote for gym repair	\$ 488.75
NASCD	Admin renewals for dues Pfingsten and Wolf	\$ 80.00
NCS Pearson	Digital testing supplies for Psych	\$ 77.40
Onto College	Act Prep renewal	\$ 2,400.00
Omaha Truck	Bus Parts & Repairs (Multiple invoices)	\$ 788.56
O'Reilly's	Antifreeze and shop parts for vans and buses	\$ 100.54
Oppd	Electricity	\$ 8,870.32
One Source	Background checks	\$ 17.00
PayFlex	Monthly fee	\$ 100.00
Plank Road Publishing	Holiday Music for elementary	\$ 32.40
JW Pepper	Music for HS	\$ 91.99
JW Pepper	Music for HS Choir	\$ 112.19
Shaw Hall & Navarrette CPA	Completion of Auditing Services for 2023	\$ 4,340.00
Unite Private Network	Internet Provider	\$ 560.78
Village of Arlington	Water	\$ -
VISA	MISC Supplies for HS/ELEM	\$ 1,725.91
Wood River	Natural Gas	\$ 4,507.48
West Omaha WinSupply	Hot water heater	\$ 7,020.00
		\$ -
Total Payables (GF checks not mailed until approved by the BOE)		\$ 67,232.06

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

Alpaca	Payment for Aug- Dec packs (not fundraised)	\$	425.00
Casey's	Gas for Vans	\$	617.80
The Musicians Choice	Music for honor choir elementary	\$	49.00
Total Hand payables		\$	1,091.80

Total General Fund **\$ 68,323.86**

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

Total Special Funds **\$ -**

Hot Lunch Expenses

CWD (Cash-Wa)		\$	4,523.33
Bimbo's Bakery		\$	560.68
Hiland Dairy		\$	2,662.81
Jackson Services		\$	328.06
Sysco		\$	2,647.65
US Foods		\$	4,173.69
Julie French	Reimburse for salad	\$	29.70
Midwest Distributing	Ice machine cleaner and Filters	\$	658.59
HyVee	Gluten free food for lunch	\$	62.43
O'Flaherty Services	Door sweep and labor for kitchen walk-in doors	\$	956.47
		\$	-
		\$	-
	Hot Lunch Total	\$	16,603.41

**General Fund
2023-2024**

<u>Receipts</u>	<u>Budgeted</u>	<u>Actual Receipts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 6,672,219.00	\$ 2,089,034.43	31.31%	22.97%
Carline Taxes	\$ 4,000.00	\$ 1,031.76	25.79%	18.33%
Motor Vehicle	\$ 400,000.00	\$ 156,730.77	39.18%	37.32%
PreSchool Tuition	\$ 15,000.00	\$ 9,120.00	60.80%	54.40%
County Sources	\$ 30,000.00	\$ 217.23	0.72%	0.82%
State Aid	\$ 2,041,657.00	\$ 816,664.00	40.00%	40.01%
Sped SA Revenue	\$ 500,000.00	\$ 134,309.00	26.86%	15.59%
Federal & all other	\$ 371,000.00	\$ 264,298.60	71.24%	
Transfer From Depreciation	\$ -	\$ -	-	
	\$10,033,876.00	\$3,471,405.79	30.68%	27.65%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<u>General Fund Totals</u>				
Elementary	\$ 4,426,159.65	\$ 1,425,402.89	32.20%	33.28%
Secondary	\$ 4,424,939.43	\$ 1,346,128.56	30.42%	29.61%
District	\$ 2,436,420.96	\$ 689,960.27	28.32%	27.43%
Total	\$ 11,287,520.04	\$ 2,650,007.70	23.48%	23.11%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ 186,601.68	\$ 36,925.57	19.79%	19.64%
Elem Transportation Maint.	\$ 90,644.32	\$ 16,796.66	18.53%	33.77%
Secondary	\$ 98,674.89	\$ 19,682.03	19.95%	20.83%
HS Transportation Maint.	\$ 22,661.08	\$ 16,504.05	72.83%	81.40%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Building	\$ 577,066.04	\$ 146,888.36	25.45%	28.43%
Building Maint.	\$ 550,604.47	\$ 124,662.16	22.64%	20.55%
Grounds Maint	\$ 107,500.00	\$ 38,689.60	35.99%	9.46%

Activity Balances as of		12/31/2023			
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ (629.69)	\$11,900.00	\$10,400.00	\$ 870.31
702	Always For Kids ELEM	\$ 20,199.79	\$26,999.64	\$10,779.55	\$ 36,419.88
702	HS Always for Kids	\$ 2,064.91	\$306.83	\$191.76	\$ 2,179.98
703	Art Class	\$ 7,496.22	\$630.00	\$2,847.27	\$ 5,278.95
704	Art Club	\$ 1,632.03	\$0.00	\$0.00	\$ 1,632.03
705	Athletics	\$ (20,318.00)	\$38,059.09	\$58,351.92	\$ (40,610.83)
706	Band	\$ 3,207.29	\$3,858.21	\$3,188.87	\$ 3,876.63
708	Book Club	\$ 270.55	\$0.00	\$0.00	\$ 270.55
709	Cheerleading	\$ 1,360.69	\$3,134.06	\$1,879.83	\$ 2,614.92
710	Welding	\$ 966.15	\$210.00	\$0.00	\$ 1,176.15
714	SKILLS	\$ 593.39	\$1,785.00	\$159.13	\$ 2,219.26
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 3,088.90	\$18,577.76	\$21,394.83	\$ 271.83
721	Dance Squad	\$ (537.26)	\$4,341.92	\$3,175.59	\$ 629.07
722	Drama	\$ 708.05	\$3,701.50	\$2,633.68	\$ 1,775.87
723	MS STEM	\$ 59.75	\$75.00	\$60.00	\$ 74.75
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
726	FBLA	\$ 14,496.48	\$20,535.57	\$18,513.96	\$ 16,518.09
727	Football	\$ 11,695.80	\$1,623.50	\$2,018.91	\$ 11,300.39
728	Reimbursement (general)	\$ 695.43	\$679.46	\$400.46	\$ 974.43
732	Fam Cons Science	\$ 552.61	\$440.00	\$454.98	\$ 537.63
733	Wrestling	\$ 953.89	\$4,774.45	\$4,617.43	\$ 1,110.91
735	Honor Society	\$ 1,158.96	\$340.00	\$44.99	\$ 1,453.97
736	Activities Interest	\$ -	\$0.00	\$0.00	\$ -
737	MS Student Council	\$ 2,829.91	-\$166.10	\$535.00	\$ 2,128.81
739	Library Fund Elem/HS	\$ 3,736.45	\$1,430.60	\$765.80	\$ 4,401.25
740	Industrial Tech / Woods	\$ 1,367.89	\$797.00	\$1,462.21	\$ 702.68
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82
744	HS Lounge	\$ 251.17	\$0.00	\$0.00	\$ 251.17
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 247.91	\$213.06	\$200.00	\$ 260.97
748	Spring Musical	\$ 11,498.70	\$5,762.94	\$2,913.47	\$ 14,348.17
749	Student Council	\$ 3,816.37	\$1,885.08	\$512.02	\$ 5,189.43
750	Student Vending	\$ 1,403.01	\$0.00	\$0.00	\$ 1,403.01
751	Swing Choir	\$ 3,238.69	\$480.81	\$1,841.73	\$ 1,877.77
753	Yearbook	\$ 5,046.53	\$4,240.00	\$5,104.30	\$ 4,182.23
756	Pepsi	\$ 1,556.15	\$455.14	\$498.96	\$ 1,512.33
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ -	\$0.00	\$0.00	\$ -
762	Baylor/ACT	\$ 2,981.09	\$420.00	\$0.00	\$ 3,401.09
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85
765	Class of 2025	\$ -	\$300.00	\$0.00	\$ 300.00
766	FFA	\$ 25,205.65	\$25,985.25	\$24,974.01	\$ 26,216.89
768		\$ -	\$0.00	\$0.00	\$ -
770	K3 Basketball Camp	\$ 303.12	\$3,200.00	\$934.72	\$ 2,568.40
772	Class of 2023	\$ 1,044.36	\$0.00	\$0.00	\$ 1,044.36
773	Class of 2024	\$ 3,169.00	\$0.00	\$80.26	\$ 3,088.74
774	Class of 2025	\$ 4,657.88	\$105.00	\$0.00	\$ 4,762.88
775	Class of 2026	\$ 929.90	\$2,434.70	\$594.50	\$ 2,770.10
776	Class of 2027	\$ 90.00	\$1,877.60	\$0.00	\$ 1,967.60
782	Volleyball	\$ 5,088.91	\$1,378.00	\$1,113.90	\$ 5,353.01
783	Boys Golf	\$ 2,908.56	\$800.00	\$0.00	\$ 3,708.56
784	Girls Golf	\$ 4,869.41	\$800.00	\$0.00	\$ 5,669.41
785	Cross Country	\$ 5,895.90	\$1,681.00	\$3,247.59	\$ 4,329.31
786	Track Fund	\$ 2,713.84	\$800.00	\$0.00	\$ 3,513.84
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 1,876.56	\$1,317.50	\$1,320.30	\$ 1,873.76
789	Baseball Fund	\$ 5,961.43	\$800.00	\$1,576.12	\$ 5,185.31
790	Boys Basketball	\$ 2,136.42	\$1,505.00	\$1,388.38	\$ 2,253.04
791	Girls Basketball	\$ 2,121.41	\$1,805.00	\$1,099.22	\$ 2,827.19
792	MS Girls Basketball	\$ 23.50	\$0.00	\$0.00	\$ 23.50
793	Striv	\$ 3,834.92	\$25.00	\$215.00	\$ 3,644.92
794	Sped	\$ 1,320.40	\$1,249.70	\$1,118.47	\$ 1,451.63
795	Wellness (District)	\$ 980.53	\$5,765.00	\$2,800.00	\$ 3,945.53
796	Elementary Activity	\$ -	\$0.00	\$0.00	\$ -
799	Girls On The Run	\$443.75	\$0.00	\$0.00	\$ 443.75
713	Alpaca	\$4,600.00	\$7.00	\$0.00	\$ 4,607.00
	Totals	\$201,950.48	\$209,326.27	\$195,409.12	\$215,867.63

Math Department Board Report

2023-2024

What do we want students to learn?

Mathematics curriculum is based upon the Nebraska Mathematics Standards and our mission statement to develop skills for lifelong learning. Students in grades 7-9 are assessed in the fall, winter and spring using the MAP test. In order to prepare students for these exams and to promote student growth and development, we are doing goal setting prior to each MAP test. Students fill out individual goal sheets tailored to their specific areas of strengths and weaknesses. This helps the students become stakeholders in the process because they see what their scores are and how they are doing over the course of the school year. Once students have taken their math MAP test, we as teachers then review their scores and data, then go over new goals for them to set for the next test.

Our 11th grade students are assessed in the spring through the ACT. For our 10-12 grade students, the mathematics department uses the following assessments to prepare them for the upcoming tests:

- John Baylor Test Prep (ACT.. required by all juniors in the spring)-Grade 11
- Pre-ACT tests-Grade 10

How do we know students are learning?

MAP tests are given to students grades 7-9 three times per year to analyze student growth.

Below is the data for the first two administrations of the MAP test for grades 7 and 8. The 9th grade students will take their second MAP test this week..

Grade Level	National Average RIT Score (Fall 2020)	APS Average RIT Score (Fall 2023)	National Average RIT Score (Winter 2020)	APS Average RIT Score (Winter 2023)	Average Student Growth by Grade Level
7th	220	227.9	224	229.6	1.8
8th	224	230.5	228	233.7	3.2
9th	226	236.6	228	N/A	N/A

The state of Nebraska continues to use the ACT as the 11th grade statewide assessment. The following table shows trend data for proficiency shared by Tashia Wolf for the ACT Math test.

ACT - Math	2022-23	2021-22	2018-19	2017-18
Percentage of Students Proficient	48	70	50	61

How do we respond when students are not learning?

In the middle and high school, the GRIP program is utilized to give students an opportunity to work on

missing work or work that is not deemed proficient.

At the high school level, freshmen who did not achieve proficiency as eighth graders on the NSCAS Math Test are placed into Math Lab. In Math Lab, the students not only review basic math facts but are able to receive extra assistance for their current math class.

For the students that are sophomores and juniors, they also have the opportunity to take advantage of a Math Lab with a recommendation from the math teacher if they choose to utilize the option. Students who fail to turn in homework or take the necessary steps to be successful in the classroom are then referred to after school GRIP.

We offer extra support in certain classes to those students who struggle with math. These classes are either co-taught by a mathematics and a special education teacher or have extra support available with a paraeducator. Students are placed in these classes by teacher recommendation. Currently, Math 7, Pre-Algebra, Basic Algebra I, and Basic Geometry are being offered as co-taught/supported classes.

Students that exhibit sustained difficulty in math are referred to the secondary SAT team.

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

In middle school, we offer advanced math courses for those students who excel in mathematics. We offer an Algebra I course to advanced 8th grade students and a Pre-Algebra course to advanced 7th grade students. Students are also given the opportunity to participate in the Accelerated Learning Program, which is a STEM-based class.

In the high school, we offer honors level courses to our advanced learners. We offer dual enrollment College Algebra, Trigonometry, and Calculus I. Our students also have the opportunity to take Kickstart Statistics offered through Metropolitan Community College. This spring we will have 8 students enrolled in Math 1410 Statistics.

Other Information

This fall we piloted two math programs to consider for adoption: McGraw Hill Reveal and Big Ideas Math. We continue to like and use Big Ideas Math and hope to adopt it again beginning next fall. Big Ideas Math is a rigorous curriculum that aligns with our state standards.

We will be adding the Nebraska Math Readiness Program (NMRP) next fall. This is a program for juniors and seniors who have struggled previously in math classes but desire to improve their math skills to the level needed to be successful in college-level math classes. It is a program offered through Metropolitan Community College. Students work through online modules, demonstrating mastery in each module before moving on. Students attend class here at AHS and the class is facilitated by an AHS teacher. All coursework completed will appear on an MCC transcript. The cost and tuition are funded by a grant and require no cost for students meeting the requirements. The sequence of courses in this program are MATH 0910-PreAlgebra, MATH 0960-Beginning Algebra, and MATH 1312-Intermediate Algebra if a student chooses the academic track sequence. Those students who choose an MCC Trades/Business track will take MATH 0910-PreAlgebra followed by MATH 1240-Technical Mathematics or MATH 1220-Business Mathematics.

Preschool Board Report, January 2024

Specifics:

We currently have 25 students in the preschool program. 8 of those students are in special education while the other 17 are typically developing peers. 10 of the students are three years old so will be returning next year. The other 15 students will all be transitioning to Kindergarten in the fall.

We currently have 3 students receiving home based services.

We have had 6 referrals so far this year. Out of these referrals, 5 of them qualified to receive special education services.

I. Multi-Cultural Aspect:

Students in the preschool program have many opportunities to be exposed to different cultures and abilities. We read a variety of books and discuss different types of cultures. We also have dolls and other toys that represent different races that the children play with. Since many of the students in the preschool program have a verified disability all the students are exposed all the time to differences in learning. We also learn color names, counting and shape names in Spanish. We are also learning and using a lot of sign language in our classroom to facilitate language development in all students.

II. What do we want students to learn?

The primary goals of the preschool classroom involve:

- A. Develop language, social, pre-academic, fine motor, gross motor and self-help skills in all students.
- B. Develop skills to help students make a successful transition into Kindergarten.
- C. Encourage students to interact appropriately with their peers.
- D. Develop listening and following direction skills.

SLO GOAL for 2023-24

My smart goal for this year focuses on the area of number identification. I chose this area as over the past few years, I feel that even for the typically developing students, it was an area of need. I am using the Teaching Strategies Gold Assessment to document and verify student progress. I also track student progress monthly. In addition to number recognition, another part of my smart goal is for students to increase the number of objects they are able to count.

3 Year Old number recognition (1-10)

October: 22% of numbers were recognized

December: 43% of the numbers were recognized

4 Year Old number recognition (1-20)

October: 48% of numbers were recognized

December: 66% of numbers were recognized

III. How do we know students are learning?

We know that students are learning by completing daily documentation. The results from the Teaching Strategies Gold rating scales and individual assessments are then used to assess what skills individual students need to work on so that activities can be developed to enhance those skills.

We make number recognition a part of our daily routine throughout the day

- Calendar time; we count to find the correct date, we count the number of letters in various words also such as day of the week or month of the year, we count down to special events on the calendar (birthdays, holidays, etc)
- Students have to practice writing their names daily and then state the letters and letter sounds for all letters in their name; in addition to naming the letters in their names we count how many letters are in their names
- Having students practice numbers during their free play and center time (We count the number of cars they are playing with, number of blocks in their towers, etc)
- Working in small groups with various number games
- During snack time we also count how many plates, cups and napkins are needed. Students are asked how many crackers he or she wants

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

When students are not having success at a skill, individual activities are developed to encourage and promote learning of the skills being addressed. Research has shown that students this age learn best through play. The adults in the classroom encourage students to seek toys that would help them develop skills that are more difficult for them. We also use small group time to address specific needs of individual students.

V. How do we extend learning for students?

Students that have learned the basic preacademic skills are still encouraged to go above and beyond what is typically asked of preschoolers. For example: we have some students that are learning numbers beyond 20. Students are also working on how to write numbers and understand the concepts of addition and subtraction. Students are always encouraged to seek out activities that encourage them to grow and learn new skills.

VI. Other Information

Students in the preschool room are always engaged in learning. If you were to visit us you would see that we are busy...and sometimes loud, but the students are learning and growing. It is so fun to watch the interaction between older and younger students and especially the interaction between students with higher needs and those typically developing students. The students have become great friends and cheer each other on when someone learns something new.

Submitted by Gail Barth, ECSE Teacher

Kindergarten Board Report

January 2024

1. Multi-cultural Aspect:

Multi-cultural learning takes place in our kindergarten classrooms in many ways through-out the year. In our language arts and social studies, students are exposed to different cultures within our society and around the world. Holidays are also given special attention. Students learn the meaning and importance of holidays around the world such as Thanksgiving, Chinese New Year and Cinco de Mayo. Holidays also teach the students about our country's history and importance of people from the past.

2. What do we want students to learn?

The kindergarten curriculum is aligned with the Nebraska State Standards. Instructional and learning goals this year have been met through The Superkid's Reading Program and the Envisions Math Program.

3. How do we know students are learning?

-Our students are being tested on grade level assessments 4-5 times a year. They are also tested with the FastBridge Assessment.

Data from these assessments are used to drive instruction. We track the progress of each student. Students that are below proficiency are referred to Title I Reading and Math Intervention.

- Title I Reading is used to support students that are having difficulty in reading. Title I Reading intervention begins in January. Students are taken several times a week to work with a teacher or a trained paraprofessional on reading area weaknesses.

-Guided Reading is used to help the students become more fluent in their reading and improve their beginning reading skills. The students are placed in groups of the same skill level and the group is led by a classroom teacher. This allows for student differentiation.

-Math intervention is used to support students that are having difficulty in math. If a teacher has concerns within the first semester, interventions may start.

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

Our language arts and math curriculum continues to review skills. We continually assess and regroup students based on individual needs. Instruction is differentiated and students who are not proficient in reading receive Title I services and additional help with a paraprofessional. Math remediation is done by our Math Specialist and paraprofessionals.

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

Students are continuously being challenged in our classrooms. Our language arts and math curriculum provide higher level options to challenge students with advanced skills. As teachers we are continuously creating materials based off our students' learning needs. Additionally, Mrs. Wolf has provided enrichment opportunities.

6. Other Information

As the years continue, we find that the Superkids Reading Program engages students and keeps them excited about reading. The program gives us a variety of resources such as printable books, ipad apps, colored student booklets and character manipulatives. The Envisions Math Program continues to meet our district expectations.

January 2023 Elementary Principal Board Report

Elementary Math Action Plan

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

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

<p>Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)</p> <p>Currently 66 % of students met or exceeded benchmarks on Fastbridge Math. Desired outcome would be increased to 74 % of students meeting benchmarks on Fastbridge Math.</p> <p>Currently 63 % of students met or exceeded benchmarks on MAP Math. Desired outcome would be increased to 74 % of students meeting benchmarks on MAP Math.</p> <p>Currently 71% of students met or exceeded benchmarks on Fastbridge Math. Desired outcome would be an increase to 85% of students meeting benchmarks on Fastbridge Math.</p> <p>Currently 74% of students met or exceeded benchmarks on MAP Math. Desired outcome would be an increase to 85% of students meeting benchmarks on MAP Math.</p>		
Action Text:	Supports/ Resources:	Timeline (or) Frequency:
Whole Group	Envisions 2.0	Daily
Intervention	Number Worlds	Daily
Small group instruction	Fastbridge	3-5 days a week
Progress Monitoring	Fastbridge	Bi-weekly

Elementary ELA Action Plan

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

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

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

Currently 36 % of students met or exceeded benchmarks on Fastbridge Reading. Desired outcome would be increased to 55 % of students meeting benchmarks on Fastbridge Reading.

Currently 56 % of students met or exceeded benchmarks on MAP Reading. Desired outcome would be increased to 70 % of students meeting benchmarks on MAP Reading.

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

Currently 58% of students met or exceeded benchmarks on MAP Reading. Desired outcome would be an increase to 70 % of students meeting benchmarks on MAP Reading.

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

Holiday Celebrations: Students participated in games, crafts, annual dodgeball tournament (Grades 4-6), watched a movie, and enjoyed a snack.



Spreading Holiday Cheer: Students in grades K-12 enjoyed hot chocolate and cookies during the last week before break.



Secondary Principal's Report

January 2024 Board Meeting

Final Exam Exemption Information

Here are final exam exemption numbers:

	Spring 2023		Fall 2023	
	Exempt Students	Total Students	Exempt Students	Total Students
9th Grade	27	54	33	60
10th Grade	33	49	39	57
11th Grade	32	65	35	46
12th Grade	12	53	36	62
TOTAL HS STUDENTS	104	221	143	225
PERCENT EXEMPT		47.1%		63.6%

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

ADA This Semester - 95.09% MS
 (PS Report) 95.35% HS
95.26% Total

Planning for 2024-25

Department planning meetings for the 2024-2025 school year begin this week.

PTC

Parent-teacher conferences will be held in the new gym on Wednesday, February 7 and Thursday, February 8.

James Shada
January
Board Report

Wrestling Invite

On January 13, 2024 we host the Arlington wrestling invite. It is a fourteen boys' team tournament and a seventeen team girls' tournament. We are hosting mainly schools from the area. Running the event takes a lot of work from our staff and our community. I see this meet as a great opportunity for our district to show what a wonderful place Arlington is, and how great the people are that live and work with the school district.

NCPA ACADEMIC ALL-STATE AWARDS

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

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

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

Boys Cross-Country: Kevin Flesner Nolan May

Girls Cross-Country: Brooke Hilgenkamp Hailey O'Daniel

Football: Kaden Foust Tyler Ott

Girls Golf: Sarah Rhea Aspen Smutz

Softball: Britt Nielsen Lydia Schaapveld

Volleyball: Austyn Flesner Callee Shearer



Nebraska Rural Community Schools Association

Member Update

January 4, 2024



Photo Credit: Eustis-Farnam Public Schools



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www.twitter.com/NRCSA1980



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NRCSA Calendar

NRCSA Events

NRCSA Legislative Forum

February 20, 2024
Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

March 14 & 15, 2024
Crowne Plaza & Younes North Convention Center in
Kearney

[More about this event](#)

NRCSA Golf Tournament

July 23, 2024
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

January 23 , 2024
9:30 AM
Via Zoom

NRCSA Scholarship & Recognition Committee Meeting

February 7 & 8, 2024
KSB Confernece Room in Lincoln

NRCSA Legislative Committee

January to April 2024
Every Thursday during the Legislative Session
Via Zoom

NRCSA Executive Committee

March 13, 2024
Younes North Convention Center - Bronze 5
Time 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.



Raymond Central Public Schools

Application Process Complete

Finalists Selected: **December 13, 2023**

Interviews: **December 16, 2023**

Contract Start Date: **July 1, 2024**



Sioux County Public Schools

Application Process Complete

Finalists Selected: **January 9, 2024**

Interviews: **January 13, 2024**

Contract Start Date: **July 1, 2024**

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

Login: member Password: playground



The Unicameral reconvened this week for its 60-day session. One item that will define how the Senators operate and work together is the discussion of rules. Speaker Arch has outlined several proposals he will make that are designed to improve the legislative process. More proposals will come from Sen. Erdman, Chair of the Rules Committee. The NRCSA Legislative Committee plans on meeting most Thursdays during the session to discuss NRCSA's views on bills. NRCSA will attempt to keep you as up-to-date as possible as to what is going on in the Unicameral. If you have questions please don't hesitate to contact Jack.

NRCSA scholarship applications and award nomination forms are now available. Each spring NRCSA awards 16 \$2,000 scholarships to seniors graduating from NRCSA member schools. Fourteen of the scholarships go to students who are going to attend college in Nebraska and major in education. Two of the scholarships are Gary Fisher Fine Arts Scholarships and go to seniors who plan to attend college in Nebraska and major in an arts-related field.

The NRCSA awards program gives us the opportunity to recognize outstanding school personnel in member schools. We usually make these award presentations at the annual Spring Conference. Most often the recipients do not even know they have been nominated. We work with the person making the nomination and the school to keep it on the "hush, hush". Positions we honor each year with "Outstanding" awards are Superintendent, Board of Education Member, Principal, Secondary Teacher, Elementary Teacher, Music Teacher, Classified Staff Member and ESU Staff Member. You are encouraged to nominate the outstanding people in your district/ESU. Scholarship forms and award nomination materials can be accessed on the NRCSA website at www.nrcsa.net.

Please note that Scholarship applications and awards nominations are due on **Friday, February 2**, so we would encourage you to work to get these done in a timely manner.

[2023 NRCSA Scholarship Application and Awards Nomination Packets](#)

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.

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving

NRCSA Leadership

Mark Lenihan, President.
Wayne Community Schools

Dr. Dawn Lewis, Past President.
Arlington Public Schools

Dr. Heather Nebesniak, Pres-Elect.
Ord Public Schools

Chris Prosocki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Dr. Jon Cerny, Northeast
Bancroft-Rosalie Community Schs

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

opportunities for all Nebraskans. Subscribe to their email updates at:

<https://bit.ly/OpenSkyUpdates> or contact Todd Henrichs at thenrichs@openskypolicy.org.

NRCSA will be seeking volunteers for both elected and appointed positions for 2023-24. Interested persons may self nominate or be nominated by another person. If you would like to nominate yourself or nominate someone else please contact Jack Moles. Open positions will be:

Executive Committee:

President-Elect - This is a Statewide position voted on by all NRCSA members. The elected candidate will serve a three-year term as President-Elect, then President, and then Past President. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

West Dist Representative - Eugene Hanks is finishing his first term and is eligible to run for a second term of office. He has indicated that he intends to run for a second term. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

Northeast Dist Representative - Dr. Jon Cerny is finishing his appointment to fill Dr. Dawn Lewis's term and is NOT going to run for his own term of office. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

South Central Dist Representative - Jon Davis is finishing his first term and is eligible to run for a second term of office. He has indicated that he intends to run for a second term. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

Southwest Dist Representative - Jane Davis is finishing Alan Garey's first term and is eligible to run for her own term of office. She has indicated that she plans to run for her own term of office. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

Legislative Committee:

Co-Chair Dr. Jason Dolliver is finishing his second term and can be appointed to a third term.

Vern Fisher, Superintendent at Gibbon (South Central Dist) is completing his first term on the Legislative Committee and can be appointed to a second term. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

Dr. Nick Mumm, Superintendent at Giltner (Southeast Dist) is completing his first term on the Legislative Committee and can be appointed to a second term. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

Patrick Ningen, Superintendent at North Bend Central (Southeast Dist) is completing his first term on the Legislative Committee and can be appointed to a second term. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

Hqrlan Ptomey, Superintendent at Cedar Bluffs (Southeast Dist) is completing his second term on the Legislative Committee.. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

Scholarship & Recognition Committee:

Mike Eldridge, Superintendent at East Butler (Southeast Dist); Kyle Finke, Superintendent at Summerland (Northeast Dist); Dade McDonald, Superintendent at McCool Junction (Southeast Dist), and Dr. Kathy Urbanek, Superintendent at Mitchell (West Dist) are all completing two years of service on the Committee. Scholarship and Recognition Committee members are appointed by the Executive Committee and serve a term of two years.

Closing the Achievement Gap Research Team:

There are no known openings on this committee in 2023-24. Closing the Achievement Gap Research Team members are appointed by the Executive Committee.

Rural Teacher Committee:

Open positions on the committee will be appointed by the Executive Committee. At present, we do expect two openings on the committee for 2024-25.

The NRCSA Spring Conference is approaching! Mark your calendars for March 14 & 15, 2024 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. Be sure to make plans for you and your board members to attend.

NCRSA is pleased to partner with [FranklinCovey](#), the most trusted leadership company worldwide, to provide NRCSA members with the opportunity for a free preconference as a companion to the Spring Conference. The first 150 people to register will have the opportunity to receive a full day of leadership focused professional development on March 13 with the opportunity for another free remote day at a later time. **Register now to secure your spot. Again, this is 100% free to NRCSA members but limited to 150 attendees.**

Some thoughts on who might consider signing up for this free preconference:

- Newer in their administrative careers Superintendents or Principals who would like to look at ways in which they can grow their individual leadership skills
- Whole administrative teams that want to consider how they might redefine their team leadership
- Board of Education Presidents who want to grow their leadership capabilities
- Veteran Superintendents or Principals who want to pick up some ideas for growing their leadership skills
- Teachers who are preparing to enter the Administrative field in the coming years

About the session

In the context of leadership in rural schools, the dynamic landscape of the world is undergoing unprecedented changes.

Leaders in rural educational settings find themselves navigating uncharted territories, making numerous decisions daily, and confronting challenges that were previously unknown. The strategies that proved effective yesterday may undergo overnight transformations. The pace of change is relentless, and the stakes are elevated. However, the potential rewards are significant for those who can guide a team to consistently achieve outstanding results.

Given the rapid and constant changes, how can leaders in rural schools stay ahead of the curve and set themselves and their teams apart?

[Introducing The 4 Essential Roles of Leadership.](#)

Even amidst the turbulence of the times, there exist four leadership roles that strongly indicate success. Termed essential, these leadership roles play a pivotal role in guiding leaders in rural schools. As leaders conscientiously guide themselves and their teams in harmony with these roles, they establish the groundwork for effective leadership. This is ideal leadership development for superintendents, principals, teacher leaders, and board presidents.

Registration Forms

[2024 NRCSA Spring Conference Registration Form](#) (online version)

[2024 NRCSA Spring Conference Registration Form](#) (MS Word version)

Also, we need ideas and session proposals for breakout sessions. Please contact Jack if you have ideas on breakout session topics.

We are currently taking offers for some student groups at the Spring Conference. We always have two smaller music groups perform at the Conference, one on Thursday morning around 8:00 a.m., the other on Friday at around 10:00 a.m. We are also featuring both FFA programs and student-run businesses in breakout sessions. These sessions can either be on Thursday or Friday. If you are interested in having any of these groups from your school to be featured, please contact Jack.

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

[Why Rural Matters](#)

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

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

[Understanding REAP](#)



Representing NRCSA at the National Rural Education Association conference in Chattanooga, TN were (L-R) Dr. Jon Cerny (Bancroft-Rosalie Supt), NRCSA Executive Director Jack Moles, and Paul Sheffield (Exeter-Milligan Supt.). Jon and Paul serve on the NRCSA Executive Committee.

The annual NRCSA Membership Renewal/Drive is virtually complete. Annual Dues remain at \$850. We have continued the growth trend that has gone on for the past several years. Last year we had 220 school districts, ESU's, and State colleges and this year's membership now stands at 221! We still may pick up another member or two. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support and involvement, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. Finding success, whether in passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

Our new member for the 2023-24 school year is Yutan. **Welcome CHIEFTAINS!**

Preparations for the 2024 NRCSA Legislative Forum on Tuesday, February 20, at the Lincoln Cornhusker Marriott are underway. Invitations to speak and attend the Luncheon with Senators will be out later. Superintendents and Board of Education members, please plan to attend. It is more important than ever to attend and encourage your senator to attend and meet with you. This is a face-to-face endeavor. Registration forms for this event are available now.

There are rooms available at the Cornhusker Hotel at a discounted rate of \$116.00 per night for Monday February 19, 2024. The Cornhusker is a Marriott Hotel; they have instructed customers to use the central reservation linear the link below to reserve a room.

Cornhusker Marriott Hotel: 1-866-706-7706

Ask for the NRCSA-Rural School Group Rate of \$116.00 per night for Monday, February 15. You must reserve before January 29, 2024 to secure the special rate.

[2024 NRCSA Legislative Forum Online Room Reservations](#)

Registration Forms

[2024 NRCSA Legislative Forum Registration Form](#) (online version)

[2024 NRCSA Legislative Forum Registration Form](#) (MS Word version)

Team NRCSA represented NRCSA on a high level in the Market to Market Relay. On Saturday, October 7 an outstanding group of runners, plus another guy, placed 4th in the Mixed Masters Division in the Omaha to Lincoln relay. Team members included Mike Eldridge (East Butler Supt.), Megan Kozisek (East Butler Board of Ed President), John Skretta (ESU 6 Administrator), Dawn Lewis (Arlington Supt. and NRCSA Past-President), Kraig Lofquist (ESUCC Executive Director), James McGown (ESU 16 Administrator), Megan McGown, and NRCSA Executive Director Jack Moles. A great time was had by all, with a lot of great team building.



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

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

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

[New Leaf PowerPoint Presentation](#)

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



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

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 93 such meetings. I recently attended the Board meetings at Pierce and Stanton on Dec. 11. Upcoming visits to Board meetings include:

- Monday, Jan. 8 at Tekamah-Herman and Oakland-Craig
- Monday, Feb. 12 at Hitchcock County and Hayes Center
- Tuesday, Feb. 13 at ESU 15 (tentative) and Chase County
- Monday, March 11 at Battle Creek and Randolph
-

I have really enjoyed this and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as some legislative news. 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.



NRCSA EXECUTIVE DIRECTOR JACK MOLES WITH THE STANTON COUNTY BOARD OF EDUCATION & ADMINISTRATION

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

Tobacco Free Schools. Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

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

Improving Cardiac Response in Schools. In the aftermath of a cardiac emergency -minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. This is especially true in rural communities where EMS resources are often further away. We recently launched a series of new tools to help schools, youth sports, and other entities develop Cardiac Emergency Response Plans. These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency.

For questions about these or other initiatives, please reach out to Tim Nikolai, Sr. Rural Health Director, at Tim.Nikolai@heart.org.

A note from Mr. Nikolai:

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

There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm

focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning.

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

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

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

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

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

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

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

[American Heart Association Service Summary](#)

Farm to School Network Takes Root in Nebraska

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

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

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

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

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

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

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

[Superintendent Check List](#)

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

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

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 2022-23, 97 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. Great job by all participating districts in protecting the card and program! Don’t forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2022-23, the rebate was almost \$29,000 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).



NEBRASKA RURAL COMMUNITY SCHOOLS ASSOCIATION

455 S. 11th St, Suite B
Lincoln, NE 68508

2024 NRCSA Legislative Forum Registration Form

Please complete the following form for those individuals attending the NRCSA Legislative Forum on Tuesday, February 20, 2024, at the Cornhusker Hotel in Lincoln.

Attending the seminar will be the following:

**School
District:** _____

Please list the individual's full name and the first name or nickname, as you would like it to appear on the nametag.

Full Name:	Name for name tag:

CONFERENCE FEES: (Please check appropriate space)

- Member Registration--\$100.00 for first person, \$50.00 for each additional person \$ _____
- Non-Member Registration--\$130.00 per person \$ _____
- Total Enclosed \$ _____

Send Registrations and payments to:

**NRCSA
455 S. 11th St, Suite B
Lincoln, NE 68508**

**Fax: 402-476-7740
email:jbundy@nrca.net**

**SCHOOLS WILL BE RESPONSIBLE FOR REGISTRATIONS CANCELED AFTER
February 16, 2024**

2024 NRCSA Spring Conference

The 2024 NRCSA Spring Conference will be held on March 14 & 15, 2024, 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 13, 2024

10:00 AM Pre-Conference: 4 Essenensial Roles of Leadership

Presented by:



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

7:00 PM Early Registration and Hospitality Rooms Open

Thursday March 14, 2024

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 15, 2024

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 Spring Conference
March 13 - 15, 2024
Crowne Plaza & Younes North Convention Center**

Registration Form

School or Institution Name: _____

District Phone No: _____ Contact Person: _____

Address: _____ City: _____ Zip: _____

Contact Person e-mail Address: _____

Pre-Conference Leadership Seminar – 10:00 AM Wednesday, March 13, 2024

4 Essential Roles of Leadership brought to you by:



Registrant's Full Name	Name for Nametag	Wednesday Lunch 3-13-24
 John Smith	John	X

This pre-conference leadership seminar by FranklinCovey is free for NRCSA members but space is limited to the first 150 registrants.

2024 NRCSA Spring Conference – March 14 & 15, 2023

Please register **ONLY** for the meals the registrant will attend
****Note: Meal Fees are included in Conference Fees****

Registrant's Full Name	Name for Nametag	Conference Fees: \$220.00 – Member \$360.00 – Non-Member	Thursday Lunch 3-14-24	Thursday Dinner 3-14-24	Friday Brunch 3-15-24	Total
John Smith	John	\$220.00	X	X	X	\$220.00

Spouses/Guests	Additional Meals for Spouses or Guests		\$30.00	\$25.00	\$23.00	Total
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				

Make Checks Payable to: **NRCSA**

Total Enclosed:

Mail or Fax Registrations To:

NRCSA Spring Conference
455 S. 11th St, Ste B
Lincoln, NE 68508

Fax: (402) 476-7740

Or register on-line at: www.nrcsa.net

NO REFUNDS AFTER March 11



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

January 2024:

* Laurel Kreifels, Counselor at Conestoga, is the recipient of the 2023 Nebraska State College System's Counseling Excellence Award.



***At the annual NCSA Principal's Conference, several Principal's from NRCSA-member districts received awards. They include:**

- NSASSP High School Principal of the Year - Colin Bargaen from Centennial
- NSASSP Middle School Principal of the Year - Jeff Sayer from Valentine
- NSASSP Outstanding New Principal of the Year - Jake Wiese from Dorchester
- NAESP Outstanding New Principal of the Year - Jen Hodson from Plainview
- NAESP Distinguished Principal of the Year - Nicole Edeal from Lexington

*** Many football players from NRCSA-member schools were named 1st Team All State in Football by the Omaha World-Herald (OWH) and/or the Lincoln Journal-Star (LJS). Carter Nelson of Ainsworth was named to the 1st Team Super State (All Class) Team by both the OWH and LJS.**

- Named to the Class B team: Chase Wiegert of Northwest (OWH/LJS), Dylan Eby of Plattsmouth (OWH), Orion Parker of Plattsmouth (OWH/LJS), and Caleb Adkins of Plattsmouth (OWH).
- Those recognized in Class C1: Trent Patzel of Boone Central (OWH/LJS), Kellen Peterson of Aurora (OWH/LJS), McGuire Rolls of Sidney (OWH/LJS), Parker Borer of Boone Central (OWH/LJS), Keenan Valverde, Pierce (OWH/LJS), Izak Doty of Sidney (OWH/LJS), Tom Roberts of Boone Central (OWH/LJS), Cal Wells of Broken Bow (OWH/LJS), Hank Hudson of Boone Central (OWH/LJS), Quinn Bailey of Chadron (OWH/LJS), Harry Caskey of Ogallala (OWH/LJS), Ryker Wohlers of DC West (OWH/LJS), Nick Conant (Adams Central), Brant Benes of Boone Central (OWH/LJS), Nick Conant of Adams Central (LJS), Travon Shaw of Auburn (OWH/LJS), and Ben Reilly of Boone Central (LJS).

- Class C2 honorees: JT Brands of Oakland-Craig (OWH/LJS), Caleb Daniell of Yutan (OWH/LJS), Braylon Anderson of Oakland-Craig (OWH/LJS), Derek Wacker of Yutan (OWH/LJS), Cael Peters of Mitchell (OWH/LJS), Jackson Turner of Fillmore Central (OWH/LJS), Blake Hinrichs of Ord (OWH), Lincoln Benne of Oakland-Craig (OWH), Dylan Hurlburt of Ord (OWH/LJS), Dawson Amick of Battle Creek (OWH/LJS), Mason Wisnieski of Malcolm (OWH/LJS), Markey Hinrichs of Fillmore Central (OWH/LJS), Trent Uhler of Battle Creek (OWH/LJS), Trent McCain of Ord (OWH/LJS), Jed Boettcher of Ord (LJS), Talan Bruha of ORD (LJS), Santiago Castillo of Mitchell (OWH/LJS).
- Honored in Class D1: Mitchell Hupp of Stanton (OWH/LJS), Tanner Hollinger of Cross County (OWH/LJS), Alex Noyd of Cross County (OWH/LJS), Korbin Lemburg of Clarkson/Leigh (OWH/LJS), Ren Brown of Stanton (OWH/LJS), Barrett Wilke of Stanton (OWH/LJS), Becker Pohlman of Stanton (OWH/LJS), Breckan Schluter of EMF (OWH/LJS), Bryson Gaden of Neligh-Oakdale (OWH/LJS), Spencer Eberspacher of EMF (OWH/LJS), Wyatt Tramp of Crofton (OWH/LJS), Isaac Dickey of Cross County (OWH), Ethan Shaw of Sandy Creek (OWH/LJS), Ryker Evans of Hi-Line (OWH/LJS), Connor Rempe of Sandy Creek (OWH/LJS), Sam Souerdyke of Thayer Central (LJS), and Will Cacy of Arapahoe (OWH/LJS).
- Honorees in Class D2: Chase VanWinkle of Johnson-Brock (OWH/LJS), Rhett McFadden of Sandhills/Thedford (OWH/LJS), Joey Sallach of South Loup (OWH/LJS), Kyle Cox of Sandhills/Thedford (OWH/LJS), Hunter Luther of Howells-Dodge (OWH/LJS), Ethan Latta of Dundy County-Stratton (OWH/LJS), Carter Nelson of Ainsworth (OWH/LJS), Zeb Wilde of Sandhills/Thedford (OWH/LJS), Nathan Hegemann of Howells-Dodge (OWH/LJS), Rio Remund of South Loup (OWH/LJS), Jackson Kerchal of Dundy County-Stratton (OWH/LJS), Zach Foxhoven of Wynot (OWH/LJS), Colten Klossen of Howells-Dodge (OWH), Carson Wieseler of Wynot (OWH), Trey Connell of South Loup (OWH/LJS), Tanner Bolte of Bruning-Davenport/Shickley (LJS), Brady Dahlberg of Sandhills/Thedford (LJS), Kale Gustafson of Osceola (LJS), Wylie Ziegler of Bloomfield (LJS), and Dylan Heine of Wynot (OWH/LJS).
- Honored in Class D6: Ryan Arbuthnot of SEM (OWH/LJS), Nathan Rippe of Southwest (OWH/LJS), Caden Frey of Red Cloud (OWH/LJS), Maddox Jones of SEM (OWH/LJS), Dane Pilakowski of Arthur County (OWH/LJS), Gage Mintken of Hay Springs (OWH/LJS), Mario Escobar of Meridian (OWH/LJS), Cohen Rohde of SEM (OWH/LJS), Jordyn Anderson of Hay Springs (OWH/LJS), Jett Farwell of Pawnee City (OWH/LJS), Graiden Ritner of Wilcox-Hildreth OWH/LJS, Jacob Knox of Cody-Kilgore (OWH/LJS), and Quinten Koenen (of South Platte (OWH/LJS).

*** Several individuals with ties to NRCSA-member schools were elected to the Nebraska Scholastic Wrestling Coaches Association's 2024 Hall of Fame class.** Included were coaches: Gordon Bye (Wisner-Pilger), Darin Garfield (Central City), Jay Helberg (Southwest), Dan Lonowski (Adams Central), and Bryan Sybrandts (Northwest). Selected as competitors included Daric Bennett (O'Neill and West Point-Beemer), Frank Kucera (Rock County), and Craig Trampe (Ord). Contributors included Mark Gracey (Ainsworth), Roger Legate (Neligh-Oakdale), and Joe Mundorf (Wood Lake, now part of Valentine).

The National Rural Education Advocacy Consortium (of which NRCSA is a member) continues to represent rural education on the Federal level. NREAC is an extension of the National Rural Education Association. Dr. Jon Habben, previous NRCSA Executive Director, serves as the NRCSA Federal Liaison.

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

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

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

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

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

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

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

[NREAC Legislative Agenda](#)



L-R Dr. Jon Habben, Jack Moles, Congressman Adrian Smith.

Last school year, 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](#)

An outstanding opportunity is available for rural districts or ESUs to “grow their own” School Psychologist. I highly encourage someone in your school or ESU to apply for admission to the Prairie Nebraska Project through UNL.

With generous funding from the Behavioral Health and Education Center of Nebraska, the University of Nebraska Lincoln’s School Psychology program is recruiting 10 rural Nebraska residents to complete an Educational Specialist degree in School Psychology. The Prairie Nebraska project uses synchronous and asynchronous online instruction to deliver a program of study that is highly accessible for rural Nebraska residents. Students will be able to complete the training in their own community without having to relocate to Lincoln. Prairie Nebraska funds will pay for the trainees’ tuition and fees. Upon successful completion of the program, Prairie Nebraska trainees will qualify for an endorsement towards a Nebraska Department of

Education certificate in School Psychology.

Successful applicants to the Prairie Nebraska program will:

- Live and work in any Nebraska county excluding Douglas, Lancaster, Sarpy, Washington, or Cass Counties.
- Have a recommendation from an ESU or school administrator with a commitment by the school/ESU to provide the experiences and supervision that trainees will need to complete the program.
- Apply to and be accepted into the University of Nebraska Lincoln Educational Specialist program in School Psychology.

Due to restrictions associated with the ARPA funds, all project-funded activities must be completed by December 2025. Consequently, we will be recruiting very quickly – with review of applicants beginning on April 1, 2023 and continuing until the program is filled. Coursework and supervised practica will be tightly scheduled and offered one course at a time. Formal, synchronous courses and meetings will be scheduled outside of typical work hours (e.g., 5 PM or later) and will emphasize projects, assignments, and activities that have practical utility to prepare students for day-to-day practice as School Psychologists.

Interested applicants should email Beth Doll, bdoll2@unl.edu and include their:

- Name, email, and phone number
- Mailing address, including county of residence
- The school district or Educational Service Unit that is likely to provide their recommendation and commitment for supervised experiences

New Collaboration Seeks to Address Principal Shortage and Strengthen Professional Development

A new collaboration designed to address the shortage of future principals and strengthen professional development of current school leaders is underway. The project, entitled, Growth-Oriented Leadership Development (GOLD) is being coordinated by members of the UNL Department of Educational Administration, in partnership with NRCSA, NCSA, ESUs, and NDE.

“We’re seeking federal funds to develop current and future principals from within—a grow your own model, said Nick Pace, chair of the UNL Educational Administration Department. Over the next several

months, Pace says a team led by professors Jiangan Xia and Scott Sturgeon will be inviting districts to join the effort. The team is inviting approximately 60 schools to participate, with half receiving focused training while the other half continues its current efforts without the training. Districts not initially selected for the training group would be first in line for the next round of the program, if funded.

Districts interested in participating should watch for information through NRCSA updates, ESU superintendent meetings, or by contacting Pace, Xia, or Sturgeon.

Nick.Pace@unl.edu, Jxia@unl.edu, [ssturgeon2@unl.edu](mailto:ssurgeon2@unl.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.



Purple Ribbon Partners



Apptegy

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DA Davidson

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Facility Advocates

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Cornhusker International Trucks

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MCL Construction

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Purple Ribbon Partners



Network For Educator Effectiveness (NEE)

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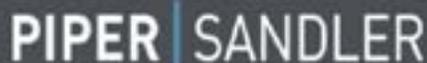
Tremco Roofing

Tyler Petersen
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Phone: (909) 302-0617
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Voss Lighting

Randy Herrick
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Piper Sandler & Co

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Renaissance Learning

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Wilkins Architecture, Design, Planning

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Trane Technologies

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Tarkett

One of the benefits for our Purple Ribbon Partners is the opportunity to submit an article for the monthly Member Update. This month we proudly recognize:

Trane



New Federal Grant Opportunities

Fund Energy Upgrades at Your School

K-12 school districts spend nearly \$8 billion annually on energy costs, the second largest expense after teacher salaries.* If you want to help cut your school's energy and operational costs and increase energy efficiency but don't know how to fund it, new funding options are imminent.

The U.S. federal government will continue distributing \$500 million in money grants, tax rebates and other forms of funding as part of the Infrastructure Investment and Jobs Act (IIJA). As a trusted advisor and supporter of the National Rural Education Association, Trane is researching and tracking updates regarding these funds and is ready to partner with your Nebraska school.

Collaborating with a building technology and energy solutions company like Trane can help you access this grant money. In addition, ESCOs can help you figure out how to leverage this grant together with other funding opportunities to maximize impact for school infrastructure for the long term. This expertise can help you plan projects that amplify value and fulfill the measurement and verification stipulations in the grants. Trane is available to work with you to help meet grant requirements and help you achieve your project goals.

What's Covered by the Grants?

The grants will cover energy improvements that help result in direct reduction to school energy costs, increase energy efficiency, and lead to improvements in teacher and student health. This includes projects that optimize indoor air quality (IAQ). The scope also includes projects that realize energy savings by reducing loads and/or by demand flexibility and demand response approaches. The estimated period of performance for each award will be approximately two to five years in duration.

Why Trane?

Trane brings expertise guided by informed problem solving to institutional challenges and offer climate-minded innovations for sustainable learning environments. Our Collect-Assess-Advise-Deliver model provides a deep understanding of schools' operational performance and optimizes building system's energy usage, reliability, and carbon footprint while engaging students and incorporating energy improvements into effective student learning process and career exploration.

For more information, please visit Trane.com/K12 or contact Jonathon Hoesch at: jonathan.hoesch@trane.com or 402-499-8468.

Other Areas of Grant Scope:

Projects with one or more of the following can be included in grant applications:

- Energy efficiency measures
- Installation of renewable energy technologies
- Alternative fueled vehicle infrastructure on school grounds
- Purchase or lease of alternative fueled vehicles to be used by a school



MEMBER SPOTLIGHT

Medicine Valley Public Schools



Mascot: Raiders

Enrollment: 208 Students PK to 12

Location(s): Curtis, NE

Interesting Fact: The original school mascot for Medicine Valley was Yosemite Sam. The school was contacted by Warner Brothers in the late 90's with a cease and desist letter stopping the school from using Yosemite Sam as the mascot. For the past 25 years an "MV" Logo was used by the district with no actual mascot in place. This summer a new Raider Sam was created and the Raiders now have a new mascot!

Superintendent: Scott Trimble



Board of Education:

School Board Members



Back Row: L to R - Brian Evans, Nick Brown, Shane Farr, Tony Fink
Front Row: L to R - Austin Klein, Scott Stout

Principal: Emily Watkins

Programs

Program 1. Medicine Valley FCCLA

The Medicine Valley FCCLA Chapter has been a very successful student organization for our school. The chapter is the largest student activity that we have. Each year multiple students successfully complete projects and compete to attend the national convention. Our program regularly receives national attention for their work and boasts an extensive list of state officers for FCCLA. The chapter has a strong leader in Suzanne Martin and her passion and dedication have greatly impacted the success of her members.

Program 2. Raider Update

The Raider Update is a weekly newscast that was brought back by our business teacher Diana Klein. Each week the students create a show to post on the school YouTube channel. The format includes a weather update, sports update, dad jokes, safety tips, interviews, and other segments they plan out for each episode. The class has traveled to Lincoln where they were able to visit both HuskerVision and Hudl to see how those entities work behind the scenes.

Medicine Valley FCCLA



Raider Update



I would encourage districts to consider participating in the Academic Decathlon competition.

Academic Decathlon is an activity that is dependent on students of different ability levels. A team is made up of students who are in the Honors (A average), Scholastic (B average), and Varsity (C average) levels. Students may move up, but they may not move down. The combined scores of the students in all 10 competition events are counted, thus each team member is very important. There is a defined course of study in each subject area each year. Subject areas are commonly Math, Language & Literature, Science, Social Science, Economics, Art, and Music which are covered in the Regional competition each year. At the State Competition, Speech, Interview, and Essay are added. There is a “theme” each year that many of the subject areas cover. The theme for 2022-23 was the American Revolution. The theme for 2023-24 will be “Technology and Humanity”. Regional competition takes place in January and State competition takes place in February. The school can decide how to prepare for the competitions. Some schools have teams that have practices in the evenings or after school. Some simply provide the students with materials to study prior to competitions. Other schools offer a class to prepare.

Quiz Bowls are wonderful and fun activities, but they do not have a defined course of study like the Academic Decathlon. I find the Decathlon to be the best academic competition that I have experienced. To me, it is based on true study and learning.

On a personal note, three of my four kids participated in Academic Decathlon through high school and between them they won thousands of dollars in scholarships as they were on teams that had success. I currently serve on the Nebraska Academic Decathlon Board of Directors. I have been very involved with this activity for many years and highly encourage you to consider adding it to your school. A new school can have its enrollment fee waived the first year and may receive free study materials.

If you have any questions or have a staff member who is interested, please feel free to contact me. You could also contact the State Director, Vicki Deniston-Reed at dcthl.n.denistonreed@gmail.com.

UNL Tuition Discount & GOLD Grant.

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency) or endorsements. The program

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

[Big Red Leader Website](#)

[Big Red Leadership Flyer](#)

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

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

GOLD Highlights:

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

GOLD Includes:

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

To Learn More:

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

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

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

Who: Any individual who holds a minimum of an Associate’s Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district. **What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor’s in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

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

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

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

Things for your consideration:

1) To qualify for this program participants must hold at least an Associate’s Degree or the equivalent in college credit hours. (*CSC will work with those applicants to provide them with the needed coursework leading up to program entry*).

2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

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

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

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

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

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

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

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

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

For more information, please visit our clinic website:

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

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

[NRCSA Spending Study](#)

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

SUPERINTENDENT SEARCH & PLANNING

NRCSA has had a very successful year last year in assisting 14 Boards of Education in choosing their next Superintendent of Schools. Last year we were asked to assist Ansley Public Schools, Bruning-Davenport (interim), Educational Service Unit #16, Lakeview Community Schools, Louisville Public Schools, Medicine Valley Public Schools, North Bend Central Public Schools, Randolph Public Schools, Ravenna Public Schools, South Central Unified #5 (interim), Southwest Public Schools, Superior Public Schools (Interim), Tekamah-Herman Public Schools, and Thayer Central Public Schools in their searches for their next Superintendents. NRCSA was also selected to assist the NSAA Board of Directors in its search for the next Executive Director of the NSAA. We also assisted Thayer Central on a Principal search.

This year, we are already assisting the Boards of Education at Raymond Central and Sioux County in identifying their next Superintendent.

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

It is a common practice for many Boards of Education and the Superintendent to conduct short and long-term planning. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.



SYRACUSE-DUNBAR-AVOCA used the NRCSA Planning Service in 2022. NRCSA Consultants Rob Hanger and Fred Helmink assisted the district with its planning.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

Contact Information

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Jeff Bundy, Administrative Aide
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Legislative Contacts

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[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Raymond Aguilar, Dist 35](#)

[Joni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carol Blood, Dist 3](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Bruce Bostelman, Dist 23](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Danielle Conrad, Dist 46](#)

[Jen Day, Dist 49](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[Steve Erdman, Dist 47](#)

[John Fredrickson, Dist 20](#)

[Steve Halloran, Dist 33](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Kathleen Kauth, Dist 31](#)

[Lou Ann Linehan, Dist 39](#)

[Loren Lippincott, Dist 34](#)

[John Lowe Sr., Dist 37](#)

[Mike McDonnell, Dist 5](#)

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[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

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[Julie Slama, Dist 1](#)

[Tony Vargas, Dist 7](#)

[Brad Von Gillern, Dist 4](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Anna Wishart, Dist 27](#)



NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program



NRCSA Rural Community Schools Association
455 S 11th ST, Suite B
Lincoln, NE 68508



www.nrca.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



Loss Control Visit SUMMARY OF VISIT

Member school district/ESU: Arlington Public Schools

Date: 11/6/2023

NASB Loss Consultant: Doug Lewis

NOTES FROM ADMINISTRATIVE INTERVIEW

- The district is qualified for cyber security coverage. SafeSchools has 8 new cyber security training courses available to districts. Recommend the district includes training on avoiding phishing emails and preventing system access if not doing so currently.
- Rule 10 Safety Committee-The Rule 10 committee(s) meets five times per year, Minutes of the meetings are documented and retained. Committee members include Administrators, school nurse, Business Manager, Secretary, Chemistry teacher, Industrial Arts teacher, Art teacher, Paraprofessional. District has an Emergency Response Plan and Crisis plan in place. The district had their annual safety review completed in June of 2023.
- State Statute 48-443 Worker Safety Committee. The district utilizes the same safety committee for the purposes of State Statute 48-443 and Rule 10. The purpose of the Worker Safety Committee is to adopt and maintain an effective written injury prevention program for the district. A standing designated agenda item is included in all safety committee meetings for review of worker safety issues.
- Employee training is provided for all staff members including all mandatory trainings. The district utilizes SafeSchools for trainings. The district provides a training schedule for district employees using Safe Schools content. The district provides job specific trainings and additional trainings for staff including slips, trips, and falls. Procedures are in place to provide orientation for employees added during the school year.
- Sexual Harassment and sexual abuse is covered in the employee handbook and the handbook is reviewed at the beginning of each school year with staff. Safeschools trainings are done as part of the annual training. The Title IX Coordinator/Investigator/Decision Maker have been trained. Policy is in place.
- Job Descriptions are reviewed when positions become open. Lifting requirements are included in job descriptions.

- Quarterly building inspections are performed to identify any safety concerns and maintenance needs. Inspections are recorded on a checklist. Playground inspections using a checklist are performed monthly.
- Safety Data Sheets (SDS) are kept at the buildings in custodial closets in binders. An electronic version is also available.
- Accident reports are filled out when an employee is injured on the job. Worker compensation process is understood and followed. Ongoing worker compensation cases are reviewed. Provided Nurse Line for Worker Compensation accidents and explained the program. The district is currently at a 0.89 Experience Modifier.
- District is utilizing the ALICAP website for information and resources.

NOTES FROM DEPARTMENTS

- District transportation vehicles used for transporting students should have the following safety equipment present and accessible. Fire extinguisher, first aid kit, fluid clean up kit, transportation plan, emergency markers and a durable webbing cutter (belt cutter). The belt cutter should be placed in a location accessible to the driver when belted into the seat. The purpose of the seat belt cutter is to free the driver in case of a bus/van accident so they can assist the other passengers. I inspected bus license number 58526 and found the proper safety equipment. Safety equipment checks are performed quarterly to restock or replace any missing items. Transportation Safety Plan booklets are available from ALICAP at no charge. Bus garage had a concrete pad around the door areas and gravel to the building. Gas tank was fenced in and locked.
- Food service staff are provided job specific safety training in addition to standard district training. Kitchen was clean and well maintained with an excellent staff. Dry storage was organized with lighter items stored on upper shelves and heavier items on lower racks. The kitchen had all necessary safety equipment including fire suppression on cook services. Fire extinguishers and hood suppression had been inspected. Fire suppression shut off switch was blocked by storage. Recommend you keep access to the fire suppression shut off clear. There was new signage for the fire extinguisher and recommend it be used. Non-slip floor matting was in place at the dish washing station. Recommend it be used in all wet areas of the kitchen. Recommend you add additional outlets to prevent overloading circuits and manage cords around work areas.

District Recommendations:

- Recommend the district includes training on avoiding phishing emails and preventing system access.
- Recommend you keep unobstructed access to the fire suppression shutoff in the kitchen.

- Recommend you use new fire extinguisher signage in the kitchen.
- Recommend rubber matting be used at all wet areas of the kitchen.
- Recommend you add additional outlets to the kitchen to prevent overloading circuits and manage cords around work areas. (Specifically upper outlet of work area.)

INTERIOR WALK-THROUGH SUMMARY:

- All hallways and classrooms were clean and clear of obstructions.
- Safety plans and evacuation routes were clearly identified in classrooms near hallway door.
- Interior windows of classrooms remain uncovered. Some elementary classrooms had curtains which should be checked for fire ratings and removed or replaced if not rated.
- The building had a secure entry system with camera and door lock release monitored by the secretary. Entry was direct to office area. All exterior doors were secured and numbered. The building had security cameras external and internal.
- Emergency lighting was in place and checked periodically. Emergency lighting was battery operated. Exit signs were working properly.
- Fire extinguishers had been checked and certified in all areas I observed.
- Gymnasium bleachers in both the main gym and auxiliary gym are inspected yearly by outside company and maintenance performed accordingly. Backboards had safety straps. Entry and exit doors were clear of storage.
- Stage off the auxiliary gym should have all storage moved from stairs to provide clear unobstructed egress and access. Exit door on the back of the stage should be cleared of all storage. Mark concrete ramp with high visibility tape or paint to prevent accidental trips or falls. Recommend some form of cord management (gaffing tape, cord covers, etc.) for the stage sound equipment. Stage lighting above has been chained to metal ceiling supports.
- Band and vocal music rooms were well organized and had appropriate storage of equipment and materials.
- Science rooms had gas shut off valve labeled and accessible. Eye wash units and chemical shower were in classrooms. Recommend the eye wash / shower units be checked regularly for proper operation and recorded on the tag provided. First Aid was available. Recommend the First Aid kit be checked quarterly and restocked as needed. Hood was functioning properly and free of storage.
- Science storeroom shelves should be organized and area cleaned. Empty bottles and unused equipment should be disposed of properly. Corrosive and flammable cabinets were in place in the storeroom. Recommend the storeroom be locked or the corrosive and flammable cabinets be locked.
- Art room had good storage and accessibility throughout the room. Recommend you maintain eighteen inches of open space above stored items on shelving for full sprinkler coverage of the room.
- Kiln has no direct exhaust, but the room has a ceiling exhaust fan. Good clearance around the kiln. Recommend taping or painting a three-foot perimeter around the kiln as a reminder of no storage in that area.

- FCS room was well organized with walkways and cooking stations clear of clutter and storage. Cord management was good throughout the room and around teaching station. Walkways are clear throughout the room.
- Metal shop walkways were clear of obstruction and doorways were clear of any storage. Maintain clear egress to all exits, three feet of clearance around equipment and clear pathways throughout the room. First aid kit was available. No eyewash unit in the room. Recommend the first aid kit be checked quarterly and restocked as needed and a manual eyewash unit be mounted on an accessible wall of the room. Recommend the electrical panels in the room be marked off on the floor with tape or paint to visible show a three-foot area where no storage is allowed.
- Skills USA and Woods area had good walkways through the room and to equipment. Electrical and exhaust were overhead. Maintain clear egress to exits, clear of any storage or equipment. Recommend you hang and label fire extinguisher.
- Back storeroom with the laser cutter has acceptable storage in front of the room. Keep the flammable cabinet clear of any storage outside the cabinet.
- Mechanical room off the kitchen should have storage cleared from the area marked around the equipment. Remove storage from egress doorways and maintain an unobstructed path to the exit. Recommend you paint raised concrete pads to provide visual reference as a trip hazard.
- Cafeteria (former gymnasium) is still used for baseball and softball. Netting drops down from ceiling. Recommend the netting be checked quarterly to ensure nets are secure and working properly. Recommend the removal of any unnecessary PE equipment secured to walls of the room.
- Weight room facility has clear pathways between and around equipment. Room is well organized. All egress doors should be kept clear of equipment and storage including the rear exit door. Recommend drywall repair be done and broken mirrors be replaced. Recommend mirrors behind dumbbell racks be removed completely or at a minimum should not extend below the level of the racks to prevent breakage. Recommend lighted exit signs be placed on all exit doors and closures be fixed or replaced.
- Recommend your activity staff be shown where water and sprinkler shutoffs are located in the building in case of an accident after hours.
- Elementary classrooms should have window curtains checked to make sure they are fire rated. Remove or replace non-compliant curtains.
- Recommend the exposed pipe outside the electrical closet at exit door 25 be covered. Clear storage in the electrical room to provide three feet of space around the electrical panels.

EXTERIOR WALK-THROUGH SUMMARY-

- The grounds I inspected were clean and well maintained.
- The walkways and parking lots around the facilities were in good condition. Identify and repair concrete with large cracks and heaved surfaces. Continue to monitor any concrete changes.
- Stadium is fenced and bleachers are in good condition. Track and field are in good condition. Stadium is located across the street from the main building. Stadium parking is gravel. Walkways and bleacher platforms are concrete.

Recommendations:

Stage off the auxiliary gym should have all storage moved from stairs to provide clear unobstructed egress and access. Exit door on the back of the stage should be cleared of all storage. Mark concrete ramp with high visibility tape of paint to prevent accidental trips or falls.

Recommend some form of cord management (gaffing tape, cord covers, etc.) for the stage sound equipment.

Recommend the eye wash / shower units in science rooms be checked regularly for proper operation and recorded.

Recommend the First Aid kit in science rooms and shop areas be checked quarterly and restocked as needed.

Science storeroom shelves should be organized and cleaned. Empty bottles and unused equipment should be disposed of properly.

Recommend the corrosive and flammable cabinets be locked or the storeroom be locked.

Recommend you maintain eighteen inches of open space above stored items on shelving for full sprinkler coverage of the room.

Recommend taping or painting a three-foot perimeter around the kiln as a reminder of no storage in that area.

Recommend the electrical panels in the metals room be marked off on the floor with tape or paint to visible show a three-foot area where no storage is allowed.

Recommend a manual eyewash unit be mounted on an accessible wall of the room.

Recommend the mechanical room off the kitchen have storage cleared from the area marked around the equipment. Remove storage from egress doorways and maintain an unobstructed path to the exit. Recommend you paint raised concrete pads to provide visual reference as a trip hazard.

Recommend drywall repair be done and broken mirrors be replaced in the weight room facility. Recommend mirrors behind dumbbell racks be removed completely or at a minimum should not extend below the level of the racks to prevent breakage. Recommend lighted exit signs be placed on all exit doors and closures be fixed or replaced.

Recommend the netting in multipurpose room (former gymnasium) be checked quarterly to ensure nets are secure and working properly. Recommend the removal of any unnecessary PE equipment secured to walls of the room.

Recommend your activity staff be shown where water and sprinkler shutoffs are located in the building in case of an accident after hours.

Recommend elementary classrooms have window curtains checked to make sure they are fire rated. Remove or replace non-compliant curtains.

Recommend the exposed pipe outside the electrical closet at exit door 25 be covered. Clear all storage in the electrical room to provide three feet of space around the electrical panels.

Disclaimer: Because it is solely your responsibility to make safety and health inspections and take whatever actions may be necessary to prevent losses, enforce safety procedures, detect and eliminate hazardous conditions and comply with any federal, state or local law, annual Rule 10 review or any other rule or regulation concerning safety or health, we must advise you that by conduction of surveys and issuing recommendations or reports, ALICAP does not undertake to render services or assume a duty to you or for your benefit or to any third person or for that person's benefit. ALICAP's surveys, recommendations and reports are made solely for the purpose of aiding us in reducing our losses and are not intended to detect or point out all the hazardous conditions on your property or in your operations. There may be hazardous conditions on your property or in your operations which have not been either detected or pointed out to you. You must not rely solely on ALICAP's surveys, recommendations, or reports to discover any hazardous conditions on your property, or in your operation, nor rely on ALICAP to remedy any such hazardous conditions.

StudentsUse of Restraints and Seclusion

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

1. Definitions

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

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

2. Physical Restraint

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

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

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

Physical restraint may not be used:

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

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

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

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

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

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

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

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

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

3. Seclusion

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

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

Seclusion may not be used:

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

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

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

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

The procedures for use of seclusion include:

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

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

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

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

Date of Adoption: 01/08/2024

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Community RelationsCitizen Communication to the Board of Education

The Board of Education recognizes the necessity for open communication with students, parents, patrons and staff but is also aware that a procedure for processing concerns and complaints is imperative to the normal operations of the District. It is the intent of the Board that concerns and complaints be resolved at the lowest possible level.

Complaints Made to Individual Board Members

Members of the Board of Education have no authority or power to act on behalf of the Board or the District except when acting as a member of the entire Board at a duly called board meeting or when acting with express, specific authority granted by the Board or by law. Should any member of the Board be approached by a student, parent, patron or staff member who has a concern or complaint, the member should:

1. Listen attentively to the concerns but not take any inflexible position.
2. Instruct the individual about the District's process for resolving concerns and complaints and direct the individual to the appropriate complaint or grievance procedure or to the Superintendent for information concerning such procedures. If the concern or complaint involves a teacher, the individual should be informed to discuss the matter with the teacher first.
3. Inform the Superintendent of the concern.

The Board and the District shall not be bound in any way by the action or statement on the part of any individual Board member or committee, except when such statement or action is taken or made in conformance with express, specific authority granted by the Board or by law.

Complaints Made to the Board

Concerns or complaints may be made to the Board of Education at a duly called Board meeting at such time as the agenda provides for public participation or comment.

In the event the complaint involves a personnel matter relating to an employee of the District, the individual raising the complaint shall be directed to first exhaust the appropriate complaint or grievance procedure. The board shall not respond or take action on such a complaint until such complaint or grievance procedure has been exhausted, unless it is determined by the Board, under the circumstances, that an immediate response or action is required.

Individuals raising concerns or complaints involving non-personnel matters which may be the subject of a complaint or grievance procedure may also be directed to first use such complaint or grievance procedure.

Date of Adoption: April 9, 2007

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

Community RelationsPublic Complaints

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes that constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner which frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- Where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible;
- Complaints should both be investigated and, if possible, resolved expeditiously;
- Complaints should be dealt with courteously and in a constructive manner; and,
- Individuals directly affected by the complaint should have an opportunity to respond.

Specific procedures for handling complaints may be established in policies. The board consistent with its board policy-making role, will deal with complaints concerning specific schools, programs or procedures only after the usual channels have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies 4026 and 5400 respectively.

When a complaint requiring attention is received by the board or board member it will be referred to the superintendent. After all of the channels have been exhausted, the complainant may appeal to the board by requesting a place on the board agenda or during the public audience portion of the board meeting. If the complainant appeals to the board, the appeal shall be in writing, signed and explain the process followed by the complainant prior to the appeal to the board.

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

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

POLICY 1030
ARLINGTON SCHOOLS COMMENT FORM

Commenter: _____ Date: _____
Address: _____ Phone: _____

Comment: _____

Supportive Evidence or
Witness(es): _____

Signature of Commenter Date



PRINCIPAL'S RESPONSE

Principal: _____ Date Response Received: _____

The principal will attach a written response indicating the comment, investigative procedures, supportive evidence of witnesses, and recommendation.

The attached response has been reviewed with the person initiating the comment by the principal.

Signature of Commenter Date Signature of Principal Date



SUPERINTENDENT'S RESPONSE

Superintendent: _____ Date Response Received: _____

The superintendent will attach a written response indicating the comment, investigative procedures, supportive evidence of witnesses, and recommendation.

The attached response has been reviewed with the person initiating the comment by the principal.

Signature of Commenter Date Signature of Superintendent Date

Community RelationsAnnual Report and School Improvement

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Rule 10, Regulations and Procedures for the Legal Operation of Schools. The Annual Report shall be distributed to residents of the School District by the Superintendent distributing it to the members of the Board of Education and to the parents of students enrolled in the School District each school year and making it available to other residents. The report shall include information required by Rule 10. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students. The report is to include:

- A. Student academic performance. The report shall include results of student success in achieving the state standards set forth in Appendices A through D of Rule 10 or local content standards approved by the Department, on a building basis. Individual test scores shall be kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance shall be provided for those grades.
- B. School system demographics.
- C. School improvement goals and progress.
- D. School system financial information.

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 Department. The external team visits shall be conducted at least once each five years.

Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10

Date of Adoption: August 24, 2020

Reviewed: January 11, 2021

Community RelationsPublic Access to School Records - Examination, Making Memoranda, and Copying

1. The School District, through the Superintendent, shall provide interested persons access to the records of the School District as required by law. Such access shall include the opportunity to examine, make memoranda and copy School District records. The School District shall not make records of individual students or personnel available except as allowed by law or compelled by court order.

2. Records may be examined at the School District offices during the hours such offices are open for the ordinary transaction of business. School district offices will be open for the ordinary transaction of business (a) during the school year on such days as school is in session, and (b) during the summer months when school is not in session, Monday through Friday when the Superintendent is present, except legal holidays.

3. Records may be obtained in the form in which the record is maintained including, but not limited to, printouts, electronic data, disc, tapes, and photocopies. The School District will not be required to produce or generate any record in a new or different form or format modified from that of the original School District record. Copies of records may be made as follows:

(a) Copies may be made by persons using their own copying or photocopying equipment, provided that such copies shall be made on the premises of the School District offices or at a location mutually agreed to by the requester and the School District.

(b) Copies may be obtained from the School District if the School District has copying equipment reasonably available, and upon payment of a fee for providing copies. The Superintendent shall establish a fee schedule for the copying of school district records, provided that such fee is not to exceed the actual cost of making the copies available. Actual costs of making copies available include: Paper, discs, and other hard copy materials, copier device costs (equipment lease, depreciation and maintenance), electricity and the cost of personnel. If the copies requested are estimated by the School District to be more than fifty dollars (\$50.00), the School District may require the requester to furnish a deposit prior to fulfilling such request.

4. Upon written request for access to records, the School District will provide to the requester as soon as is practicable and without delay, but not more than four (4) business days after actual receipt of the request:

(a) Access to or, if copying equipment is reasonably available, copies of the school district records requested;

(b) A written denial of the request, or portion thereof, if there is a legal basis for such denial of access to school district records on a written form from the school district. [See, Regulation Form 1050A, "Denial of Access To School District Records"]; or

(c) If the entire request cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of the request due to the significant difficulty or extensiveness of the request, the school district shall provide a written explanation, including the earliest practicable date for fulfilling the request, and estimate of the expected cost of any copies, and an opportunity to modify or prioritize the items within the request. [See, Regulation Form 1050B, "Explanation of Delay in Fulfilling Request for School District Records"].

Legal Reference: Neb. Rev. Stat. § 84-712 et seq.

Date of Adoption: April 9, 2007

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

Community Relations

Denial of Access to School District Records Form

Name of Requester: _____.

Date of School Record Request: _____.

Name of Administrator Denying Record Request: _____.

Description of Records Requested (Actual written request for record may be attached): _____

_____.

Please be advised that the school district has determined that there is a legal basis for a denial of access or copies to all or a portion of the school records requested, and hereby provides the following information regarding such denial:

A. Description of the contents of the records withheld: _____

_____.

B. Statement of the specific reasons for the denial (Correlate specific portions of the records to specific reasons; include citation of statute expressly providing that particular information or records shall not be made public): _____

_____.

NOTICE: Pursuant to Neb. Rev. Stat. § 84-712.03, you may have a right of judicial or administrative review of the denial of access to school district records set forth above, including a right to petition for a writ of mandamus, or petition the Attorney General to review the record to determine if it may be withheld from public inspection.

Community Relations

Explanation of Delay in Fulfilling Request for School District Records

Your entire request for school district records cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of such request due to (check all applicable boxes):

G Significant difficulty in compiling or copying such records;

G Extensiveness of the request.

A. Additional Explanation: _____

_____.

B. Projected Date of Fulfilling Request: _____.

C. Projected Cost of Copies: \$_____.

Modification or Prioritization of Request: You may modify or prioritize the items in your request to expedite the availability of the school records requested; please set forth your modification or prioritized items in the space provided below and return to the office of the business office:

_____.

Date of Adoption: April 9, 2007

Reviewed: November 10, 2014, January 8, 2018

Community RelationsAdvertising and Promotion

Neither the facilities, the staff, nor the children of the school district shall be employed in any manner for advertising or otherwise promoting the interests of any commercial, political, or other non-school agency, individual, or organization, except that:

1. The schools may cooperate in furthering the work of any non-profit, community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the schools.
2. The schools may use films or other educational materials bearing mention of the producing firm or sponsor, providing such materials can be justified on the basis of their actual educational values.
3. The schools may cooperate with any agency in promoting the activities in general public interest, and which promote the education or other best interest of students.
4. The superintendent of schools may cooperate in furthering the work of any non-profit, community-wide social service agency provided such cooperating does not infringe on school programs or diminish the amount of time devoted thereto.
5. The administration may, at its discretion, announce, or authorize to be announced, any lecture, community activity, or film which it feels has educational merit.
6. School representatives may, upon approval of the board of education, cooperate with any agency in promoting activities in the general public interest, and which promotes education that is in the best interest of the students.

Legal Reference: Neb. Rev. Stat. 79-443
Neb. Rev. Stat. 79-1272

Board Authority for Supervision and Control
Teachers, Solicitation by Agents

Date of Adoption: April 9, 2007

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

Community RelationsPublications, Radio, and Television

The board of education welcomes the active participation of print and electronic mass media in promoting educational programs in Washington County School District No. 89-0024. All resultant news coverage of academic or extracurricular activities must be presented in the public interest. No identification of the school with the promotion of any commercial or political enterprise will be permitted.

All radio and television broadcasts of any school activity or contest originating from School District No. 89-0024 facilities must be coordinated through the office of the building principal sponsoring the activity.

Companies interested in such broadcasts will: (1) Contact the building principal at least forty-eight (48) hours in advance of the event to gain permission and make arrangements for attending the activity. (2) Any company interested in broadcasting an activity will be responsible for all necessary equipment, transmission lines, power sources, and accompanying expenses. (3) Any company interested in broadcasting an activity will be responsible for any financial and legal liabilities pertaining to its own equipment and personnel.

Legal Reference: Neb. Rev. Stat. §79-443
Neb. Rev. Stat. §79-2105

Board Authority for Supervision and Control
Telecommunications Operated by the
Nebraska Educational Telecommunications
Commission

Date of Adoption: April 9, 2007
Reviewed: November 10, 2014, January 8, 2018,
January 11, 2021

Community RelationsSchool Directory

A school directory will be used and distributed only by authorization of the principal or superintendent of schools. Under no circumstances will it be distributed for political or commercial purposes. If student directory information is released it shall not be released to an agency or individual if personal profit is the object of the receiver. Directory information for purposes of the school directory shall consist of (1) student name, (2) address, (3) grade in school, (4) name of parents or guardian, and (5) date of birth. Parents who do not wish to have their child's name(s) included in the directory to be released may request that it be deleted. It shall be the principal's responsibility to delete those names.

Legal Reference: Neb. Rev. Stat. §§79-2,104 & 79-2,105; Neb. Rev. Stat. §79-539
Neb. Rev. Stat. §§84-1201 to 84-1220
Family Educational Rights and Privacy Act of 1974 (P.L. 93-380)

Date of Adoption: April 9, 2007

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

Community RelationsCommunity Use of School Facilities

School facilities are primarily intended for the District's educational and extracurricular activity programs. School facilities are, however, made available for use by outside groups to further the interests of the District and the community. Use by non-school groups is allowed pursuant to an application process and is subject to the terms and conditions set forth in this policy.

1. Application for Use.

Outside groups that wish to use school facilities must submit a completed Application for Use form signed by a representative of the outside group who has authority to commit the outside group to the terms and conditions of the Application. The outside group, as Applicant, shall specify the nature of the intended use, the dates and times of the requested use, and the facilities for which use is requested.

The form shall be developed by the administration. The form shall include the statement that:

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

2. Acceptance of Application for Use.

Acceptance or rejection of applications shall be the responsibility of the Superintendent or the Superintendent's designee.

Applications shall not be rejected for any unlawful reason, including unlawful discrimination on the basis of race, national origin, gender, religion, disability, age, marital status, or veteran status, and including the applicant's legally protected exercise of constitutional or statutory rights.

The District's facilities are designated as nonpublic forums. Accordingly, applications shall not be accepted for:

- a. Uses that may conflict with or that disrupt the District's educational or extracurricular activity programs.
- b. Uses inconsistent with the mission of the District.
- c. Uses that present an unacceptable risk that the conditions of use set forth in this policy will not be adhered to; either due to the nature of the requested use or the character of the group or individuals within the group.
- d. Uses that present an unacceptable risk of damage or unacceptable wear and tear to facilities or equipment.
- e. Uses for outside commercial activities except with approval of the Board; and except for camps and other activities for high school students subject to and consistent with Bylaws of the Nebraska School Activities Association.
- f. Uses that involves gambling or games of chance.

- g. Uses that involves a group or activity which advocates or condones the violent overthrow of the Constitution or of the government.
- h. Uses that involve the meetings of secret clubs not open to members of the public.
- i. Non-community type uses such as wedding receptions, slumber parties, personal use and similar activities.

Applications for use of facilities may be denied based on unsuitability of the date or time of the requested use. Facilities will generally not be available for community use at times when school staff are not available to monitor the Applicant's use, such as on legal holidays; before 7:00 a.m.; after 10:00 p.m. and Sunday mornings prior to Noon.

Leases of school facilities require approval of the Board. As such, Applications that request long-term use of facilities in the nature of a lease will be denied.

Applications may be denied based on the determination of the Superintendent or the Superintendent's designee that the Applicant does not have the financial ability or financial responsibility to pay fees or expenses or to reimburse the District for any damages that may be sustained to facilities or equipment or any liability that may be created by the use.

When an Application conflicts with another Application, the Applications will be accepted according to the following priority order:

- a. Events or activities that are designed to service students of the District or which are related to any function of the District, including approved school-community associations and school-affiliated non-profit groups.
- b. Tax-supported agencies such as educational entities or units of city, county or state government.
- c. Nonprofit community agencies such as private educational agencies.
- d. Groups where the majority of the members reside within the District.

For use conflicts within each group, priority will be given to the first to submit their Application; provided that the Superintendent or the Superintendent's designee may approve an Application that is not first-filed if the other Applicant's use could be feasibly changed to a non-conflicting time or area.

Applications that are accepted may not be assigned or transferred to another outside group.

Applications that are accepted are subject to cancellation by the Superintendent or the Superintendent's designee. Cancellation will occur in the event the administration reasonably determines:

- a. Any of the reasons for non-acceptance of an application exist.
- b. The Applicant fails to meet any term or condition required prior to the use. This includes but is not limited to failure of the Applicant to pay required fees or deposits or failure to show evidence that any required insurance is in place.
- c. Circumstances make the use unsuitable. This includes but is not limited to:

- i. The condition of the facilities being unsafe. For example, the presence of snow, ice, fallen limbs or other potential hazards that the school would not otherwise clear prior to the activity or event. The Applicant may request that the District clear the hazards such that it may proceed with its activity or event. If the District agrees to do so, the Applicant shall be responsible for all costs incurred by the District in clearing the hazard.
- ii. School staff being unavailable to monitor the use or to provide set-up or clean-up services where the District has accepted responsibility for such.
- iii. The need to use the facilities for a school activity or purpose.

Generally, if school is closed on the date of the Applicant's intended use due to inclement weather or hazardous conditions, the Applicant's use will be cancelled.

The Applicant shall remain responsible for fees or expenses, and any deposit that has been received by the District shall be forfeited and be kept by the District, if cancellation occurs because of the fault of the Applicant. Otherwise, the District will return any deposit that has been received by the District. The District will in no event be responsible for any damages, expenses, or losses incurred by the Applicant or any person arising from the cancellation.

An Applicant may withdraw its Application at any time prior to acceptance. An accepted application may be withdrawn by the Applicant, subject to approval of the Superintendent or the Superintendent's designee. Approval is subject to the conditions that the Applicant has given reasonable advance notice (ordinarily, at least 48 hours) and that the Applicant reimburse the District for any expense the District has incurred.

3. Conditions of Use.

The conditions for use are as follows:

- a. Compliance. Applicant agrees to:
 - i. Comply with all local, state and federal laws, including health and fire codes.
 - ii. Comply with Board policies concerning non-discrimination and the use of school facilities.
 - iii. Comply with reasonable administrative rules related to use of facilities and the requests of school officials related to the Applicant's use of the facility.
- b. Disclaim School Sponsorship. The District does not sponsor or endorse the Applicant or the activity or event conducted by the Applicant. To ensure that the public understands this fact, the Applicant agrees to not make any statements suggesting such sponsorship and to publish statements of non-school sponsorship in such form and manner as the administration may request.
- c. Supervision. Applicant agrees to provide appropriate supervision of the activity or event in all respects, including supervision reasonably necessary to ensure that no person participating in or attending the activity or event:

- i. Is presented with conditions that pose an unreasonable risk of personal injury or damage to personal property.
- ii. Enters any area of the school facilities that the Applicant has not been given permission to use, or accesses any school records.
- iii. Engages in the use of tobacco, alcohol, or illegal drugs, or is under the influence of alcohol or illegal drugs.
- iv. Possesses a firearm or a weapon.
- v. Engages in disorderly, lewd, or lascivious conduct.
- vi. Engages in any criminal behavior.

Applicant shall remove any person from the activity or event who engages in any of the above listed conduct. Applicant agrees to report to the school administration by the close of the next business day the identity of any person who engaged in any of the above listed conduct and the details of the conduct. If the offending person is a student, the report shall be made immediately.

In the event the school administration determines that the nature of the activity or event warrants the presence of security services, Applicant agrees to provide such security services.

Applicant agrees to ensure that all persons attending its activity or event are off school grounds at the end of its time of permitted use, except for students or school staff who are authorized to remain for a school-related purpose.

- d. Condition of Premises. Applicant agrees to:
 - i. Conduct a reasonable inspection of the premises prior to the activity or event to ensure that the premises are safe for the intended use. In the event of any unsafe condition, Applicant shall notify an administrator. In the event the unsafe condition is not corrected prior to the activity or event, the Applicant shall postpone or cancel the activity or event.
 - ii. Not use or allow any school equipment to be used without express approval of school administration.
 - iii. Not bring or allow others to bring food or beverages on to school grounds without express approval of school administration.
 - iv. Not bring or allow others to bring or use any flammable items (including candles or incense) or any volatile chemical or any explosive.
 - v. Not use any electrical equipment that has been brought onto the premises without express approval of school administration.
 - vi. Not allow the wearing of street shoes or shoes with black soles on gym floors or other protected surfaces.
 - vii. Not park or allow others to park in fire lanes or reserved spaces or in any manner inconsistent with the school's parking rules.
 - viii. Not cause or allow others to cause damage to school facilities or equipment.
 1. In the event damages are sustained, Applicant accepts responsibility for reimbursing the District for the cost of repair or replacement.

2. Applicant agrees that the school administration's determination that damage was sustained in connection with the Applicant's use, and of the cost of repair or replacement, is controlling.
 3. Applicant shall immediately report to the school administration any damage to school facilities or equipment that occurs during the Applicant's use of school facilities that may present a risk of injury to students or any subsequent users. Any other damage shall be reported by the close of the next business day.
 - ix. Return the facilities in as good a condition as it was prior to use. This includes, without limitation, cleaning, removal of trash, and returning tables and chairs and other school property to their proper location. The clean-up shall be promptly completed. In the event the District provides the clean-up service, Applicant agrees to reimburse the District for the cost of such clean-up.
 - x. Remove any property brought in by the Applicant and by any person attending the activity or event. The District is not responsible for any personal property that is left on the premises.
- e. Financial Responsibility. Applicant agrees to:
- i. Procure, at its own expense, a Comprehensive General Liability insurance policy naming the District as an additional insured. This policy shall be written with a minimum of \$1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.
 - ii. The insurance requirement is subject to waiver by the Superintendent or the Superintendent's designee only in circumstances where the intended use presents very little potential for injury or damage and the activity or event is designed to serve the District's students or staff.
 - iii. Indemnify and hold the District, the Board, school employees and agents of the District harmless from any and all claims, demands, causes of action, or lawsuits for any death or personal injury or damage to property sustained during, caused by or arising out of the Applicant's use of school facilities.

4. Fees for Use.

The Superintendent or Superintendent's designee shall establish a daily use fee schedule that establishes rates for specific parts of the school facilities (that is, kitchen, auditorium, gymnasium, athletic field, classrooms, meeting rooms). The rates shall be reviewed on a periodic basis; with the review to occur no less than every two years.

The fee rates shall be in an amount sufficient to cover estimated staff time and direct costs associated with:

- a. Processing. Cost of processing the Application, postage, invoicing and coordination of the use.
- b. Access. Cost of providing access; such as unlocking doors before use and locking after use, turning lights on and off, and disarming/re-arming security systems.

- c. Custodial. Cost of providing custodial or maintenance services to prepare the facility for the use and for clean-up after the use.
- d. Kitchen. Cost of providing access to the kitchen facilities; as ordinarily any permitted use of the kitchen will require the presence of a member of the school's food service staff.
- e. Special Equipment. Cost of making special equipment available such as sound and lighting set-up; as ordinarily any permitted use of special equipment will require the presence of a member of the school's staff who is familiar with proper use of the equipment.
- f. Monitoring. Cost of administrative or other professional staff to monitor the Applicant's use to ensure compliance with the terms and conditions of the permitted use.
- g. Security. Cost of providing security services when determined to be needed for the activity or event.

The fee schedule shall be applied evenly to all Applicants, with two exceptions:

- a. A different fee may be assessed where the Superintendent or Superintendent's designee reasonably determines that the Applicant's use will require staff time or cause direct costs different than those used in establishing the fee schedule.
- b. A fee waiver or reduced fee rate shall be given for use where the activity or event is designed to serve students of the District or children; such as approved school-community associations and school-affiliated non-profit groups and summertime sports leagues, sports camps, etc., that are subject to NSAA regulations.

5. Use Consistent with NSAA Bylaws.

Use of school facilities for activities that are subject to the Bylaws of the Nebraska School Activities Association (NSAA) shall be permitted subject to and in accordance with the NSAA Bylaws. Such use shall be consistent with this policy for non-school groups. Examples of acceptable use of school facilities for activities are:

- a. Summer Leagues. There must be evidence that the organization or individual conducting the league has rented or leased the facility (for example, via an Application for Use) to prove the school is not involved in its sponsorship or funding.
- b. Commercial Sport Camps/Clinics. School facilities for use by individuals, including the District's own coaches or other organizations for commercial camps/clinics or schools. Camps conducted by high school coaches shall be publicized as open to all area individuals wishing to attend and not limited to students from the coach's high school.
- c. All-Star competition that involves graduated seniors.
- d. Competitive meets and contests sponsored by non-school groups.
- e. Facilities approved under the above stipulations include: gymnasiums, tracks, swimming pools, tennis courts, athletic playing fields, and baseball and softball diamonds.

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

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

Community Relations

Maintenance/Use Fees- Fee Schedule

The fees for the use of school district facilities shall be calculated by the Administration on the following basis:

- A. Cost of insurance for third party use of facilities;
- B. Cost of custodial services at the School District's rate of compensation for such services;
and,
- C. Cost of supervision at the hourly rate established by the Administration.

Date of Adoption: February 11, 2008

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

**APPLICATION FOR USE OF SCHOOL FACILITIES
ARLINGTON PUBLIC SCHOOLS**

Name of Organization Making Request: _____ Date: _____

Type of Organization and Type of Activity or Event:

_____ Event or activity that is designed to service students of the District or which is related to any function of the District, including approved school-community associations and school-affiliated non-profit groups.

Describe: _____

_____ Tax-supported agency such as educational entity or unit of city, county or state government.

Describe: _____

_____ Nonprofit community agency such as a private educational agency.

Describe: _____

_____ Group in which the majority of the members reside within the District.

Describe: _____

_____ Other. Describe: _____

Date: _____ Time (start/end): _____

Facility /Room: _____ Frequency of Use: _____

Purpose: _____

Admission/Collection You Will Charge: _____

Equipment Needed: _____

Type of Cleaning Required During and Afterwards: _____

Fees (To Be Completed by Superintendent or Designee)

The superintendent of schools shall establish fees and use discretion in the assessment of fees for use of school facilities, equipment and transportation depending upon the particular circumstances surrounding each request.

<u>Type</u>	<u>Amount</u>
Processing	_____
Access	_____
Custodial	_____
Kitchen	_____
Special	_____
Equipment	_____
Monitoring	_____
Security	_____
Total	_____
Advance Deposit	\$ _____
Date Deposit Due	_____

Both parties to this contract agree to the following terms:

- 1) The applicant is responsible for any and all liability claims resulting from the applicant’s use of a public school building. Arlington Public Schools is not liable for any claims resulting there from.
- 2) The Board of Education reserves the right to refuse rental or scheduling to any group, organization or business which fails to provide necessary control or policing of facilities.
- 3) Any damage to premises or breakage of equipment will be paid for by the scheduling party.
- 4) Preference on scheduling will be first to schools, and then to school district organizations and businesses.
- 5) An adult supervisor will be required for any youth program.
- 6) Rental fees are negotiated on an individual basis. Determining factors include: type of organization, equipment used and custodial services needed. (For more detailed information, contact the Superintendent’s Office, 402-478-4173)
- 7) Checks for fees shall be made out to the Arlington Public Schools and are preferably due in advance but not later than a date set by the Superintendent of Schools.
- 8) The applicant must sign, personally or through an authorized representative, the “Release and Indemnification Agreement” provided by the School District.
- 9) There shall be no alcoholic beverages or drugs permitted in or around the school facility, either prior to, during or immediately following the activity for which the facilities are being used.
- 10) In the case of indoor facilities, there shall be no smoking permitted in the building.
- 11) The party using the facilities shall be responsible to leave the facilities in the same condition that it was in when the party arrived. The gym floor is to be swept, all equipment is to be properly placed in the location designated for storage, any paper or other debris cleaned up. There is to be no one permitted in any area other than areas that were requested for use, and no drinks are permitted in the gym.
- 12) Equipment that has not been made available to the party under this agreement shall not be used.
 - 13) If any school personnel are needed as part to this contract, it shall be stipulated in the contract, and payment for services is the responsibility of the party requesting facility use.
 - 14) Failure to comply with the above provisions shall result in the cancellation of existing and all future facility use contracts with that party.
 - 15) All arrangements for the use of the building(s) shall be made with the superintendent and his/her designee.

The stipulations as listed are agreed to by the party requesting facility use and the contracting party agrees to use the facility on the basis outlined in the contract.

Superintendent signature

Sponsor for party requesting facility use

Date

Date

NOTE: Release and Idemnification must be signed.

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

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

RELEASE AND INDEMNIFICATION AGREEMENT

In consideration of the undersigned being allowed or granted permission to use Arlington County School District 89-0024 a/k/a Arlington Public Schools (hereinafter referred to as "Arlington Public Schools") buildings, grounds, facilities or equipment, the undersigned hereby releases and waives any and all claims, demands, causes of action, suits, debts or damages which the undersigned has or which may in the future accrue, for all personal injuries, known or unknown, or injuries or damage to property, caused or arising out of the undersigned's use of Arlington Public Schools building, grounds, facilities or equipment.

Additionally, in consideration of the undersigned being allowed or granted permission to use Arlington Public Schools buildings, grounds, facilities or equipment, the undersigned hereby covenants to indemnify and save harmless the Arlington Public Schools buildings, grounds, facilities or equipment.

The undersigned acknowledges and agrees that without executing this Release and Indemnification Agreement permission would not be granted to use Arlington Public Schools buildings, grounds, facilities or equipment. The undersigned further understands and agrees that this Release shall be binding on the undersigned, and the undersigned's heirs, executors, administrators or assigns, and that by executing this Release and Indemnification Agreement, the undersigned is hereby releasing and agreeing to indemnify Arlington Public Schools, all of its present or future Board members in their individual or official capacities, and all of the school district's employees or agents in their individual or official capacities, and all successors thereto.

The Arlington Public Schools does not sponsor or in any way endorse the views, aims, policies, opinions or content of any speakers, or presenters, or materials disseminated as part of the program of the person or persons or entity allowed access to Arlington Public Schools

facilities, and remains totally neutral with regard thereto.

The undersigned acknowledges having read this Agreement, understands the rights which are being waived or released hereby, understands the indemnification obligation assumed hereby, and executes the same voluntarily and with full knowledge of its significance.

DATED this _____ day of _____, 200_.

NOTE: THIS DOCUMENT HAS SIGNIFICANT LEGAL RAMIFICATIONS AND SHOULD BE CAREFULLY READ AND UNDERSTOOD. IF THERE ARE ANY QUESTIONS, THE SIGNER OF THIS DOCUMENT SHOULD CONSULT HIS OR HER OWN ATTORNEY.

Date of Adoption: February 11, 2008

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

Community RelationsUse of School Facilities: Student Groups

1. Access by Youth Organizations. The District will allow, upon request, a representative of a recognized youth organization to provide: (1) oral or written information to students regarding the youth organization and how such youth organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship; and (2) services and activities to any student who is a member of such youth organization. A “recognized youth organization” is limited to those group listed in 36 U.S.C. Subtitle II, Part B. Each requesting youth organization will be permitted to provide information at school at least once during each school year. The administration will make a good faith effort to find a mutually agreeable date, time, and location for each requesting youth organization, though the administration shall have the ultimate authority to select the date, time, and location for any requesting youth organization. Under no circumstances will any requesting youth organization be permitted to provide oral information to students during instructional time, unless previously approved by the Superintendent or Superintendent’s designee. Every representative from a requesting youth organization must submit to, at the organization’s cost, a background check. The Superintendent or Superintendent’s designee may refuse to allow an individual to be on school grounds if the individual's background check discloses a prior felony conviction or if, in the Superintendent’s discretion, the background check otherwise reveals concerns about student safety. Nothing in this Paragraph preempts or undermines any provision of the District’s Parental Involvement Policy.

2. Equal Access to Student Groups. In the event any of the secondary schools (grades 6-12) have a limited open forum as defined in the Equal Access Act, such school(s) shall not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. A limited open forum for this purpose exists if the secondary school grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises during noninstructional time.

All such student meetings at school are subject to the following requirements:

- a. the meeting must be voluntary and student-initiated;
- b. there must be no sponsorship of the meeting by the school or its agents or employees;
- c. employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- d. the meeting must not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- e. non-school persons may not direct, conduct, control, or regularly attend activities of the student group.

The administration shall in all respects maintain the District in compliance with the Equal Access Act.

3. Equal Access to Outside Groups Meeting at School. If the District provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours, the District shall make that opportunity available to other similarly situated groups. The administration shall in all respects maintain the District in compliance with the Equal Access Act.

Legal Reference: 20 U.S.C. Section 4071-4074 (Equal Access Act)
20 U.S.C. Sec. 7905 (Boy Scouts of America Equal Access Act) & 34
CFR Part 108
LB 705, § 126.

Date of Adoption: 07/10/2023

Community RelationsRecording of Others

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Legal Reference: Neb. Rev. Stat. § 86-290
Letter to Anonymous, 40 IDELR 70 (OSEP 2003)

Date of Adoption: August 13, 2018
Reviewed: January 11, 2021

Community RelationsUse of School Facilities: Student Groups and Boy Scouts

1. Equal Access to Student Groups. In the event any of the secondary schools (grades 6-12) have a limited open forum as defined in the Equal Access Act, such school(s) shall not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. A limited open forum for this purpose exists if the secondary school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

All such student meetings at school are subject to the following requirements:

- a. the meeting must be voluntary and student-initiated;
- b. there must be no sponsorship of the meeting by the school or its agents or employees;
- c. employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- d. the meeting must not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- e. non-school persons may not direct, conduct, control, or regularly attend activities of the student group.

The administration shall in all respects maintain the District in compliance with the Equal Access Act.

2. Equal Access to Boy Scouts. If the District provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours, the District shall not deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America. The same principles apply to any other youth group listed in Title 36 of the United States Code as a “patriotic society.” The administration shall in all respects maintain the District in compliance with the Boy Scouts of America Equal Access Act.

The use of school facilities for student meetings and Boy Scouts as provided above shall be subject to the same provisions as other community, non-school groups and may be required to complete a community use application as and to the same extent as other noncurriculum related student groups (in the case of student meetings) and other outside youth or community groups (in the case of the Boy Scouts).

Legal Reference: 20 U.S.C. §§ 4071-4074 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act) & 34 CFR
Part 10

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

Reviewed: November 10, 2014, January 8, 2018, January 11, 2021

Community RelationsBulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the respective principals; however, building principals may use their discretion on posting or displaying non-school related information which is not political or commercial in nature.

Legal Reference: Neb. Rev. Stat. 79-443

Board Authority for Supervision and Control

Date of Adoption: April 9, 2007

Reviewed: November 10, 2014, January 8, 2018, July 12, 2021

Community RelationsTobacco Policy

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Legal Reference: Neb. Rev. Stat. §§ 71-5716 to 5734 (Nebraska Clean Indoor Air Act)

Date of Adoption: August 12, 2019

Reviewed: January 11, 2021



December 11, 2023

Arlington Public Schools
ATTN: James Shada

RE: Gym Video boards

Price includes labor and material to install the following as per our site visit.

Install 1-45 KVA 480-120/208 volt transformer in the west electric room fed from the existing main switchboard.

Install 1-120/208 volt 125 amp 3 phase 4 wire 30 space panel fed from the new 45 KVA transformer.

Install 6-120 volt 20 amp HID protected circuits from the new 125 amp panel to the new east owner installed video/scoreboard. We will install 120 volt 20 amp duplex receptacles for the installers to plug into.

Install 6-120 volt 20 amp HID protected circuits from the new 125 amp panel to the new west owner installed video/scoreboard. We will install 120 volt 20 amp duplex receptacles for the installers to plug into.

Extend the existing scoreboard circuit to the two new 120 volt 20 amp duplex receptacles for the shot clocks.

Install owner supplied fiber from the rack in the southeast electric room to the video/scoreboards, final connections are not included.

Install one owner supplied CAT 6 cable from the rack in the southeast electric room to the score board controller.

Cost of installation---\$38,455.00---
Fremont Electric Inc donation---\$10,000.00---
Bid Price---\$28,455.00---

NOTES:

The Square D panel and transformer is an approximate 3-4 weeks delivery.

The conduit will be surface mounted, painting of the conduit is not included.

Prices are subject to increase due to the availability, transportation and commodity prices without notice; bid price is guaranteed for 10 days.

If you have any questions, please contact me

Thank you,

Les Shallberg
President