

Board of Education Regular Meeting
Monday, August 12, 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. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3.
 - Resignations:
 - Hires:
 - Kali Adkisson, Elementary Para
 - Don Morgan, Sub Activities Bus Driver
 - 3.4. Reassignments:
4. PRINCIPALS' REPORTS
 - 4.1. Mr. Shada's Activity Report
 - 4.2. Dr. Morgan's Elementary Report
 - 4.3. Mr. Pfingsten's Secondary Report
5. SUPERINTENDENT'S REPORT
 - 5.1. Report on Special Olympics Unified Champion Schools program participation
 - 5.2. Legislative Report on the Special Session
 - 81 LB's and 24 CA's proposed
 - LB1 is Gov Plan; LB 9 is a modified but similar bill
 - LB9 and Amendment has become the 'vehicle' but barely resembles the original bill
 - No set amount of time, special sessions can end quickly or continue until the day before the next regular session is scheduled to begin
 - 5.3. Exit Report from Federal Funds Fiscal Review of 22-23 Expenses
 - 5.4. NRCSA and NASB Report
 - 5.5. NASB Regional Meetings Registration
 - In Fremont on Sept 25
 - Let me know and I will register all interested board members
 - 5.6. Review Arbor Family Use Report for 2023-2024
 - 5.7. Enrollment Report
 - 5.8. Discussion of future meeting dates and times:
 - Sept 9th move to 11th
 - Nov 11th move to 12th

6. COMMITTEE AND REPRESENTATIVE REPORTS
 - 6.1. Buildings and Grounds Committee
 - 6.2. Finance Committee
7. NEW BUSINESS
 - 7.1. Discuss, Consider and Adopt Resolution to Increase Base Growth Percentage for the 2024-2025 Budget
 - 7.2. Discuss, Consider and Take Necessary Action to Approve Purchase and Permanent Easement Agreements with the Village of Arlington as Presented
 - 7.3. Discuss and Consider Activities Coop Policy and Appendices on First Reading
 - 7.4. Discuss, Consider and Take Necessary Action to Approve Updated Policy 1200-Title IX and Procedures (1200Z) on First Reading
 - 7.5. Discuss, Consider, and Approve St. Paul's transportation permanent rate at \$1.00 per mile
 - 7.6. Discuss, Consider and Take Necessary Action to Approve Contract for Occupational Therapy Related Services as Presented for the 2024-2025 Year
 - 7.7. Discuss, Consider and Take Necessary Action to Enter into Agreement with Arbor Family Counseling for the 2024-2025 School Year as Presented
 - 7.8. Discuss, Consider and Take Necessary Action to Approve Service Contract with Integrated Life Choices (ILC) for Students with Disabilities
8. EXECUTIVE SESSION
9. ACTION ON EXECUTIVE SESSION ITEMS
10. ADJOURNMENT

Board of Education Regular Meeting

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

Monday, July 8, 2024 7:00 PM Central

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

Present: 6.

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Chase Kratochvil called the meeting to order at 7:00pm

1.2. Roll Call

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

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

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

2.1. FBLA students with a report, back from Nationals

Kevin Flesner, Braxton Soll, Joe Burns, Trent Koger were present from FBLA to recap the National convention that 13 members attended in June 2023 in Orlando, Florida.

3. CONSENT AGENDA

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

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

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations:

Hires:

Reassignments:

4. SUPERINTENDENTS REPORT

4.1. Discuss Back to School BBQ--date, location

The board will provide a back-to-school BBQ for staff on Friday, August 9th- Will need to find a building-going to ask the fairgrounds if that would be possible.

Auditorium is a option as well.

4.2. NRCSA and NASB Reports

4.3. Administrator Schedule for Remainder of July

- Principals off, report back for Admin Days (7/24-7/26)
 - Dr. Lewis at Admin Days 7/23 due to additional meetings
- All report August 1 back to school

4.4. Discuss and Review the Rule 10 School Safety Audit

5. COMMITTEE AND REPRESENTATIVE REPORTS

5.1. Finance Committee

- Met July 1
- Discussed Estimated Valuations and Preliminary Budget Info
- Discussed Strategies for Neutral Levy
- Discussed Need for Vote to Access Additional Tax Request Authority

5.2. Professional Development Sharing

- Dr. Lewis attended the Legislative Advocacy Workshop

5.3. Activities Coop Ad Hoc

- Policy Draft Included

The draft policy modified during our committee meeting and appendix B are attached. The form to formally request the district explore a coop has not been created yet.

The committee members discussed what the policy looks like and how they will approach and look at any NSAA sanctioned offerings for sports. The board feels like it is good practice to begin doing and taking a look at all our offerings annually as well.

Appendix A will need to be created as well. This will be the form that any parties will fill out when there is interest in the addition of any co-oped sports. Many of the surveyed schools do not have a formal policy.

6. NEW BUSINESS

6.1. Discuss, Consider and Take Necessary Action to Approve Changes to Handbooks as detailed

Motion to Approve Changes to 2024-2025 Handbooks as detailed Passed with a motion by Matt O'Daniel and a second by Brian Laaker.

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

6.2. Discuss, Consider and Take Necessary Action to Approve Transportation Report
Motion to Approve Transportation Report Passed with a motion by Chase Kratochvil and a second by Jason Arp.

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

6.3. Discuss and Consider St. Paul's Transportation Rate

Would like to have a set rate to charge St. Paul for transportation services. Will discuss with St Paul the rate and agree with them.

6.4. Discuss, Consider and Take Necessary Action to Approve 2023-2024 Budgeted Transfer of \$25,000 from the General Fund to the Activities Fund

Motion to Approve 2023-2024 Budgeted Transfer of \$25,000 from the General Fund to the Activities Fund Passed with a motion by Matt O'Daniel and a second by Cassie Flesner.

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

6.5. Discuss, Consider, and Take Necessary Action to Approve Engagement Letter with Shaw, Hull and Navarrette CPA's for the 2023-2024 Audit

Motion to Approve Engagement Letter with Shaw, Hull and Navarrette CPA's for the 2023-2024 Audit Passed with a motion by Chase Kratochvil and a second by Shanon Willmott.

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

This cost will total about \$30,000. This is not inconsistent with what our current billings have been from Shaw Hull Navarrette over the past couple of years. \$10,000 of the \$30,000 would be if a single audit is needed. If not needed, that will drop these costs. There is also an engagement letter for fees that will occur for all the initial audit work, reconciliations, and AFR work. Most of these costs are consistent, they are just being more upfront with costs.

6.6. Review, Discuss, and Accept Public Comment on the Following Policies Requiring Annual Affirmation:

- Anti-Bullying
- Dating Violence
- Anti-Harrassment
- Parental Involvement

Motion to the Reaffirm Policies Requiring Annual Review: Anti-Bullying Dating Violence Anti-Harrassment Parental Involvement Passed with a motion by Matt O'Daniel and a second by Brian Laaker.

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

6.7. Discuss, Consider, and Take Necessary Action to Set Hot Lunch Prices for 2024-2025 (increase by .05 per meal)

- K-12 Breakfast: \$1.45
- Adult Breakfast: \$2.80
- K-6 Lunch: \$2.40

- 7-12 Lunch: \$2.65
- Adult Lunch: \$4.65

Motion to Set Hot Lunch Prices for 2024-2025 (increase by .05 per meal) K-12 Breakfast: \$1.45 Adult Breakfast: \$2.80 K-6 Lunch: \$2.40 7-12 Lunch: \$2.65 Adult Lunch: \$4.65 Passed with a motion by Cassie Flesner and a second by Shanon Willmott.

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

7. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 8:15pm

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

**Arlington Public Schools
July 31, 2024**

Fund Name	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance	
2 Rivers Bank							
General Fund - 864	\$ 3,932,096.49	\$ 104,362.45	\$ 1,164,603.17	\$ 9,690.88	\$ -	\$ 2,881,546.65	(HL Trnsf in August)
			\$ -	\$ -			
Activities - 109	\$ 168,130.80	\$ 36,542.38	\$ 36,325.47	\$ 303.43	\$ -	\$ 168,651.14	
Hot Lunch - 487	\$ 158,549.51	\$ 60.87	\$ -	\$ 296.79	\$ -	\$ 158,907.17	(HL trnsf in August)
Depreciation Fund	\$ 840,700.20		\$ -	\$ 3,095.76	\$ -	\$ 843,795.96	
Depreciation CD - 5826	\$ 265,413.50		\$ -	\$ 3,216.60	\$ -	\$ 268,630.10	
						Total Depreciation:	\$ 1,112,426.06
2017 Bond Refunding	\$ 505,744.55	\$ 4,277.73		\$ 1,415.47	\$ -	\$ 511,437.75	
				\$ -			
QCPUF	\$ 396,010.35	\$ 2,604.78		\$ 1,108.34		\$ 399,723.47	
Spec Bldg Fund	\$ 640,310.17	\$ 1,852.39		\$ 1,792.08	\$ -	\$ 643,954.64	
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -	
						Total Spec Bldg:	\$ 643,954.64
Total Special Funds	\$ 2,648,178.77	\$ 8,734.90	\$ -	\$ 7,411.65	\$ -	\$ 2,667,541.92	
Total SF minus CD's	\$ 2,382,765.27					\$ 2,398,911.82	

CHECK REGISTER FOR July 2024

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
American Broadband	Telephone service	\$ 440.54
Airgas	Welding gas tank rental	\$ 72.75
All Pro Painting	Exterior painting	\$ 3,355.60
Ace Hardware	grounds supplies	\$ 240.41
Blick Art Materials	Supplies for art for 24-25	\$ 7.32
Bomgaars	lawn supplies	\$ 291.70
BusRight	License online renewal for bus program	\$ 8,400.00
Chad Christensen	gargae door maintenance (bus Barn)	\$ 170.00
Cengage Learning	Accounting material for 24-25	\$ 358.58
Carolina Biological	Science and Ag Supplies for classes	\$ 1,863.46
Dietze Music	Music for all state	\$ 110.16
Demco	Library supplies for 24-25	\$ 623.12
DB Nebraska	hv/ac parts	\$ 3,269.00
ESU Coordinating Council	Annual World book license	\$ 111.60
Egan Supply	Refinshing of gym floors	\$ 36,678.20
Egan Supply	supplies	\$ 4,980.57
ESU 3	software and SRS services	\$ 3,995.29
Eakes Office	Copier overage for color prints	\$ 557.78
5th Seaseon	Grub control service	\$ 820.00
Foundation for Education	S-WEB Hosting	\$ 3,215.00
Fun Services	Water fun for summer school	\$ 486.00
Flinn Scientific	Supplies for science 24-25	\$ 1,498.46
Gaggle	Google email archiving renewal	\$ 2,310.00
Gopher Sports	Floor marker set	\$ 181.26
Hansen Tire	Bus brake hose	\$ 8.13
Hyvee	Custodial lunch, testing snacks,	\$ 161.02
Handwriting without tears	PreK materials for 24-25	\$ 542.80
Hometown Leasing	Copier Lease	\$ 1,810.93
Heartland Tire	Bus tires (2 Buses)	\$ 1,573.68
Hobby Lobby	Supplies for classrooms for 24-25	\$ 136.68
Integrated Life choices	Student services for June	\$ 2,555.82
JM Hospitality	Admin Days rooms	\$ 1,119.60
Lakeshore Equipment	Classroom supplies	\$ 211.49
Learn 2 Move	PT services June & july	\$ 768.60
Lawrence Emanuel & Sons	Cabinet work for library	\$ 5,250.00
Martin Clausen	Pest Control Service	\$ 92.64
Menards	Supplies, building, classrooms, grounds	\$ 2,278.56
Midwest Movement	DOT Physicial for Bus driver	\$ 85.00
Midwest Distributing	Carts for maintenance	\$ 254.59
Methodist Fremont	DOT Physicials for bus drivers	\$ 150.00
Meyo Enterprises	Inspections for gym padding, hoops and buckets	\$ 4,065.00
Navagator Motorcoach	Bus for Band- State Fair (music booster reimb half)	\$ 700.00
Northwest Evaluation	MAP Growth And testing	\$ 6,680.00
Omaha Truck Center	Bus Repirs- Multiple buses	\$ 7,474.12
OPPD	Electrical	\$ 11,336.38
Omaha World Herald	Subscription renewal for 24-25	\$ 381.39
One Source	Background Checks	\$ 53.00
P & H Electric	H AC Fan	\$ 115.00
Pitsco Education	Science Supplies (robotics)	\$ 1,777.03
PayFlex	Monthly Fee	\$ 100.00
JW Pepper	Music for all state	\$ 237.00
Ralston Public Schools	Student services for 2nd semester SPED	\$ 9,833.48
Striv	Renewal for services	\$ 2,378.00
Sign Depot	Becals for bus and Signs for Bus Barn	\$ 479.10
Sherman Williams	Paint	\$ 43.56
Steve Wiess Music	Percussion Equipment	\$ 546.95

SDI Innovation	Elementary Agendas		897.35
SDI Innovations	MS/HS Student Planners		1525.96
Thermo King	Bus Def, parts 874.87	\$	874.87
Unite Private Network	Internet Provider	\$	1,395.81
VP Striping	Parking lot Painting	\$	4,000.00
Vernier Software	Classroom supplies for AG and Science	\$	3,427.60
Virco	Chairs for elementary Library	\$	421.20
Village of Arlington	Water	\$	683.74
VISA	Reoccurring For supplies	\$	10,099.41
Weldon Parts	Bus parts, Mainenace	\$	328.88
Walmart	Supplies	\$	245.90
Waste Connections	Trash	\$	762.84
Zaner Bloser	Elementary Handwriting Curriculum for 24-25	\$	2,386.73
		\$	-
		\$	-
			0

Total Payables (GF checks not mailed until approved by the BOE) \$ **164,286.64**

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

Casey's	Fuel for vans	\$	1,287.40
Waste Connections	Trash	\$	777.15
BSN Sports	License for PE Online site	\$	199.00
Village of Arlington	Water	\$	792.49
		\$	-
		\$	-
		\$	-
Total Hand payables		\$	3,056.04

Total General Fund \$ **167,342.68**

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

		\$	-
		\$	-
Total Special Funds		\$	-

Hot Lunch Expenses

		\$	-
		\$	-
Judy Lee	Lunch Reimburse- student no longer here	\$	17.90
CWD	Food Order	\$	1,152.56
Jodie Janoe	Lunch Reimburse- student no longer here	\$	8.85
		\$	-
		\$	-
		\$	-
Hot Lunch Total		\$	1,179.31

EFINANCE - POWERSCHOOL
 DATE: 08/07/2024
 TIME: 11:17:18

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 12/24

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
47466			4607 VISA		VOID: MULTI STUB CHECK	
47467			4607 VISA		VOID: MULTI STUB CHECK	
47468	9001	08/07/24	4607 VISA	2610	ALL STATE MUSIC ACCOMPANI	112.00
47468	9001	08/07/24	4607 VISA	2610	AMAZON - 6 TIER PAPER ORG	21.69
47468	9001	08/07/24	4607 VISA	2610	AMAZON - A ROVER'S STORY	9.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - ALL ABOUT ME COL	16.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - BOOK DISPLAY	149.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - CITY SPIES	8.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - CLASSROOM TIMERS	5.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - COUNTING CADDY	16.95
47468	9001	08/07/24	4607 VISA	2610	AMAZON - DAILY SCHEDULE P	9.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - DOUBLE SIDED HEA	15.89
47468	9001	08/07/24	4607 VISA	2610	AMAZON - HUNDRED POCKET C	19.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - LEGO BRICK BOX	21.42
47468	9001	08/07/24	4607 VISA	2610	AMAZON - MAGNETIC REWARD	19.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - READING POSTERS	9.79
47468	9001	08/07/24	4607 VISA	2610	AMAZON - RUBY GOLDBERG'S	13.20
47468	9001	08/07/24	4607 VISA	2610	AMAZON - SIGHT WORDS AND	9.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - THE LABORS OF HE	28.88
47468	9001	08/07/24	4607 VISA	2610	AMAZON - THE SEVENTH MOST	8.89
47468	9001	08/07/24	4607 VISA	2610	AMAZON - THE WILD ROBOT	6.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - TURN IN TRAY	27.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON - UNGIFTED	6.99
47468	9001	08/07/24	4607 VISA	2610	AMAZON BASKETS/ORGANIZER	101.75
47468	9001	08/07/24	4607 VISA	2610	AMAZON FOR J. SMITH	209.24
47468	9001	08/07/24	4607 VISA	2610	AMAZON NOVELS FOR DETJENS	73.66
47468	9001	08/07/24	4607 VISA	2610	AMAZON POSTER BOARD REGIE	90.80
47468	9001	08/07/24	4607 VISA	2610	ARP, KLEIN CURRAN	304.89
47468	9001	08/07/24	4607 VISA	2610	BULLETIN BOARD SUPPLIES	5.36
47468	9001	08/07/24	4607 VISA	2610	CALCULATORS TI	47.40
47468	9001	08/07/24	4607 VISA	2610	CASIO CALCULATORS	201.48
47468	9001	08/07/24	4607 VISA	2530	CLEAR LIVE BILL	169.55
47468	9001	08/07/24	4607 VISA	2610	COPY AREA ORGANIZER	71.23
47468	9001	08/07/24	4607 VISA	2610	CUSTODIAL DINNER	65.90
47468	9001	08/07/24	4607 VISA	2650	DESKTOP COMPUTER FOR HAIG	776.09
47468	9001	08/07/24	4607 VISA	2734	ELMO DOCUMENT CAMERA-SHAW	474.99
47468	9001	08/07/24	4607 VISA	2610	EXAM GLOVES, GLUE, CUPS	151.51
47468	9001	08/07/24	4607 VISA	2610	FILL-RTTE	85.00
47468	9001	08/07/24	4607 VISA	2650	HDMI CABLE AND P-TOUCH LA	58.76
47468	9001	08/07/24	4607 VISA	2650	HDMI CABLES	96.18
47468	9001	08/07/24	4607 VISA	2610	HEADPHONES, MICROPHONES	554.22
47468	9001	08/07/24	4607 VISA	2610	HEADPHONES-LORSCH	98.97
47468	9001	08/07/24	4607 VISA	2650	HP X360 REPLACEMENT MOUSE	225.10
47468	9001	08/07/24	4607 VISA	2650	HP X360 TOUCH SCREEN DIG	193.45
47468	9001	08/07/24	4607 VISA	2640	INTRO TO SPORTS MEDICINE-	915.84
47468	9001	08/07/24	4607 VISA	2734	IPEVO DOCUMENT CAMERA-JAN	289.99
47468	9001	08/07/24	4607 VISA	2650	LABEL MAKER CUTTER BLADE	17.30
47468	9001	08/07/24	4607 VISA	2650	LABEL MAKER TAPE	29.39
47468	9001	08/07/24	4607 VISA	2650	MOSYLE IPAD MANAGER ADDED	1.83
47468	9001	08/07/24	4607 VISA	2610	PORTABLE SPEAKER	549.95
47468	9001	08/07/24	4607 VISA	2610	RAINBOW RESOURCE CENTER H	53.30
47468	9001	08/07/24	4607 VISA	2610	SANDER & ACCESSORIES FOR	559.16
47468	9001	08/07/24	4607 VISA	2610	SANDING DISCS & BRUSHES F	65.48
47468	9001	08/07/24	4607 VISA	2610	SANDING SLEEVES FOR INDUS	43.85

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ARLINGTON PUBLIC SCHOOL
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PAGE NUMBER: 2
VENCHK11
ACCOUNTING PERIOD: 12/24

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
47468	9001	08/07/24	4607 VISA	2610	SCIENCE SUPPLIES FOR ROLL	433.59
47468	9001	08/07/24	4607 VISA	2735	SECONDS PRO INTERVAL APP	4.99
47468	9001	08/07/24	4607 VISA	2610	STOREX LARGE BOOK BIN 6 P	44.99
47468	9001	08/07/24	4607 VISA	2610	SUMMER SCHOOL SUPPLIES	142.66
47468	9001	08/07/24	4607 VISA	2610	SUPPLIES FOR CURTAINS, BU	84.76
47468	9001	08/07/24	4607 VISA	2610	SUPPLIES FOR ELEMENTARY-M	379.38
47468	9001	08/07/24	4607 VISA	2610	SUPPLIES FOR JEN ARP	66.98
47468	9001	08/07/24	4607 VISA	2733	TEACHER CHAIR	109.99
47468	9001	08/07/24	4607 VISA	2610	TEAMBUILDER MAGNETIC RACK	125.00
47468	9001	08/07/24	4607 VISA	2610	TPT NOVELS	42.38
47468	9001	08/07/24	4607 VISA	2610	WALMART - OFFICE SUPPLIES	45.30
47468	9001	08/07/24	4607 VISA	2610	WALMART - OFFICE SUPPLIES	228.03
47468	9001	08/07/24	4607 VISA	2610	WALMART - SUMMER SCHOOL S	79.84
47468	9001	08/07/24	4607 VISA	2610	WALMART - SUMMER SCHOOL S	45.04
47468	9001	08/07/24	4607 VISA	2610	WALMART - SUMMER SCHOOL S	308.41
47468	9001	08/07/24	4607 VISA	2610	WAYFAIR BOOKCASE	746.52
47468	9001	08/07/24	4607 VISA	2610	WORKOUT BANDS--HOESING	87.39
TOTAL CHECK						10,099.46
TOTAL FUND						10,099.46
TOTAL REPORT						10,099.46

Activity Balances as of		7/31/2024			
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ (629.69)	\$22,115.70	\$17,584.75	\$ 3,901.26
702	Always For Kids ELEM	\$ 20,199.79	\$28,544.99	\$18,665.86	\$ 30,078.92
702	HS Always for Kids	\$ 2,064.91	\$402.63	\$263.23	\$ 2,204.31
703	Art Class	\$ 7,496.22	\$2,806.34	\$5,029.41	\$ 5,273.15
704	Art Club	\$ 1,632.03	\$0.00	\$0.00	\$ 1,632.03
705	Athletics	\$ (20,318.00)	\$87,523.99	\$110,723.63	\$ (43,517.64)
706	Band	\$ 3,207.29	\$12,266.71	\$9,791.90	\$ 5,682.10
708	Book Club	\$ 270.55	\$0.00	\$0.00	\$ 270.55
709	Cheerleading	\$ 1,360.69	\$7,515.56	\$22,719.72	\$ (13,843.47)
710	Welding	\$ 966.15	\$570.00	\$33.20	\$ 1,502.95
714	SKILLS	\$ 693.39	\$5,042.00	\$4,362.63	\$ 1,272.76
717	Transillon	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 3,088.90	\$31,718.55	\$36,169.03	\$ (1,361.58)
721	Dance Squad	\$ (637.26)	\$9,977.50	\$13,026.22	\$ (3,685.98)
722	Drama	\$ 708.05	\$4,251.50	\$3,059.68	\$ 1,899.87
723	MS STEM	\$ 59.75	\$75.00	\$60.00	\$ 74.75
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
726	FBLA	\$ 14,496.48	\$39,070.02	\$43,359.42	\$ 10,207.08
727	Football	\$ 11,695.80	\$1,698.50	\$3,241.95	\$ 10,152.35
728	Reimbursement (general)	\$ 695.43	\$959.46	\$1,057.92	\$ 596.97
732	Fam Cons Science	\$ 552.61	\$1,260.00	\$1,954.17	\$ (141.56)
733	Wrestling	\$ 953.89	\$8,766.20	\$10,076.59	\$ (356.50)
735	Honor Society	\$ 1,158.96	\$380.00	\$479.89	\$ 1,059.07
736	Activities Interest	\$ -	\$3,507.56	\$0.00	\$ 3,507.56
737	MS Student Council	\$ 2,829.91	\$590.70	\$635.00	\$ 2,885.61
739	Library Fund Elem/HS	\$ 3,736.45	\$4,872.18	\$7,069.77	\$ 1,538.86
740	Industrial Tech / Woods	\$ 1,367.89	\$3,425.75	\$3,351.82	\$ 1,441.82
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82
744	HS Lounge	\$ 251.17	\$0.00	\$132.08	\$ 119.09
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 247.91	\$473.26	\$507.00	\$ 214.17
748	Spring Musical	\$ 11,498.70	\$17,750.76	\$17,721.00	\$ 11,528.46
749	Student Council	\$ 3,816.37	\$3,068.43	\$3,108.92	\$ 3,775.88
750	Student Vending	\$ 1,403.01	\$0.00	\$0.00	\$ 1,403.01
751	Swing Choir	\$ 3,238.69	\$2,171.17	\$2,125.73	\$ 3,284.13
753	Yearbook	\$ 5,046.53	\$9,645.00	\$12,927.88	\$ 1,763.65
756	Pepsi	\$ 1,556.15	\$2,239.07	\$3,001.51	\$ 793.71
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ -	\$0.00	\$0.00	\$ -
762	Baylor/ACT	\$ 2,981.09	\$438.00	\$425.88	\$ 2,993.21
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85
765	Class of 2028	\$ -	\$300.00	\$0.00	\$ 300.00
766	FFA	\$ 25,205.65	\$33,504.43	\$39,954.32	\$ 18,755.76
768	RR Store	\$ -	\$8,500.00	\$0.00	\$ 8,500.00
770	K3 Basketball Camp	\$ 303.12	\$6,291.00	\$5,483.47	\$ 1,110.65
772	Class of 2023	\$ 1,044.36	\$0.00	\$0.00	\$ 1,044.36
773	Class of 2024	\$ 3,169.00	\$0.00	\$2,370.19	\$ 798.81
774	Class of 2025	\$ 4,657.88	\$1,976.00	\$5,171.62	\$ 1,462.26
775	Class of 2026	\$ 929.90	\$2,572.10	\$687.50	\$ 2,834.50
776	Class of 2027	\$ 90.00	\$1,877.60	\$0.00	\$ 1,967.60
782	Volleyball	\$ 5,088.91	\$6,115.00	\$4,125.65	\$ 7,078.26
783	Boys Golf	\$ 2,908.56	\$800.00	\$244.39	\$ 3,464.17
784	Girls Golf	\$ 4,869.41	\$805.00	\$0.00	\$ 5,674.41
785	Cross Country	\$ 5,895.90	\$3,251.00	\$3,681.09	\$ 5,465.81
786	Track Fund	\$ 2,713.84	\$2,572.00	\$1,598.80	\$ 3,687.04
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 1,876.56	\$2,792.50	\$3,089.29	\$ 1,579.77
789	Baseball Fund	\$ 5,961.43	\$1,063.50	\$3,916.59	\$ 3,108.34
790	Boys Basketball	\$ 2,136.42	\$4,570.00	\$5,405.16	\$ 1,301.26
791	Girls Basketball	\$ 2,121.41	\$5,110.00	\$4,655.11	\$ 2,576.30
792	MS Girls Basketball	\$ 23.50	\$240.00	\$240.00	\$ 23.50
793	Striv	\$ 3,834.92	\$1,675.00	\$2,702.97	\$ 2,806.95
794	Sped	\$ 1,320.40	\$2,291.00	\$2,984.45	\$ 626.95
795	Wellness (District)	\$ 980.53	\$5,765.00	\$6,745.50	\$ 0.03
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	\$4,600.00	\$ 7.00
	Totals	\$201,950.48	\$405,204.66	\$450,201.89	\$156,953.25

**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	\$ 5,906,218.96	88.52%	82.99%
Carline Taxes	\$ 4,000.00	\$ 4,951.06	123.78%	116.53%
Motor Vehicle	\$ 400,000.00	\$ 440,162.65	110.04%	108.80%
PreSchool Tuition	\$ 15,000.00	\$ 16,100.00	107.33%	105.20%
County Sources	\$ 30,000.00	\$ 46,133.25	153.78%	137.35%
State Aid	\$ 2,041,657.00	\$ 2,041,657.00	100.00%	100.00%
Sped SA Revenue	\$ 500,000.00	\$ 941,665.00	188.33%	110.28%
Federal & all other	\$ 371,000.00	\$ 1,231,128.77	331.84%	
Transfer From Depreciation	\$ -	\$ -	-	
	\$10,033,876.00	\$10,628,016.69	105.92%	102.18%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
General Fund Totals				
Elementary	\$ 4,426,159.65	\$ 3,939,208.38	89.00%	87.28%
Secondary	\$ 4,424,939.43	\$ 3,624,542.40	81.91%	78.19%
District	\$ 2,436,420.96	\$ 1,860,764.81	76.37%	68.84%
Total	\$ 11,287,520.04	\$ 9,424,515.59	83.50%	79.70%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ 186,601.68	\$ 88,175.44	47.25%	47.88%
Elem Transportation Maint.	\$ 90,644.32	\$ 52,654.97	58.09%	80.64%
Secondary	\$ 98,674.89	\$ 59,985.11	60.79%	68.48%
HS Transportation Maint.	\$ 22,661.08	\$ 45,127.17	199.14%	142.81%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Bulding	\$ 577,066.04	\$ 382,192.51	66.23%	72.25%
Building Maint.	\$ 550,604.47	\$ 195,078.14	35.43%	34.80%
Grounds Maint	\$ 107,500.00	\$ 51,739.39	48.13%	27.30%

James Shada
August
Board Report

Concussion, Heat Illness Prevention, and Sudden Cardiac Arrest Training

According to LB 260 all coaches must complete concussion training prior to their sport season. Our coaching staff has completed an on line training course. Our coaches also completed Heat Illness Prevention and Sudden Cardiac Arrest Training on line.

Fall Sports Begin

According to NSAA guidelines all Fall sports began on Monday August 12th. Football, Softball, Girls Golf, Volleyball, Cross Country. Please go to [apseagles.org](https://www.apseagles.org) and click on the calendar icon. From that link you can find our sports schedule for the 2023-2024 season. <https://www.nebraskacapitolconference.org/public/genie/475/school/189/>

Booster Club Scrimmages Free Will Donation Scrimmages

Booster Club High School Scrimmages Thursday – Saturday August 22nd, 23rd, and 24th:

Football: Thursday 5:00 - football field

Softball: Friday 5:00-complex

Volleyball: Friday 6:00 - main gym

(Cheer and Dance intro at football scrimmage)

Girls Golf: Good luck at Blair

Cross Country: Saturday 8:00am entrance to the south parking lot

- On August 17th we had our fall sports media day at 8:30am in the main gym. We are working with Deyo's photography out of Omaha.

2024 National Leadership Conference

Thirteen students traveled to Orlando, Florida for the FBLA National Leadership Conference from June 27-July 3. Students participated in numerous workshops, competitive events, and networking with those from around the world. The following awards and recognition was received.

- E- Sports Team - 2nd Place (Kevin Flesner, Josh Hamre, Trent Koger)
- Kevin Flesner – Who’s Who in FBLA
- Kevin Flesner - Distinguished Business Leader Scholarship (one of two)
- Joe Burns & Gus Burns – Top 15 Business Management
- Mrs. Koger - 30 years of service
- Champion Chapter GOLD - 4 percent of chapters receive
- Gold Seal Award of Merit Chapter



August Elementary Board Report 2024

STEAM Camp - 81 students participated in Reading, Math, Science, Technology, Spanish, and Foods classes. Two programs working at the same time. Small groups of students were identified to focus on specific goals in Reading, Math, or both topic areas.

Extended School Year - 19 special education students K-12 worked on specific goals in Reading and Math. They attended school once or twice a week all summer long.

LETRS Training - Mrs. Christensen and Ms. Mattson have completed the LETRS Training. This was paid for by a combination of donations. These two teachers have worked monthly on online and personal coursework. They will be working with staff going forward to continue the process of increased instructional efficacy in the area of reading. The teachers will continue to learn about and refine the Science of Reading strategies.

Kindergarten Night - We welcomed 45 new families into Kindergarten. Parents have the opportunity to listen to Mrs. Christensen explain good home reading practices, Dr. Morgan goes over building level information, and classroom teachers discuss day to day operations for kindergarten students.

Thank you to the PTO

Thank you to the PTO for the magnetic calendars and Kona Ice. They also provided dinner for Kindergarten night!

Secondary Principal's Report

For the August 2024 Board Meeting

Committee on American Civics - LB 399

This is our annual reminder to schedule a meeting in the near future. Expectations for the committee are located here: <https://nebraskalegislature.gov/laws/statutes.php?statute=79-724>

Metro - Dual Enrollment Navigator

We are fortunate to have our MCC Dual Enrollment Navigator back with us for the second year in a row. He will be at Arlington once a week to check on academic progress, connect us to relevant resources, help coordinate learning opportunities, and provide general support for our students.

Be On The Lookout For . . .

Use of the new video boards to highlight students beyond athletics.

New Teachers

Mr. Haight - Business

Mr. Hilgenkamp - Math

Ms. Combs - Spanish

Mr. Larson - JAG

Mrs. Hilgenkamp - Speech Pathology

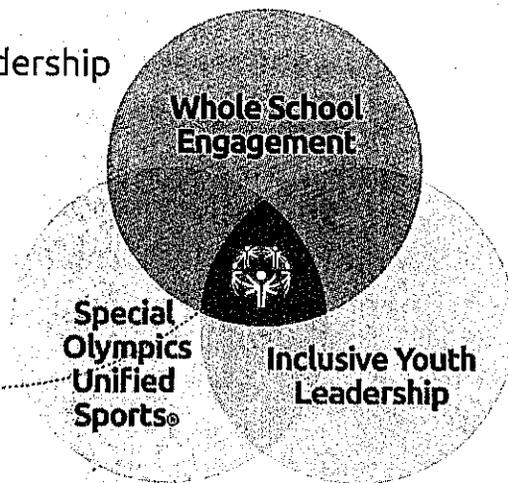


What is **UNIFIED CHAMPION SCHOOLS**

Special Olympics Unified Champion Schools is an educational and sports-based strategy that is used to create socially inclusive schools where **ALL** students are encouraged and supported to be agents of change. The strategies are intended to be powered by an engaged youth community that increases athletic and leadership opportunities for students **with and without intellectual disabilities**, while creating communities of acceptance for all. All students deserve the opportunity to **actively participate** in engaging school and community environments that recognize and share their gifts.

Unified Champion Schools strategies includes three main educational components in schools:

1. Unified Sports
2. Inclusive Youth Leadership
3. Whole School Engagement



What does **UNIFIED** mean

Unified initiatives bring together athletes (students with intellectual and developmental delays) and partners (students without intellectual and development delays) to play and work together.

Unified Sports and Inclusive Youth Leadership opportunities will ideally have a 50/50 ratio of athletes to partners, if enrollment numbers allow. Whole School Engagement opportunities are aimed at the student body as a whole.

Benefits of **UNIFIED CHAMPION SCHOOLS**

- **Increase in positive attitudes, behaviors, and social inclusion** by fostering a sense of belonging and relationship building.
- **Increase of social/emotional skills** such as teamwork, empathy, and compassion.
- **Increase of student participation** and involvement at school, local, and state levels.
- **Positive impact** on academic outcomes, such as increases in **graduation rates** and **standardized test scores** with long term exposure to the strategy.
- **Reduction in bullying, exclusion, and office discipline referrals.**

Unified Champion Schools:

Let me win. But if I cannot win,
let me be brave in the attempt.

Special Olympics
Nebraska



Unified Champion Schools:



**Special
Olympics**
Nebraska



Special Olympics
**Unified Champion
Schools**

- <https://youtu.be/l6XO74-R37I>

Our Mission



Arlington Public Schools Mission Statement

The mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.

Special Olympics Mission

Special Olympics Unified Champion Schools is an educational and sports-based strategy that is used to create socially inclusive schools where ALL students are encouraged and supported to be agents of change

School Improvement Goal:

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

Four Pillars of Programming:



SPORTS



HEALTH



EDUCATION



LEADERSHIP

Unified Champion Schools:



High/ Middle School Activities

- Games on the Green in Bennington - September
- Eagles Nest at Fontanelle - October
- Veteran's Day Activity for Assembly- November
- Candy cart for students to lead in TA time
- Start of Unified PE- January
- Spread the Word - March
- Fun at the Fort in Ft. Calhoun - April
- Unified Track Meet in Arlington-May

Unified Champion Schools:



Elementary Activities

- Sunshine candy cart led by students for teachers
- Tye Dye shirts & BINGO - September
- Paint Pumpkins - October
- A Very Charlie Brown Thanksgiving- November
- Spread the Spirit-December
- Bake Sale at Basketball game- January
- Decorate cookies - February
- Spread the Word - March
- Autism Awareness Month - April
- Just Dance to Summer-May

Benefits: improves school culture, social emotional skills, and academic outcomes:



- Fosters a sense of **belonging**, which leads to a more **socially inclusive** environment
- Learned skills in **teamwork** through play, sharing, and working together as a unit, **empathy**, and **compassion**
- **Reduces bullying**, teasing, and offensive language
- Increase in **attendance**, **graduation rates**, and standardized **test scores**



PBIS
Positive Behavioral Interventions and Supports



NeMTSS
FRAMEWORK

Unified Champion Schools:



Funding

- A grant through Special Olympics Nebraska
- First year each school receives \$500
- Spring - High School will receive an additional \$300
- Spring - Elementary will receive and additional \$250
- Polar Plunge - February
- PTO will match Elementary 2025 spring funds
- Meeting with Booster Club for potential sponsorship
- Work Concession Stands with Partners
- Roots To Wings
- Arlington Education
- AYF

Unified Champion Schools:



Future Goals

Next Year we would like to include:

- Track & Field - We already have everything in place, and there wouldn't be anything additional to add to home track meet
- Basketball - We already have everything in place, and can play at a halftime during a Varsity game
- Little Feet Meets
- Year Long Unified PE class
- Unified Cheer

Unified Champion Schools:



Unified Around the World

Local Schools in our area:

Ashland-Greenwood

Bennington

Blair

DC West Middle School

Elkhorn

Fort Calhoun

Fremont High School

Pender

Platteview

Wahoo

West Point

Plus 166 others in Nebraska

- Found in all 50 states in the US
- Also found in Regions around the World
 - Africa Region
 - Asia Pacific Region
 - East Asia Region
 - Europe Region
 - Latin America Region
 - Middle East/North Africa Region

Unified Champion Schools:



What questions do you
have for us?



July 31, 2024

Dawn Lewis, Superintendent
Arlington Public Schools
705 N 9th St
Arlington, NE 68002

Dear Dr Lewis:

The Nebraska Department of Education (NDE) would like to express its appreciation for the cooperation received during the comprehensive fiscal monitoring desktop review conducted over the past several weeks.

Fiscal monitoring is conducted pursuant to the Departments' regulatory authority under 2 CFR §200.332. A review covers the following core activities, but not limited to the following: Time and Effort reporting, payment/cash management, internal controls, policies, procedures, audit resolution, and records management.

The period of review for this monitoring event included grant activities occurring during the 2022-23 grant year.

With the acceptance of federal subrecipient awards comes accountability in various financial arenas: internal controls, equipment, indirect costs, salary and benefits, conflict of interest, procurement, record retention, financial management, and suspension and debarment. Attached you will find an outline of what is required under each of these areas, as well as examples of required supporting documentation.

District records supporting expenditures related to the Federal subrecipient grants awarded were made available and monitored.

NDE followed up on prior exit findings and noted that all were corrected.

The compliance review of the 2022-23 school year revealed:

- Federal Programs
 - Noted 6200 and 6310 claimed Salary and Benefits; 6310 also claimed Services. Time and effort certification percentages were incorrect. Documentation provided supported the expenditures.
- IDEA/SPED
 - Noted 6408, 6406, 6412, and 6421 claimed Salary and Benefits; 6408 also claimed Services. Time and effort certification percentages were incorrect. Documentation provided supported those expenditures.
- ESSER
 - ESSER II and III claimed expenditures to Capital Assets. ESSER III also claimed expenditures to Supplies. Per review of documentation items appear to meet the qualification of allowable uses related to COVID-19 response. Funding was utilized for ESEA Authorized activities, coordination of response efforts, technology, and renewal and acceleration.

Internal Controls

The entity's Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

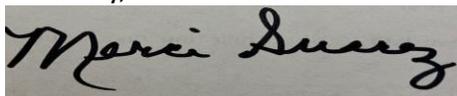
- The district had policies and procedures referencing 2 CFR 200. 2 CFR 200 is updated on a regular basis, and it is, therefore, recommended the district review and update their policies as required.

As a result of these issues, NDE will follow up next time your district comes up for review. Federal award subrecipients are subject to fiscal monitoring efforts based on risk assessment at any given point of time.

The compliance review issues disclosed are the result of only items reviewed during the review. Compliance with all Federal laws and regulations applicable to the school district is the responsibility of the school district's management. The compliance review issues only reflect the results of the compliance review sample and should not be misconstrued as an endorsement of areas not reviewed.

If you have any comments or concerns about the results of this compliance review, please notify us by August 14, 2024.

Sincerely,



Merçi Suarez

Grants Management Specialist

(402) 937-3241

Email: merci.suarez@nebraska.gov

cc: Tom Goeschel, Sara Leber, Lisa Laws, Amy Rhone, Jamie Chambers, Beth Wooster, Melody Hobson, Katie Graham, Zainab Rida



Nebraska Rural Community Schools Association

Member Update

August 8, 2024

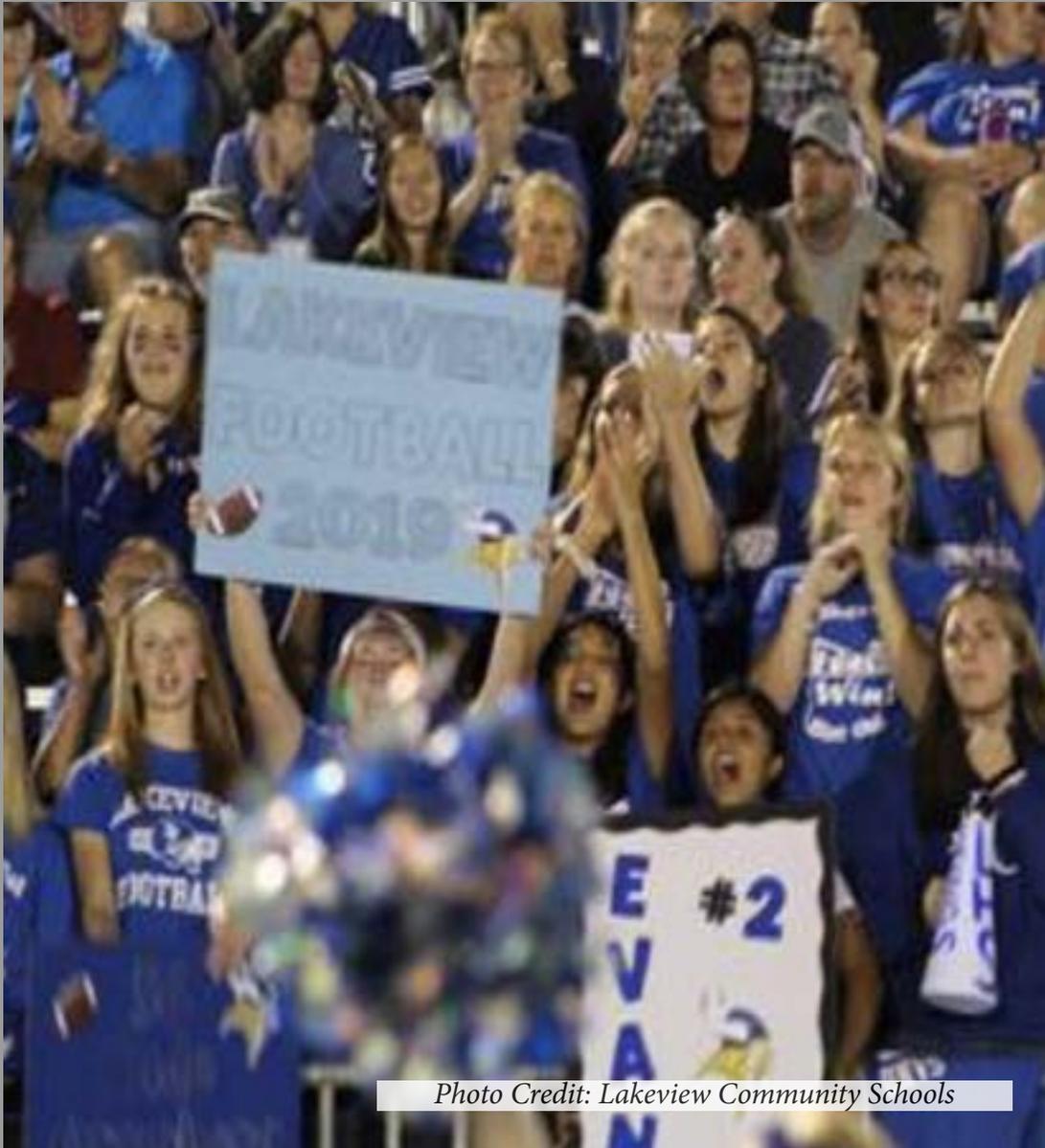


Photo Credit: Lakeview Community Schools



NRCSA Calendar

NRCSA Events

NRCSA District Meetings

August to October 2024
Sites & times TBD

South Central

August 28, 2024, Time TBD
ESU 11 in Holdrege

Southwest

September 24, 2024 3:00 PM
ESU 16 in North Platte 3:00 p.m.

West

October 16, 2024, 12:30 PM
Bridgeport (Prairie Winds Community Center)

NRCSA Legislative Forum

February 20, 2025
Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

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

[More about this event](#)

NRCSA Golf Tournament

July 22, 2025
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

November 20, 2024 9:00 AM
CHI Center in Omaha, Room TBD

NRCSA Scholarship & Recognition Committee

November 20, 2024, 10:00 AM
CHI Center in Omaha, Room TBD

NRCSA/UNO Closing the Achievement Gap Research Team

November 20, 2024, 11:00 AM
CHI Center in Omaha, Room TBD

NRCSA Legislative Committee

November 20, 2024, 1:00 PM
CHI Center in Omaha, Room TBD

NRCSA Rural Teacher Committee

November 20, 2024, 3:00 PM
CHI Center in Omaha, Room 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.

Vacancies will appear once the application period for them is open.

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

Login: member Password: playground

NRCSA has moved to a new office. The new address for NRCSA is:

440 S 13th St, Suite B
Lincoln, NE 68508

NRCSA's annual membership drive is going on now. Notices were sent out in time for your July Board meetings. You are welcome to pay your dues in this fiscal year or the next. Annual Dues remain at \$850. Last year we had 221 school districts, ESU's, and State colleges and we expect to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether 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.

We do expect to grow in membership this year as we have already been informed that two Boards of Education have already voted to become new members for the 2024-25 school year. We are excited to welcome **OSMOND** and **ESU 1** to NRCSA! We are very excited to have you as partners



The Special Session of the Unicameral convened on July 25. The special session of the Nebraska Legislature was called by Governor Jim Pillen with the goal of reducing property tax levels. There were three days of bill introductions and a week's worth of bill hearings. Floor debate is scheduled to begin on Thursday, August 8. A summary of the bills can be accessed below.

[2024 Special Session Bill Summary](#)

It appears that LB 9 will end up behind the vehicle by which the Unicameral's Revenue Committee will try to move forward with a plan to address overreliance on property taxes. The original iteration of LB 9 was developed by a group of Senators from both "sides of the aisle", including Senators Hughes, Brandt, Walz, Dorn, and Conrad. NRCSA supported the original version of LB 9, while voicing one concern. The first amendment that we saw completely changed the scope of LB 9. NRCSA joined NCSA and GNSA in holding a meeting of education leaders in the state. Well over 200 joined this call and voiced a lot of concern over the amendment. NRCSA's Legislative Committee has plans to meet with Sen. Hughes and her Legislative Aide, Matt Howe, on Friday, Aug. 9. We will try to keep you updated on the bill.

NRCSA Leadership

Dr. Heather Nebesniak, President.
Ord Public Schools

Mark Lenihan, Past President.
Wayne Community Schools

Chris Kuncl, Pres-Elect.
Mullen Public Schools

Chris Prosocki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

The 2024 regular session of the Unicameral ended in April. Below you will find a link to NRCSA's summary of bills that were passed. A few bills that did not pass are also listed. Bills signed by Governor Pillen become effective three calendar months after adjournment (July 18, 2024), unless the bill has a specific operative date or was adopted with an emergency clause. Bills adopted with an emergency clause take effect the day after being signed. All bills not enacted at the conclusion of this year's session are indefinitely postponed and will not carry over to the next Nebraska Legislature. They may, however, be re-introduced by a Senator as a new bill.

[NRCSA Bill Summaries \(Jack Moles\)](#)

The NRCSA Joe Toczek Golf Tournament was held on Tuesday, July 23 at Meadowlark Hills in Kearney. Over the past few years we had to turn away golfers due to course limitations. That is something we don't like doing, especially when we have to turn away members. New this year was a format in which there were two foursomes on a hole at the same time. Also new this year was a change in venue for the awards program after the tournament.

Championship Flight

- 1st** Mike Apple, Sara Hento, Coady Pruet, Bobby Truhe
2nd Jason Cafferty, Scott Rezac, Gene Russel, Michael Shively
3rd Dan Bird, Larry Cihal, Byron Copeland, Dave Raymond

First Flight

- 1st** Troy Pritchett, Dallas Sweet, Ryan Terwilliger, Simon Wiedel
2nd Randall Gilson, Darin Hanigan, John Poppert, Paul Sheffield
3rd Brad Best, Curtis Childers, Jake Luhr, Jay Spearman

Second Flight

- 1st** Jared Haag, Mike Hart, Heath Johnson, Linde Walter
2nd Steve Bristol, Jeff Koehler, Mike Little, Mario Mammina
3rd Terry Bauer, Tom Borders, Jason Heldt, Charles Jones
-

NRCSA Leadership and Committee appointments are complete. Chris Kuncl was selected by the membership as President Elect. Elected to District Representative positions were Daryl Schrunk, Superintendent at Randolph (Northeast), Eugene Hanks, Crawford (West), Jon Davis, Alma (South Central), and Jane Davis, Hershey (Southwest)

At its June 19th meeting, the Executive Committee made the following committee appointments:

LEGISLATIVE COMMITTEE:

- Vern Fisher, Gibbon (re-appointed)
- Brenda McNiff (new appointment)
- Nick Mumm, Giltner (re-appointed)
- Patrick Ningen, North Bend (re-appointed)
- Seth Ford, Centennial (new appointment)
- Scott Trimble, Medicine Valley (new appointment)

SCHOLARSHIP AND RECOGNITION COMMITTEE:

- Jessica Bland, Oakland-Craig
- Matt McLaughlin, Leyton
- Brad Kjar, Tekamah-Herman
- Randy Kort, Meridian
-

RURAL TEACHER COMMITTEE:

- Matt Gordon, Amherst
 - Mark Otten, Rock County
-

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

[NRCSA School Programs](#)

From Jay Martin, NDE Director of School Safety & Security

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

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

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

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

Take care and have a safe school year!

[School Safety Newsletter - Fall 2024](#)

From Marissa Payzant; Assistant Administrator, NDE Office of Teaching, Learning, & Assessment

Dear Nebraska Educators,

Thank you for your continued interest in the Secondary Science of Reading offering from the Nebraska Department of Education. We know Nebraska has driven, passionate educators who strive to continuously improve their effectiveness; this has been demonstrated in your investment in learning about the latest science as it relates to literacy development for all students. So far, there have been almost 300 educators across the state who have engaged in this opportunity and we are working to meet the ongoing demand!

Foundational Literacy has been integral in shifting priorities in the K-5 grades across the state of Nebraska; and we're eager for that research to similarly impact approaches to teaching and learning for middle and high school ELA educators!

Even though the in-person capstone registration is at maximum capacity, the NDE is excited to provide an additional opportunity to register for an **online-only version** of the **Secondary Science of Reading Course** for this upcoming fall. Educators will have the flexibility of completing the online modules over the course of the entire school year.

Please read all information below prior to registering for this experience.

What is being offered?

- An online course offered by TNTF called "The Science of Reading," which will focus on secondary grades (grades 6-12).
- o The online course is self-paced and asynchronous with the content broken down into 6 modules. Completion of the online modules is anticipated to take 12-20 hours to complete, however, participants have access to the content for a full calendar year

Who should register for this amazing opportunity?

- This opportunity is available for a variety of educators in the secondary space, specifically:
 - o ELA teachers in grades 6-12
 - o School-based staff and leaders that support ELA instruction at the secondary level
 - o District staff and leaders that support ELA instruction at the secondary level
 - o ESU Staff developers
 - o NDE Staff, especially those who support ELA instruction at the secondary level

Without an in-person capstone pre-scheduled, is the online course still worth taking?

- Absolutely! While the in-person capstone provides opportunities for participants to have additional practice applying the science of reading concepts to their teaching, the content from the course is incredibly valuable.
- Previous participants have indicated increases in their knowledge of foundational literacy and secondary strategies through the pre and post tests administered throughout the course.
- The ability to have a **full school year to engage** in the course provides an opportunity for participants to engage in the learning as a team! This could mean:
 - o Instructional coaches or staff developers taking the course alongside teachers and using the content to inform coaching
 - o Directors, Administrators, and ESU Support Facilitators engaging in the learning to set effective instructional priorities or inform professional development calendars
 - o Utilizing the learning as discussion points for PLCs
 - o Using module content to adjust lesson and unit internalization protocols

How do I enroll?

- There are ***160 total spots available*** for this opportunity. The online registration is open now (link below).
- The registration window will close on August 29, 2024 OR when the 160 available spaces for the course are filled, whichever occurs first.
- o When all spaces for the course are filled, registration will close, even if that date is before August 29, 2024. Registration is **first come, first served!**
- The online course will begin on September 5, 2024.

Will there be a stipend or graduate credit for the online course?

- There will not be a stipend or graduate credit available at this time, as that requires the completion of the in-person Capstone. Educators are invited to obtain a certificate of completion that can be used towards professional development requirements set by your districts.

Please use the following [link](#) to register for the course. The form should take less than 10 minutes to complete. Additional questions? Please contact nadia.nibbs@tntp.org.

We look forward to your participation in this amazing opportunity and appreciate your commitment to our communities in Nebraska.

We continue to celebrate those who were selected to receive NRCSA awards for their outstanding contributions to rural education in Nebraska. Receiving NRCSA Awards at the Spring Conference were:

- OUTSTANDING ELEMENTARY TEACHER: Karma Ridpath (Dorchester)
- OUTSTANDING SECONDARY TEACHER: Tiffany Heins (David City)
- OUTSTANDING MUSIC TEACHER: Robin Ankrom (Falls City)
- OUTSTANDING ESU STAFF MEMBER: Brooke Kavan (ESU 7)
- OUTSTANDING SUPPORT STAFF MEMBER: Kim Fuehrer (East Butler)
- OUTSTANDING PRINCIPAL: Jamie Gorwill (Arthur County)
- OUTSTANDING BOARD OF EDUCATION MEMBER: Ken Spray (ESU 9)
- OUTSTANDING SUPERINTENDENT: Tim Heckenlively (Falls City)



KARMA RIDPATH



TIFFANY HEINS



ROBIN ANKROM



BROOKE KAVAN



KIM FUEHRER



JAMIE GORWILL



KEN SPRAY



TIM HECKENLIVELY

At its March meeting, the NRCSA Executive Committee made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a para to teacher program and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transitional program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant would currently be teaching under a transitional certificate. Application materials are being developed and will be shared to the members in the near future. We will ask member districts/ESUs to share information on the application materials with employees who might qualify for the scholarships.



Nebraska SMART Free Online Tutoring for K-12 Students

How can I find out more information about this program?

Three informational webinars will be offered in August. Participants will join Julie Dickerson, Director of Nebraska SMART, to learn more about this free online tutoring program available for K-12 students in rural Nebraska. Click below to register for one of three live webinars about Nebraska SMART:

[August 6, 2024 @ 2:00 PM Central Time, 1:00 PM Mountain Time](#)

[August 9, 2024 @ 11:00 AM Central Time, 10:00 AM Mountain Time](#)

[August 14, 2024 @ 4:00 PM Central Time, 3:00 PM Mountain Time](#)

Parent Registration is Now Open

Parent registration is now open for the 2024-2025 school year. Parents who wish to register their student for free online tutoring may do so by visiting the program's website.

How does it work?

Parents must initially register their student(s) before they can receive tutoring services. Once registered, students, or parents on behalf of students, can schedule a tutoring session at least 24 hours in advance. Students can also instantly be connected with a Tutor by requesting an on-demand session during tutoring hours. The Parent Guide shows how to create an account, schedule a session, join on-demand sessions, and more.

How can school districts help?

Your assistance in communicating with parents in your school district is essential to expand awareness and generate interest in this program. Below are ways that you can help:

- Share about Nebraska SMART in school/district/classroom parent newsletters
- Share about this program during your school/district Open House or Back to School nights
- Like, follow, and/or share Nebraska SMART on [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share Nebraska SMART social media posts on your school/district social media pages
- Link [Nebraska SMART](#) as a student resource on your school district websites
- Share about this program with Teachers, Counselors, and other district staff
- Share about this program with Parent/Teacher Associations
- Distribute bookmarks to each K-12 student in your school/district (these will be mailed to school districts at the end of July)
- Hang posters in a visible location (these will be mailed to school districts at the end of July)
- Share with your district technology team the domain [allowlist guide](#).

Please note that we are unable to support Pre-K students at this time; please refrain from distributing promotional materials to Pre-K students.

Open House

It is encouraged that school districts raise awareness of Nebraska SMART during their school open houses. Marketing materials, including a bookmark for each student and a poster for each building, were delivered to each school district last week. We appreciate your assistance in sharing this free online tutoring opportunity with students in your school districts. Please contact Julie Dickerson (jdickerson@nscs.edu) if you need additional promotional materials.

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

Questions, comments, or concerns?

Email: nebraskasmart@nscs.edu

Connect with Nebraska SMART on social media:

Facebook: facebook.com/nebraskasmart/

Instagram: [@nebraskasmart](https://instagram.com/nebraskasmart)

X (Twitter): [@nesmarttutor](https://twitter.com/nesmarttutor)

Thank you for your support in assisting with communication about Nebraska SMART in your school districts! We look forward to serving your students.

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

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

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

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

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

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

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

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the

right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

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

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years.

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

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

<https://www.openskypolicy.org/schooldistrictprofiles>

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

At the Membership Meeting during the Spring Conference the Executive Committee presented updated NRCSA Constitution/By-Laws for approval by the membership.

According to NRCSA rules, such issues must be shared with the membership prior to the meeting. The updates were approved. Below are links to a working copy with suggested revisions and an adopted copy which was voted on and approved.

[Adopted copy](#)

The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS.

The report "looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support". The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters](#)

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

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

Understanding REAP

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

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

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

New Leaf PowerPoint Presentation

New Leaf Zoom Meeting (recording)



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



Read the Full Blog

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 106 such meetings. I most recently attended the Board meetings at Tekamah-Herman and Oakland-Craig on Monday, April 8, Douglas County West and Arlington on Monday, May 13, and Crofton, Wausa, and Osmond on Monday, June 10.

I did not attend Board meetings in July. I have really enjoyed attending meetings and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as 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 ARLINGTON BOARD OF EDUCATION & SUPT. DAWN LEWIS

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

[Superintendent Check List](#)

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 2023-24, 98 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. Great job by all participating districts in protecting the card and program! Don’t forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2023-24, the rebate was over \$30,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrca.net) or Jeff Bundy (jbundy@nrca.net).



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

August 2024:

* Dr. Sheri Grotrian of Peru State College was recognized by being inducted into the Future Business Leaders of America (FBLA) Adviser Wall of Fame during the opening general session at FBLA Collegiate's National Leadership Conference.



* Chelsea Stephens of Chadron finished as FCCLA National Champion in the Level 2 Sustainability Challenge.

* Carter Nelson of Ainsworth was honored as the Lincoln Journal-Star's High School Boys Athlete of the Year. He was earlier also named by the Omaha World-Herald for the same award.

* Tomi Reid and Garrett Tollman of Crawford placed 2nd in the National History Competition. Their entry in the Senior Group Exhibit was titled "Homesteading: A Contradictory Turning Point in History".



* At the Striv Summer Workshop last week, Striv announced the 2023-24 Striv School Score winners. Johnson County Central finished in 1st Place of all Striv Schools. The Striv School Scores are calculated based on a variety of analytics such as viewership, engagement, and use of tools/resources.



MARCUS SCHEER (RIGHT), JOHNSON COUNTY CENTRAL STRIV SPONSOR

* SkillsUSA recently held its national competitions. Students from NRCSA-member schools who placed in the top three were:

- ROBOTICS-URBAN SEARCH AND RESCUE (COLLEGE): Gold medal won by Wayne State. Team members: Hailey Hoffman and John Mann
- CHAPTER DISPLAY (COLLEGE): Bronze medal won by Wayne State. Team members: Zach Covington, Jonathon Dixon, and Sarahi Lopez
- PREPARED SPEECH (HIGH SCHOOL): Bronze medal won by Braydon Hoelsing, Wausa
- TEAM ENGINEERING CHALLENGE (MIDDLE SCHOOL): Bronze medal won by Thayer Central. Team members: Jaxson Bowers, Aiden Degenhardt, Peyton Hubl

* Three alumni of NRCSA-member schools recently made news on the national level:

- Baylor Scheierman, a graduate of Aurors, was selected by the Boston Celtics in the first round of the NBA draft.
- Jordan Larson, a Logan View graduate, was named to her fourth US Olympic Volleyball Team.
- Maggie Malone Hardin, a graduate of Fillmore Central, qualified for her third US Olympic Track and Field Team in the Javelin.

* FBLA held its National Conference in late June/early July. High school students placing in the top 3 in competitions from NRCSA-member districts include:

- Michael Forster of Broken Bow–1st place in Client Service.
- Ali Morris, Brock Oeltjen, Bailey Ridder of Broken Bow–1st place in Digital Animation
- Ethan Ramaekers of Aurora–1st place in Digital Video Production
- Patrick Bursaw of Ravenna–2nd place in Supply Chain Management
- Hadley Borer of Sandy Creek Middle School–3rd place in Business Ethics

* Nathan Kackmeister, a teacher at Crawford Public Schools in Crawford, Nebraska has been named the 2024 Nebraska History Teacher of the Year by the Gilder Lehrman Institute of American History.



* Louise Schindler received the Christa McAuliffe Prize for Courage and Excellence in Education. She served as the teacher at the ESU 8 Learning Center for 48 years.

* At NCSA's Administrator Days in Kearney, Dr. Melissa Polonic of DC West Community Schools, was announced as the 2024-25 NASA Nebraska Superintendent of the Year.



* Also at Administrator Days, ESU 10 administrator Dr. Melissa Wheelock, was announced as the recipient of the NCSA Distinguished Service Award.



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



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



NRCSA EXECUTIVE DIRECTOR JACK MOLES AND NEBRASKA CONGRESSMAN ADRIAN SMITH

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

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

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

- 1) EDUCATION FUNDING: 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](#)

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 Jianguang 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, 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.

All of NRCSA’s Purple Ribbon Partners exhibited at the NRCSA Spring Conference.



Purple Ribbon Partners



Apptegy

Emily Milnamow
2201 Brookwood Dr, Suite 115
Little Rock, AR 72202
Phone: (317) 219-8686
conferenceteam@apptegy.com



DA Davidson

Paul Grieger
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Cheever Construction

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DLR Group

Emily O'keeffe
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Phone: (402) 393-4100
eokeeffe@dlrgroup.com



CMBA Architects

Troy Keilig
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Grand Island, NE 68801
Phone: (308) 384-4444
keilig.t@cmbaarchitects.com



Facility Advocates

Dave Raymond
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Omaha, NE 68144
Phone: (402) 206-8777
draymond@facilityadvocates.com



Cornhusker International Trucks

Russ Folts
3131 Cornhusker Hwy
Lincoln, NE 68504
Phone: (402) 304-4016
russ.folts@cornhuskerinternational.com



MCL Construction

Travis Justice
14558 Portal Circle
Omaha, NE 68138
Phone: (402) 339-2221
tkj@mclconstruction.com



Purple Ribbon Partners



Network For Educator Effectiveness (NEE)

Marc Doss
288 Maguire Blvd
Columbia, MO 65211
Phone: (844) 793-4357
dossm@missouri.edu



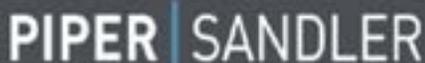
Tremco Roofing

Tyler Petersen
3735 Green Road
Beachwood, OH 44122
Phone: (909) 302-0617
tpetersen@tremcoinc.com



Voss Lighting

Randy Herrick
4624 S 140th St
Omaha, NE 68137
Phone; (402) 850-9789
randy.herrick@vosslighting.com



Piper Sandler & Co

Jay Spearman
11422 Miracle Hills Dr, Suite 408
Omaha, NE 68154
Phone: (402) 599-0307
jay.spearman@psc.com



Wilkins Architecture, Design, Planning

Jacob Sertich
2908 W 39th St, Suite A
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Phone: (308) 237-5787
jsertich@wilkinsadp.com



RMV Construction

Curtis Baetz
1515 E 11th St
Kearney, NE 68847
Phone: (308) 893-2010
curtis@rmvconst.com



Trane Technologies

Jonathan Hoesch
11937 Portal Rd
La Vista, NE 68128
Phone: (402) 499-8468
jonathan.hoesch@trane.com

MEMBER SPOTLIGHT

Wallace School District 65-R



Mascot: Wildcats

Enrollment: 191

Location(s): Wallace, NE

Interesting Fact: Our district is made up of 3 towns, Wallace, Grinton and Dickens, not including the option student towns. We cover over 483 acres in our district and include 2 time zones, Central and Mountain.

Superintendent: **Joel Ferguson**

Principal: **Bob Braithwait**

Board of Education: Left to right back row: Superintendent **Joel Ferguson**, Board President **Gavin McClintock**, Vice President **Josh Friesen**, member **Seth Hasenauer**, Front row: member **Heather Strawder**, Secretary **Lila Koop**, Treasurer **Jill Pelster**



Program 1: Math program: In February 2023 our math teachers were invited to present at the National CPM Conference in Burlingame, CA. They worked with ESU 16 to choose a math curriculum that qualified as having high quality materials, and they worked with teachers from Sutherland and Mullen to implement the curriculum.

Program 2: FFA Program: Our FFA program is very successful as well. We have had the opportunity to send our National Chapter application on to national's since 2018 and been named a premier chapter for 6 years. FFA memberships stays strong and averages 80% of the high school student body. We have captured CDE district and state titles and consistently have students and teams in the top 10. Additionally, students are earning their state FFA degrees all while serving their community through the summer reading program and feed the farmer. They partner with local stakeholders to provide students with the official dress through the Blue In You Program. We have been able to host LDE competitions and organize annual trash pickups. As well as officer plants at the greenhouses spring plant sale and orchestrate the CDE career fair. Students also have the opportunity to take part in academic pathways ranging from plant and animal science to power stricker and technical coursework as well as taking part in leadership workshops. Students have earned the NIFA governor's excellence award and used the funds to support classroom projects ranging from chicken production to drone operation and enjoy learning about a variety of Ag businesses through our annual Ag Industry Tours.



MEMBER SPOTLIGHT

Centura Public Schools



Mascot: Centurions

Enrollment: 485 students

Locations: Boelus, Cairo, Dannebrog

Interesting Fact: Our school district was consolidated in 1967 and is centrally located between the three communities we serve. We're roughly 5 miles from Boelus, Cairo, and Dannebrog!

Superintendent: Ashley Tomjack



Principals: Melissa Beberniss, Secondary Principal; Janet Brown, Elementary Principal; Laethion Brown, Dean of Students/Activities Director



Board of Education: **Sandra Davis, Teresa Grabowski, Todd Nitsch, Will Kemptar, Mark Johnson, Justin Caspersen**



Programs

With the support of our staff, community, and students, Centura has had a strong FFA program for many years. This year, five students received their State FFA degrees, one of our students was the State Champion in Junior Public Speaking, our Livestock Judging Team placed 3rd and our Ag Demo team received a Gold. We also had State Qualifiers in Nursery/Landscaping, Ag Mechanics, Agronomy, Farm Management, and Floriculture. Our Livestock Management and Conduct of Chapter Meetings teams were district champions.



Our Speech program enjoyed great success this year. They were Conference Champions, District Runner-Ups, and had over 10 events qualify for State. We were particularly proud of their performance at Conference with 19 out of 20 entries making finals and 6 events out of 10 possible taking home Gold.



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.

This year as I worked the State Academic Decathlon Championships, I had an opportunity to connect with great kids from NRCSA-member districts Adams Central, Johnson County Central, and Lexington.

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.



ADAMS CENTRAL ACADEMIC DECATHLON TEAM



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



LEXINGTON ACADEMIC DECATHLON TEAM

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 assisted 4 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.



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

This year, we assisted the Boards of Education at Sioux County Sioux County and Raymond Central in identifying their next Superintendent. We are currently assisting Deshler and Fairbury in identifying Interim Superintendents for next year.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

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

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.

Contact Information

NRCSA

Jack Moles, Executive Director
(402) 335-7732
jmoles@nrcea.net

Jeff Bundy, Office Manager
(402) 202-6028
jbundy@nrcea.net

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[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](#)

[Terrell McKinney, Dist 5](#)

[Fred Meyer, Dist 41](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Rita Sanders, Dist 45](#)

[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.nrdsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrdsa/home/

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Leadership

Innovation

Vision

Engagement

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#weLIVEhere

1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

Snapshots



IN THIS EDITION OF BOARD NOTES ...

**LEGISLATIVE UPDATE: THE SPECIAL SESSION & NASB STATEMENT
AT THE BOARD TABLE**

**LESS THAN A MONTH FROM AREA MEMBERSHIP MEETINGS
OPEN POSITIONS ON THE NASB BOARD & LEGISLATION COMMITTEE**

NASB PARTICIPATES IN NATIONAL FORUM ON ED POLICY

NEW FACES AT NASB

ADVANCING EDUCATION IN THE ERA OF AI

THIS MONTH IN ... AND MUCH MORE!

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

TRAINING, NETWORKING, ENGAGEMENT & EVENTS



Leadership

Innovation

Vision

Engagement

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#weLIVEhere



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

<https://members.nasbonline.org/events>

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



Legislative Special Session Begins Thursday, July 25 ... See Page 3



Area Membership Meetings begin August 20



- August 20 - North Platte
- August 21 - Gering
- August 22 - Valentine
- August 27 - Kearney
- August 28 - York
- September 4 - Norfolk
- September 11 - Nebraska City
- September 24 - Omaha
- September 25 - Fremont



Labor Relations Conference - October 2-3 - Lincoln

Statewide General Election Day - November 5

State Education Conference - November 20-22 - CHI Health Center Omaha
Delegate Assembly - November 22

New Board Member Workshops - December 2024

- December 2 - Norfolk
- December 3 - Kearney
- December 4 - Gering
- December 5 - North Platte
- December 10 - York
- December 11 - Omaha

LEG UPDATE: THE SPECIAL SESSION & NASB STATEMENT

Leadership

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1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

<https://members.nasbonline.org/government-relations>

SPECIAL SESSION SCHEDULE AND UPDATE BASED ON WHAT WE THINK WE KNOW ...

While the formal call from the Governor has not been made yet, the Special Session is scheduled to begin Thursday, July 25. Here is what we know.

The first three days (Thursday, Friday, and Saturday) will be reserved for bill introduction only.

Once the final bills have been introduced on Saturday, your NASB Legislation Committee will meet later that afternoon to analyze the bills and discuss our engagement strategy. Hearings start Monday morning and we'll be preparing testimony on any necessary bills that might impact local control, or the accountability, stability, purpose and/or uncertainty of the role of the locally elected school board member, and public education in Nebraska as a whole.

Hearings will continue through Tuesday, July 30, with debate to start sometime after.



NASB STATEMENT PRIOR TO THE SPECIAL SESSION ...

NASB has been approached by a number of media outlets and have declined comment until we had seen a more formalized plan. With the Governor's Press Conference unveiling "The Nebraska Plan to Cut Property Taxes: The Playbook" on Thursday, July 18, we have supplied the following thoughts to the media.

As the Governor's plan for property tax relief has not been formally presented, NASB will reserve final judgement until legislation is introduced. However, our membership, as locally elected leaders, will guide their decisions on the following key thoughts:

- **Local control.** School board members are elected locally and are in the best position to understand the needs of their communities and students. As such, we have concerns about the impact this plan will have on school boards to meet the unique needs of their individual communities. Roughly 79% of Nebraska school board members are serving at or within 100 miles of the district from which they graduated.
- **Accountability.** School board members are ultimately accountable to their constituents for the spending decisions they make. Moving this accountability to the State seems contrary to the notion of local control.
- **Purpose.** Each district has unique needs and priorities which are revealed during the budgeting process. It is unknown how the Governor's plan will impact districts' abilities to meet those considerations.
- **Stability.** While recognizing the recent investments in K-12 education, skepticism about the State's ability to honor its commitments is well founded and could be especially relevant in a recessive economic environment.
- **Uncertainty.** The recent change to state funding for community colleges is new and its impact is yet to be determined. It may be too early to use this as a model for success.

Reach out with questions, stay informed locally, at the state level, and through us over the next few weeks.

Thanks! Colby, John, Matt & Lindsey

Check out the latest version of the Open Meetings Act on NASB's GR page

AT THE BOARD TABLE

Leadership

Innovation

Vision

Engagement

#liveNASB

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1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

BOARD AGENDA ITEMS FOR YOUR MONTHLY MEETINGS

<https://members.nasbonline.org/board-leadership>



Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at mherring@NASBonline.org if you have questions or recommendations for improving the Board Meeting Annual Calendar.

AUGUST BOARD AGENDA ITEMS

Please see the July 15 email from mherring@NASBonline.org and shiggins@NASBonline.org for the draft of the August Board Meeting Agenda. If you have questions or need us to resend the email, please feel free to contact Marcia at 402-450-5152 or Stacie at 402-209-1608.

DID YOU KNOW?

The NASB Board Leadership department facilitates membership and provides professional development for the board secretary, district and building administrative assistants, bookkeepers, and business managers. The **Nebraska Administrative Education Professionals (NAEP)** annual membership drive kicks off on August 1, 2024. Membership facts:

- NAEP Membership is made up of **270+ district/ESU secretaries, administrative assistants, bookkeepers, business managers, and other building office staff members** who work with the Board of Education, and Superintendent/ESU Administrator
- NAEP members receive access to a **discussion board** to network and communicate with the entire NAEP community across the state, **document/resource** library and **shared Google folder** to support your day-to-day work demands, **NAEP member database** to contact and network with other members, etc.
- Annual **NAEP State Convention** to bring NAEP members from across the state together to learn, network, and collaborate. Convention is held in Kearney.
- **Virtual "Table Talks"** and networking opportunities are provided to allow members to connect regarding tips/tricks in addition to the discussion board throughout the year as well as virtual learning opportunities such as **Lunch and Learns**.
- Additional services are offered as member needs surface/are requested.

Interested in joining the NAEP membership, please contact:
Katie Corfield, NASB Board Leadership Associate - kcorfield@NASBonline.org
Marcia Herring, Director of Board Leadership - mherring@NASBonline.org



LESS THAN A MONTH FROM AREA MEMBERSHIP MEETINGS

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1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

<https://members.nasbonline.org/events/area-membership-meetings>

REG
NOW!

August 20 - North Platte
August 21 - Gering
August 22 - Valentine
August 27 - Kearney
August 28 - York
September 4 - Norfolk
September 11 - Nebraska City
September 24 - Omaha
September 25 - Fremont

AGENDA

4:30 PM - Registration & Exhibitors
5:00 PM - Opening Session
5:15 PM - Legislative Update
5:50 PM - Break & Exhibitors
6:05 PM - Training Sessions #1
6:35 PM - Break & Exhibitors
6:50 PM - Training Sessions #2
7:20 PM - Dinner & Recognition

2024 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

North Platte - Gering - Valentine - Kearney - York - Norfolk - Nebraska City - Omaha - Fremont

Topics include: Legislative Update; How Does Nebraska Compare?; School Claims, Insurance Trends and High-Risk Activities; Accountability and Stakeholder Engagement; Networks of Support: Inspiring Local Leadership; Open Meetings, Option Enrollments, and Ouch, Title IX!; Support for Board and Superintendent Leadership Success

OPEN POSITIONS ON THE NASB BOARD & LEG COMMITTEE

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<https://members.nasbonline.org/board-of-directors>



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Your Name Here?



Your Name Here?



Your Name Here?

NOMINATION FORMS HAVE BEEN SENT ...

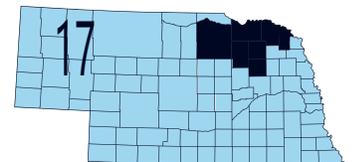
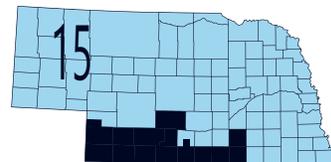
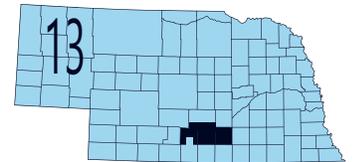
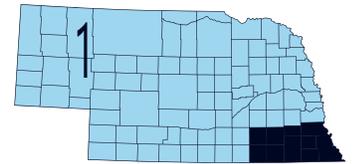
Nomination forms for seats on both the NASB Board of Directors and the NASB Legislation Committee have been emailed to each School Board Member, Superintendent/ESU Administrator and Secretary. These are great opportunities to expand your leadership horizons by serving on a statewide board committed to providing resources to school and ESU board members.

NASB Board of Directors

The following is a list of the seats that are up for election (or appointment*), as well as the current director. The deadline for nominations is August 30, 2024.

To see what Region you are in visit: <https://members.nasbonline.org/board-of-directors>

- Region 1 – Neal Kanel
- Region 3 – Renee Vokt
- Region 5 – Tracy Casady*
- Region 7 – Shavonna Holman*
- Region 9 – Piyush Srivastav*
- Region 11 – Jim Vlach
- Region 13 – Marilyn Bohn
- Region 15 – Allison Sandman
- Region 17 – Michelle Reikofski
- Region 19 – Amanda McGill Johnson*



NASB Legislation Committee

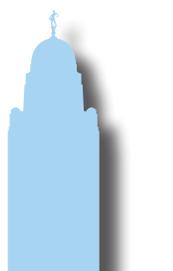
The following is a list of the seats that are up for election (or appointment*), as well as the current representative.

To see what Seat you are in visit <https://members.nasbonline.org/government-relations/legislation-committee-bylaws>

The deadline for nominations is August 30, 2024.

- Seat #2 – Jane Erdenberger*
- Seat #4 – Kathy Danek*
- Seat #6 – Beth Morrissette
- Seat #8 – Amanda McGill Johnson*
- Seat #10 – Marla Grier
- Seat #12 – Ryne Seaman
- Seat #14 – Jim Vlach
- Seat #16 – Dawn Lindsley

Any additional questions may be emailed to Sallie Horky at shorky@NASBonline.org



NASB PARTICIPATES IN NATIONAL FORUM ON ED POLICY

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<https://www.ecs.org/>

Earlier this month, NASB Executive Director, John Spatz, Association Executive Director and Director of Government Relations, Colby Coash, and NASB Board Member, Dr. Shavonna Holman, participated in the annual National Forum on Education Policy put on by the Education Commission of the States (ECS), in Washington D.C.



ECS is a membership organization that partners with education policy leaders to address issues by sharing resources and expertise. John serves a key role with this group, making sure Nebraska's school board members have a voice at the table. Created over 50 years ago, ECS serves both the people who develop and implement education policy and the students who directly benefit. At the Forum, many issues of common interest were addressed, such as education workforce shortages and early childhood issues.

The organization is led by a Governor as its chair, the vice chair is a legislator, and the political party of the chair and vice chair positions alternate every two years. The current Chair of ECS is Kansas Governor, Laura Kelly. ECS supports all 50 states and four territories – the District of Columbia, American Samoa, Puerto Rico, and the Virgin Islands. Each state appoints seven commissioners who help guide the work of ECS, and their own state's education agendas. Commissioners also have the authority to approve amendments to bylaws and provide strategic information to ECS staff regarding state education policy issues.

The key role ECS plays is to bring education leaders together from different backgrounds, states, and political views at annual gatherings to provide opportunities to interact, learn, and collaborate.

“The ECS Conference was truly inspiring! Three days of engaging sessions, thought-provoking speakers, and connecting with fellow education leaders from across the country left me energized. It’s remarkable to see the collaborative effort towards crafting effective policies and eliminating those that hinder our students and public education. I left feeling even more motivated to contribute to this important work in my own community and hope to inspire my fellow Nebraska colleagues as well. The future of public education feels brighter thanks to the collective passion on display at the Forum.” - Shavonna Holman, Ed.D., Omaha BOE & NASB Region Director

In Nebraska, the ECS representatives are: Governor Jim Pillen; Commissioner of Education Brian Maher; Senators Lynn Walz, Kathleen Kauth, and LuAnn Linehan; John Spatz, Executive Director, NASB; and Mike Baumgartner, Executive Director of the Nebraska Coordinating Commission for Higher Education.

ECS is the trusted source for comprehensive knowledge and resources on hundreds of education policy issues. It is a non-partisan organization that provides research of both sides of issues along with what is happening on the issue in other areas. ECS gives policy makers the information they need in shaping policy in their state on critical educational issues. While covering the full spectrum of education policy, Education Commission of the States dives deeply into key issues impacting all states.

To learn more, visit their website at <http://www.ecs.org/>



NEW FACES AT NASB

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

The last few months have seen some new faces join NASB. Get to know Nate, Kenna and Avary!



Nate Alspaugh - IT Specialist

Nate grew up and stayed in Lincoln his whole life and serves as NASB's formal IT Specialist. He currently attends classes at Southeast Community College studying computer information technology and has worked as a data/IT specialist in the workforce for five years. In his free time, he enjoys working on various multimedia and AV projects, computer language programming to automate work for hobbies, and playing competitive fighting videogames.



McKenna DeRiese - Board Leadership Administrative Assistant

Kenna works as an Administrative Assistant to the Board Leadership Team. She grew up in Lincoln and attended Lincoln Public Schools for K-12. She graduated from UNL in 2024 with a degree in Advertising, Public Relations, and Journalism with a minor in Education Studies. Kenna has had the privilege of working on the marketing team for various organizations such as the Down Syndrome Association of Nebraska and won the 2020 MLK Contributor Award for her work with Lincoln's MLK Youth Rally and March. She's a lover of dogs, drawing, and disposable cameras. When she's not working or writing, Kenna loves to read any book she can get her hands on, go on walks with her husband, Jack, and play with her daughter, Daphne.



Avary Pansing Brooks - Event Planning and Engagement Assistant

Avary is the Event Planning and Engagement Assistant to the Director of Member Engagement. She helps organize and implement events such as the State Education Conference, Area Membership Meetings, and the annual Membership Drive. She grew up in Lincoln and attended Lincoln Public Schools for K-12. She graduated from American University in Washington, DC, with a degree in Communications, Law, Economics, and Government. Avary has a professional background in policy, development, fundraising, and nonprofits. In her spare time, she loves to paint, go to parks with her dog, and go to movies.

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ADVANCING EDUCATION IN THE ERA OF AI

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Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016.

This summer the Nebraska Department of Education, the Educational Service Units, and the Educational Service Unit Coordinating Council partnered to present the Future Ready Nebraska-Advancing Education in the Era of AI Conference. Sessions included a variety of education and artificial intelligence topics such as "Re-imagining Teaching with AI," "Evidence of Learning +AI", "Best Resources for Teaching Digital Literacy", "Digital Ethics", and my favorite, "Information Literacy in the Age of Fake News."



The information literacy session resonated with me because of the prevalence of misinformation in the digital world. The session, presented by Dr. Kristen Mattson, emphasized the importance of arming students with thinking tools that help them determine if what they are seeing and reading digitally is real and accurate. Dr. Mattson identified five types of misinformation, explained why misinformation information is created or shared, and emphasized how misinformation intends to trigger emotions and influence actions.

Students need to learn to verify information before believing what they read or see digitally. The first step in managing information is to determine if a post, email, text, or article is misinformation and to identify what kind of misinformation it is. For example, Imposter Content is misinformation that presents as a legitimate business or entity and then asks for money or gift cards to remedy an issue. An example is the scam email message telling individuals their packages cannot be delivered by UPS and to call and provide a credit card number to reschedule delivery.

Fabricated Information is made up and is designed to deceive one into thinking it is real. Examples of this kind of misinformation occur when individuals intentionally post untrue information or generate AI images to look like individuals. Because AI is designed to be creative rather than accurate, generated facial images can be detected. whichfacesreal.com is a website that identifies flaws to look for in AI generated faces.

One strategy for students to use to determine if what they read is fabricated misinformation, is lateral reading. Students can learn to evaluate the credibility of a source by comparing it with other sources that are related to the presented information. For example, researching multiple websites on a topic, looking for bias, directly asking a person quoted if the posted information is accurate, and checking citations, are elements of lateral reading.

Students also need to understand why individuals create misinformation. Is misinformation created to promote individual interests at the expense of others? Is it created to promote the interests of a group? Is misinformation created and shared in a genuine way based on what a person believes to be true? Or is the misinformation malicious and intended to provoke, damage, or hurt others?

Finally, misinformation is best managed when students understand their own psychology. Misinformation preys on emotions. Misinformation is designed to evoke emotions such as anger or curiosity and to draw individuals in. With frauds, the evoked emotion is fear used to gain acceptance of the information as true. Emotions lead to action. When we are angry, afraid or curious, we respond, accept invitations or demands without taking the time to think before we act. Students can learn to pause emotions before accepting or reposting misinformation, taking the bait, providing credit card information, or responding inappropriately.

Developmentally, if students see something they are likely to believe it. We need to help students understand, in the world of created misinformation, that "seeing is NOT believing." I will admit that this conference session provided me, as an adult, with new insights about the importance of verifying digital information, understanding motivations for generating false information, and considering how misinformation depends on manipulation of emotions to get desired human reactions.

As an education policy maker, the AI in Education Conference reminded me how important it is to adopt policies and incorporate content standards that include critical thinking and decision making, especially as they relate to digital information literacy.

Editor's Note: The opinions expressed in the column are those of Patti Gubbels and do not necessarily represent the Nebraska State Board of Education.

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... MEMBER ENGAGEMENT

Thank you to all of you that attended ALICAP Summer Workshops and Board Candidate Workshops. It's great to engage so many members in the Summer! Be sure and mark your calendar for the Area Membership Meeting closest to you. See you soon!

- Sharon -

... BOARD LEADERSHIP

Check out "At the Board Table" on page 4.

Marcia, Katie, Caden, Stacie, Ben, Stephanie & McKenna

... TECHNOLOGY

Welcome Grand Island Public Schools to Negotiations

Negotiations season is right around the corner! If you're looking for a refresher or a demonstration, reach out to Darion!

Nicole will be at Administrator Days in Kearney this week! Stop by the Sparq booth and say hello!

Welcome Sparq Meetings Subscribers:
Papillion La Vista Community Schools
Creek Valley Public Schools
Homer Community Schools

Darion - dmiller@NASBOnline.org
Nicole - nkobus@NASBOnline.org
www.sparqdata.com

... ADVOCACY & GOVERNMENT RELATIONS

Check out Page 3 for the latest on the Special Session, Town Halls, and more. Stay engaged and informed here over the next few weeks!

Call Colby & Matt with questions any time!

... POLICY

Board members should be aware that public comment must now be allowed at each board meeting after the recent passage of LB43, introduced by Senators Sanders and Conrad. This applies to all regular and special meetings, and any work sessions or hearings where the board has a quorum. Boards can still determine the amount of time each person is given to speak and the total time allowed for public comment. When updated posters for the Open Meetings Act become available, the outdated ones should be replaced since a current copy of the laws must be posted.

Contact Jim to learn more!

... GALLUP STRENGTHS

This month's theme is Learner. Those with Learner in their Top 5 likely have a great desire to learn and continuously improve. The process of learning, rather than the outcome, excites you. Find ways to track the progress of your learning and celebrate your accomplishments.

Contact Shari to setup a Gallup retreat sbecker@NASBOnline.org

... AWARDS OF ACHIEVEMENT

Individual award recipients, and boards earning a board award will be recognized at their local Area Membership Meeting. An email will be going out the beginning of August to confirm recipients for this year. Contact Kem with questions at kloecker@NASBOnline.org

... DATA ANALYTICS

With a new school year starting soon, your district may be considering whether to overhaul certain programs and curriculum. NASB's Data Analytics can help you to evaluate your standardized testing data in a meaningful way to provide an evidence-based foundation as to whether or not your current curriculum is under-achieving. It's all about turning raw data into knowledge, then letting that knowledge guide your planning discussions.

Contact Jim to learn more!

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... ENERGY PURCHASING

Natural gas prices have trended slightly lower this summer but have generally traded in a holding pattern with quite stable inflation levels, jobs creation, gas storage levels, and projections of energy usage. Perhaps the big story in the coming months will be the hurricane season in the gulf, affecting not just offshore gas and oil platforms, but also the many Liquid Natural Gas export terminals now positioned along the coast. Our market consultants at NJUMP and CJUMP will continue to monitor gas markets for sudden purchasing opportunities.

Contact Jim to learn more!

... ALICAP & INSURANCE

ALICAP thanks to all 180+ school administrators and central office staff, who attended the Annual ALICAP Summer Safety Workshops! The ALICAP team appreciates everyone's time and focus for school safety. Let's make 24-25 a great year!

Thanks, Megan!



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Public Finance
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Cody Wickham
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... FOUNDATION

The Nebraska Public Leadership Foundation (NPLF) has created a scholarship program for high school seniors who are pursuing higher education to become a teacher in a Nebraska public school system. In thousands of classrooms across Nebraska, teachers lead our students to discover new and important facts and ideas, the steppingstones that shape their future. NPLF supports the students who want to give to the overall mission of success for every student in Nebraska. Please consider helping today's student leaders become tomorrow's education leaders by donating to the NPLF Student Scholarship Program at www.nepublicleadership.org

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<https://members.nasbonline.org/board-of-directors>



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John Spatz
Executive Director



Nate Alspaugh
IT Specialist



Ben Anderjaska
Board Leadership Data
and Support Specialist



Makenzie Barry
ALICAP Data &
Financial Specialist



Shari Becker
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Leadership Search Service



Matt Belka
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Megan Boldt
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YOUR 2024 GOLD AFFILIATES

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A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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Annual Utilization Report

Arlington Public Schools

June 1, 2023 to May 31, 2024



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Utilization Breakdown

Demographics	Totals	Percent	Referral Breakdown	Totals	Percent
Total Referrals	32	100%	Students	27	84%
Mandatory	0	0%	Family Members	2	6%
Reopened	9	28%	EAP Employee/Spouse	3	9%
Males	14	44%	On-Site (included)	20	
Females	18	56%	Total Referrals	32	100%
Referrals By School (students only)					
School	Number	Percent	School	Number	Percent
Elementary	16	59%	Middle School	8	30%
			High School	3	11%
			<i>Middle/High School</i>	11	41%
Elementary Total	16	59%	TOTAL STUDENTS	27	100%
Referral Source	Total	Percent	Referral Source cont.	Total	Percent
School Counselor	5	16%	Medical Referral	0	0%
School Principal	1	3%	Family Member	14	44%
Con.Forum	1	3%	Web Search	0	0%
Former Client	9	28%	Co-Worker	1	3%
EAP/SAP Brochure	0	0%	Human Resources	1	3%
AFC Counselor	0	0%	Friend	0	0%
Seminar	0	0%	Other	0	0%
Spouse	0	0%			
Com.Intranet	0	0%	Total	32	100%

Referrals by Month 2023-2024

June	July	August	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Total
4	0	2	0	4	3	8	1	3	1	5	1	32

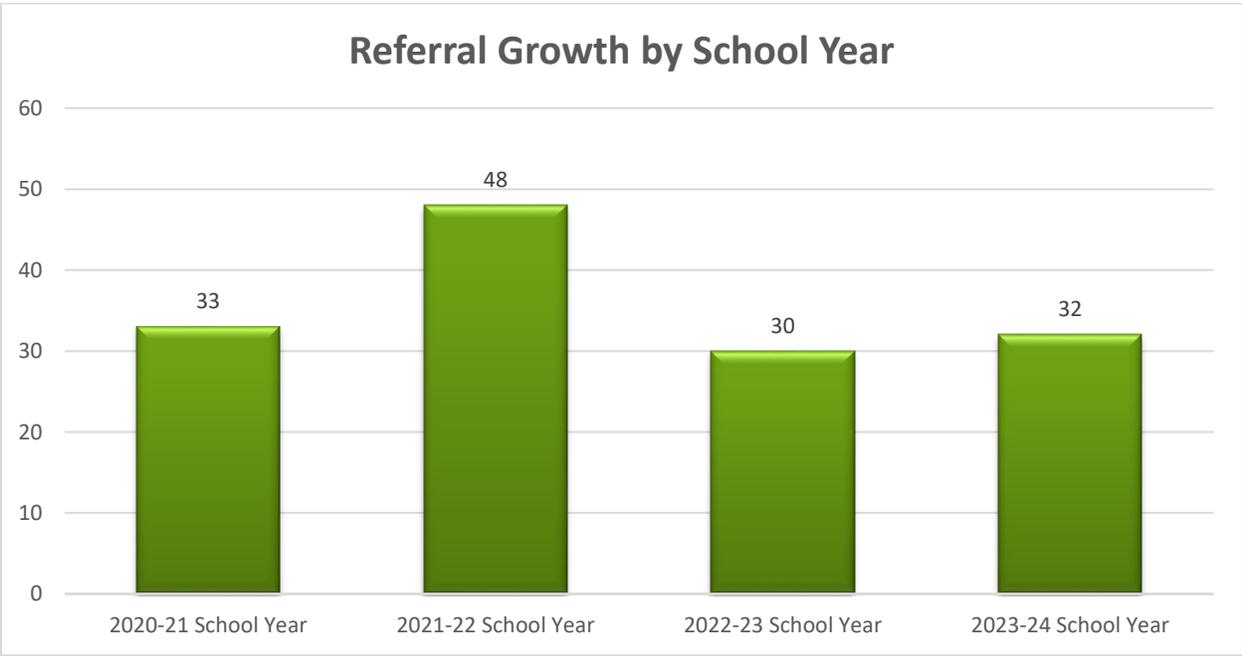


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Utilization Breakdown Comparison by School Year

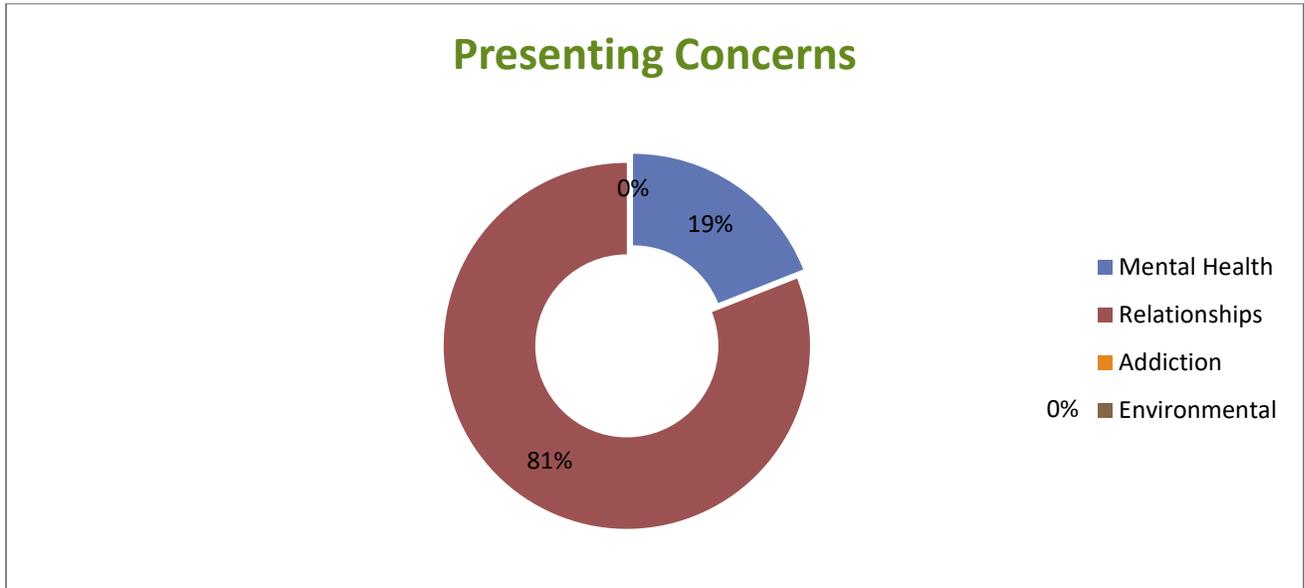
Demographics	2020-2021	2021-2022	2022-2023	2023-2024
Total Referrals	33	48	30	32
Mandatory	0	3	0	0
Reopened	2	12	4	9
Males	18	23	11	14
Females	15	25	19	18
Referral Breakdown	2020-2021	2021-2022	2022-2023	2023-2024
Students	14	27	21	27
On-site	-	13	12	20
Family Members	4	12	4	2
Employees	15	9	5	3
Total Referrals	33	48	30	32



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Presenting Concern Categories by Total Occurrence



Presenting Concern Categories with Breakdown of Specific Concerns

Mental Health	Referrals	Percent	Relationships	Referrals	Percent
ADD/ADHD	0	0%	Behavior Concerns	3	9%
Depression	2	6%	Family Conflict	2	6%
Anxiety	3	9%	Peer Relationships	0	0%
Anger	0	0%	Divorce	18	56%
Psychological /other	0	0%	Domestic Violence	0	0%
PTSD / Trauma	1	17%	Grief / Loss	3	12%
Suicide Risk/Screening	0	0%	Relationship	0	0%
Stress	0	0%	Adjustment Issues	0	0%
TOTALS	6	19%	Total	26	81%
Addiction	Referrals	Percent	Environmental	Referrals	Percent
Evaluation	0	0%	Medical	0	0%
Drug Concerns	0	0%	Academics	0	0%
Alcohol Concerns	0	0%	Childcare	0	0%
Family/ Addiction	0	0%	Financial	0	0%
Gambling	0	0%	Legal	0	0%
Tobacco Addiction	0	0%	Parenting	0	0%
Other Addictions	0	0%	TOTAL	0	0%
TOTALS	0	0%	GRAND TOTAL	32	100%



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Program Outcomes and Effectiveness

From June 1, 2023-May 31, 2024, there were a total of 32 employees/students and their families that utilized the EAP/SAP program. We attempted to survey all clients that were seen during this time and were able to speak with a few of these families. 100% of those surveyed found the program to be helpful and beneficial. Below are some comments from those seen at the Arbor location.

Comments from Arlington Families:

“I was very happy with the services provided for my son”

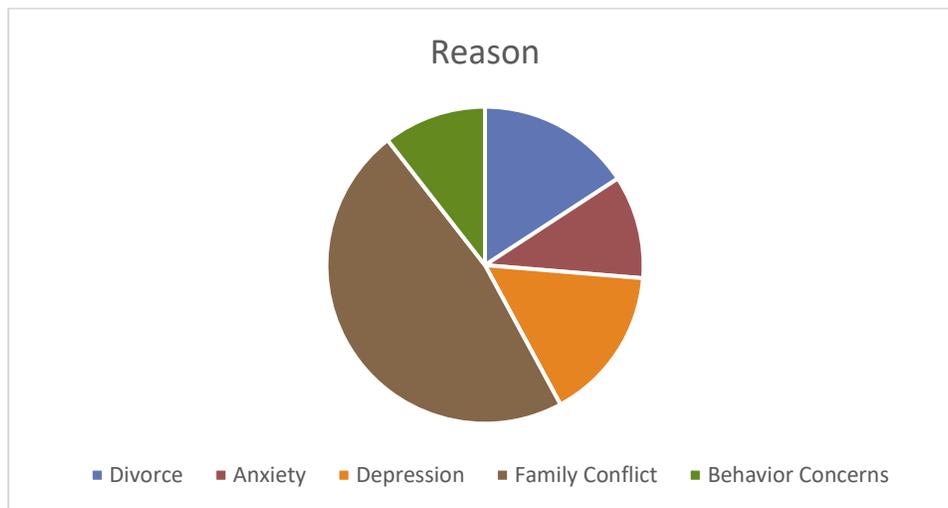
“It’s great that this is provided by the school”

“Overall, a good experience for my daughter”

On-site Clients 2023-24 School Year

Breakdown of On-Site Visits

Our counselor, Abbi Monte, has been on-site at Arlington Schools since August 2023. Twenty students and staff utilized the On-Site option during the 2023-24 school year, dealing with issues ranging from divorce, anxiety, depression, behavior concerns, and primarily family conflict and issues at home.



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Special Services and Forecast for Growth in Utilization

On-Site Visits

Arbor is available to coordinate visits with students identified as “at risk” and will continue to be available to address this need. Our counselor Abbi Monte has been on-site since August 2023. She is available to see students and staff.

Consultations

Arbor is available for consultations with faculty surrounding assessments and referrals.

Newsletter

Arbor is available to provide newsletters to be made available to students and parents. This newsletter is interactive which means that parents can suggest topics for future articles.

Web Site

The Arbor web site is available for students and their parents to educate themselves about services, learn about Arbor’s professional counselors, and find articles and archived editions of the newsletter. www.arborfamilycounseling.com

Presentations and Training

Arbor is available for presentations to support your schools! Please call if you have a special area of need. Presentations are available for staff, students, and parents.

Special Services

Arbor is available to increase program awareness with students and parents. Arbor is available to coordinate specific, problem focused consulting and materials for Benefit/Health fairs and during Parent Teacher Conferences.



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Grade Level	8/6/2024	Final June 2023	8/7/2023	10/1/2023	2/7/2024	Final June 2024
PS	26	29	24	26	29	30
KG	45	44	54	53	52	53
1ST	52	47	46	43	43	42
2ND	47	50	50	47	47	47
3RD	51	37	53	53	54	53
4TH	56	53	40	39	39	38
5TH	39	53	55	55	54	55
6TH	57	49	55	52	53	52
PS-6 TOTAL	373	362	377	368	371	370
7TH	55	66	51	49	49	49
8TH	52	55	67	65	65	64
9TH	68	54	61	62	60	58
10TH	60	49	56	57	57	57
11TH	57	65	46	46	45	45
12TH	44	53	64	62	62	62
7-12 TOTAL	336	342	345	341	338	335
PK-12 TOTAL	709	704	722	709	709	705

OPTION ENROLLMENT

IN/OUT	IN/OUT	Net	IN/OUT	IN/OUT
KG	7/2	5		
1ST	7/1	6		
2ND	11/5	6		
3RD	11/4	7		
4TH	11/0	11		
5TH	5/6	-1		
6TH	11/2	9		
7TH	12/2	10		
8TH	5/2	3		
9TH	9/1	8		
10TH	14/3	11		
11TH	13/5	8		
12TH	16/7	9		
TOTAL	132/40			

92 This Number is not 100% accurate yet as I don't have all the figures from the 2024-2025

Last Years Total In/Out **138/46 (92 net)**

**RESOLUTION OF THE BOARD OF EDUCATION TO
INCREASE BASE GROWTH PERCENTAGE TO
DETERMINE ITS PROPERTY TAX REQUEST AUTHORITY**

WHEREAS, the Board of Education ("Board") for **Washington County School District 89-0024**, commonly known as **Arlington Public Schools** (the "School District"), is planning the School District's annual budget for the 2024–2025 school year; and

WHEREAS, the funding needed for the School District to meet its obligations to its students will require an increase in the base growth percentage used to determine the School District's property tax request authority under NEB. REV. STAT. § 79-3403; and

WHEREAS, Nebraska law authorizes the Board, upon an affirmative vote of at least seventy percent (70%) of the Board, to increase such base growth percentage by up to 6%.

BE IT THEREFORE RESOLVED that, pursuant to NEB. REV. STAT. § 79-3405(2), the Board hereby increases the base growth percentage used to determine its property tax request authority for the 2024–2025 budget in an amount of up to 6%

Said Resolution was adopted by the Board of Education by a vote of ____ to ____ on the ____ day of _____, 2024.

President of the Board of Education

ATTEST:

Secretary of the Board of Education

Project: Village of Arlington – Dodge Avenue Improvement

Tract No.: 5

Date: July 18, 2024

Dear School District #24:

This letter contains information about the proposed purchase of your property. The offer contained in the contracts you have received is based on a reviewed estimate of just compensation that we believe reflects the fair market value of your property.

The legal description and location of your property is:

A tract of land located in a parcel of land located in Lot 13, Arlington Heights Addition, City of Arlington, Washington County, Nebraska

The legal title we need is:

- Fee Simple Title
 Temporary Easement
 Permanent Easement

The improvements we are purchasing from you are:

- None

The improvements we are purchasing that are owned by someone else are:

- None

You will not be paid for these improvements because someone else owns them.

We will pay reasonable, necessary costs for the following:

- (a) Recording fees, transfer taxes, documentary stamps, evidence of title, boundary survey, legal descriptions, and similar expenses incidental to selling us your land.
- (b) Penalty costs and other charges for prepayment of preexisting recorded mortgage.
- (c) Pro rata share of real estate taxes allocable to the period after we purchase your land.

In most cases, we will pay these costs directly so that you will not have out-of-pocket expenses.

You are also eligible for certain expenses if a court decides that we cannot condemn your property, if we abandon a condemnation of your property, or if you are successful in an inverse condemnation action.

You may appeal our decision of your eligibility for the amount of the previously described payments. Your written appeal must be filed with us within 60 days after we have given you written notice of our original decision. If you are still not satisfied after our review of your appeal, you may seek judicial review of our final decision.

Sincerely,



John Borgmeyer
Project Manager

Agency: Village of Arlington
Project No.: 221555
Tract No.: 5

STATEMENT OF JUST COMPENSATION

The Village of Arlington, in compliance with the Uniform Relocation Assistance and Real Property Acquisition Policy Act of 1970, requires that the Village of Arlington's Right-of-Way Agent, upon his/her first visit of negotiating; provide the owner of real property, **School District #24**, with this written statement of Just Compensation made to acquire the property.

This offer will be made in the amount not less than the appraised fair market value of the property involved and will include a summary of the basis for the amount established as just compensation for:

Permanent Easement: 24.50 SF x \$1.50/SF x 50%	\$ <u>100.00</u> ®
Total Amount Offered	\$ <u>100.00</u>

This written statement represents the Village of Arlington's offer made in an amount not less than the appraised valuation of the property.

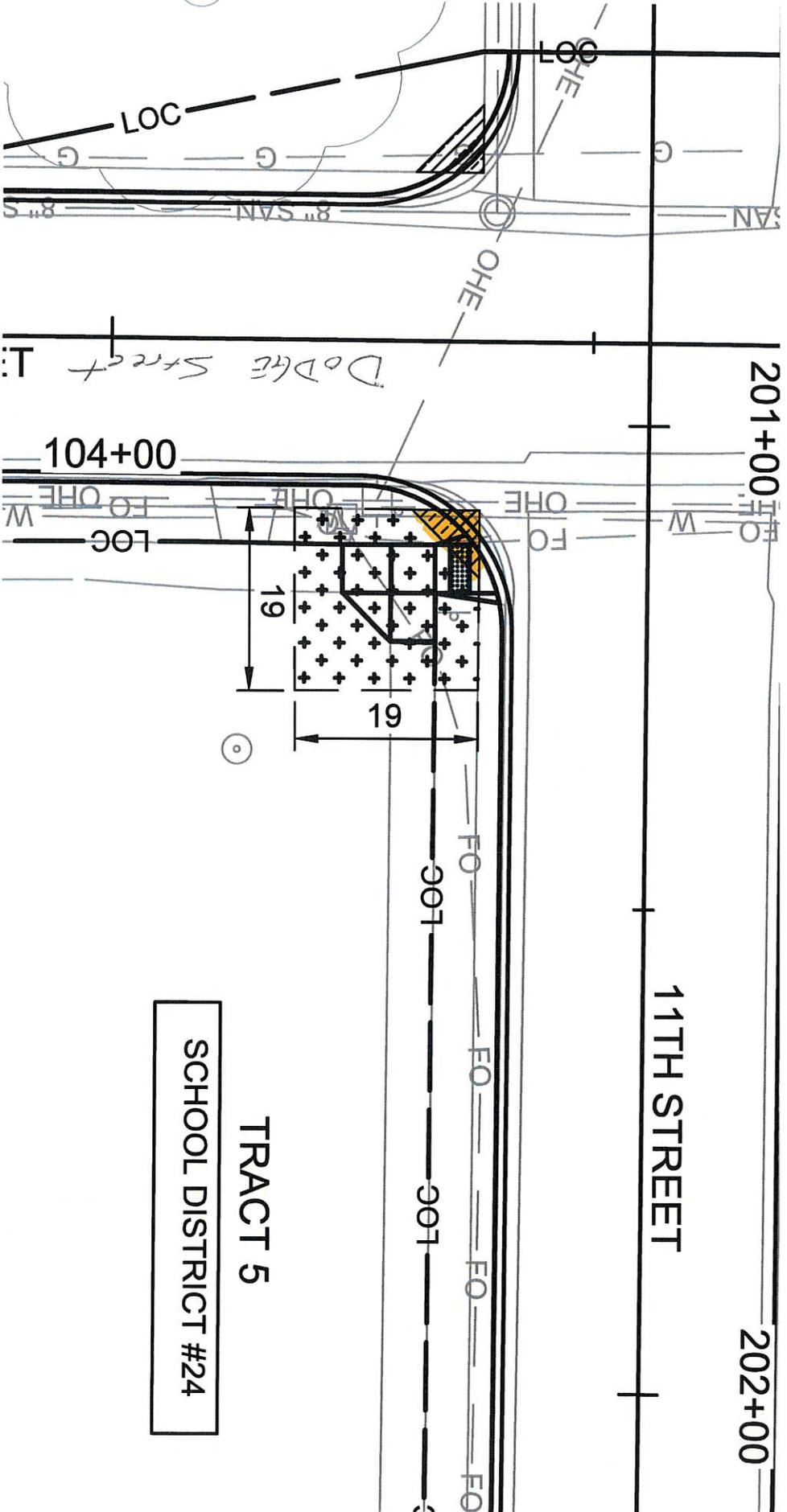
This offer is being made on the 18th day of July, 2024, and the total amount of this offer is **\$100.00**.

Sincerely,



Right of Way Agent

N



TRACT 5
SCHOOL DISTRICT #24

Community RelationsActivities Cooperative Agreement Policy

Arlington Public Schools reserves the right to enter into cooperative agreements for Nebraska School Activities Association (NSAA) sanctioned activities with neighboring districts. When considering entering into such agreements the following criteria will be considered:

- Desire/Willingness of Administration of the school districts being considered
- Cost to the district per student of entering into agreement
- Origin of the request for a new coop
- Student interest
 - If club opportunity available, interest level will be based on current participation numbers in corresponding club-based activity
- Balance of activities for Title IX compliance purposes (See "Appendix A" for current list)
- Amount of activities we offer based on school size/student enrollment

The board of education will consider new cooperative agreements for approval when presented by members of the administration team. The board of education will not propose or be involved in the development of cooped activities.

Parents/Patrons may request the district consider adding cooperative agreements for activities by completing the required form, found as "Appendix B" to this document.

Date of Adoption:

Date of Review:

Policy 1480 Appendix A

Activities Cooperative Agreement Policy

List of NSAA Opportunities Offered by Arlington Public Schools

2024-2025

Fall:

Cross County (Boys and Girls)

Football (Boys)

Volleyball (Girls)

Golf (Girls)

Softball (Girls)

Soccer Coop with Fremont (Boys)

Winter:

One Act Play Production (Boys and Girls)

Wrestling (Boys and Girls)

Basketball (Boys and Girls)

Swimming - Coop with Blair, Fremont, and Archbishop Bergan (Boys and Girls)

Speech (Boys and Girls)

Spring:

Baseball (Boys)

Soccer Coop with Fremont (Girls)

Track and Field (Boys and Girls)

Golf (Boys)

Amount of Opportunities Per Gender:

Boys: 10

Girls: 11

Coop Agreement Policy Patron Request Form

NSAA-Sanctioned Activity Coop Request

Your Name and Contact Information:

- Name: _____
- Address: _____
- Phone Number: _____
- Email: _____
- Do you currently have a child attending Arlington High School:
 - Yes
 - No

Activity Requested for Research by Arlington Public Schools:

- Boys
- Girls
 - Activity: _____

Neighbor District Offering Activity:

- District Name: _____

Is there currently an opportunity for students of APS to participate in this privately if they choose in a community of close proximity?

- Yes
 - Where are students able to participate with a club?
_____ (Please add a response, as we will use this in our research)
- No

After receiving this form, the administration team at Arlington Public Schools will research and respond to the inquiry within a reasonable amount of time. Only NSAA sanctioned activities will be considered. Once a determination is made, someone from the district will reach out to you.

Please send the form to:

James Shada, Activities Director at james.shada@apseagles.org

and

Dawn Lewis, Superintendent at dawn.lewis@apseagles.org.

This form is to be completed by Arlington patrons only. Please *do not* forward your request to the district you're request a coop with, school board members, or any potential or involved coaches.

James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight***
Charles Kaplan
Haleigh B. Carlson
Sara J. Tonjes



PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.

Of Counsel
Thomas M. Haase

*Also admitted in Iowa
** Also admitted in Kansas
***Also admitted in Colorado

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

MEMORANDUM

In light of continuing legal challenges to the proposed Title IX regulations, we have prepared this Memorandum and Policy Update to ensure schools are in compliance with the current state of the law.

Title IX: Background

Congress enacted Title IX in 1972. Over the past 52 years, Title IX has largely been discussed in the context of men's and women's athletics. However, Title IX is much broader than sports and prohibits discrimination against sex in "any education program or activity receiving Federal financial assistance . . ."¹ This prohibition on discrimination extends to public school districts that receive federal funds.

Title IX Regulations

At its inception, Congress broadly authorized federal agencies to develop rules and regulations to "effectuate the provisions" of Title IX.² Since then, the United States Department of Education has adopted and revised hundreds (if not thousands) of pages of regulations and guidance.

Unfortunately for school districts, the past few years have seen significant changes to the Title IX regulations. In particular, the recent trend has shown that new presidential administrations have taken widely different approaches than their predecessors. To this end, the Title IX regulations have been revised or interpreted very differently between the Obama Administration,³ Trump Administration,⁴ and now the Biden Administration.⁵ This ever-changing approach to the federal regulations could continue, depending on what happens at November's presidential election.

Although this Memorandum is not and should not be taken as taking any political position, the reality remains that the politics in Washington, D.C. have resulted in perpetual changes for schools to comply with their Title IX obligations.

¹ 20 U.S.C. § 1681(a).

² 20 U.S.C. § 1682.

³ See e.g., U.S. Department of Education's "Dear Colleague Letter," October 26, 2010.

⁴ See e.g., U.S. Department of Education's "Dear Colleague Letter," February 22, 2017.

⁵ See e.g., Executive Order, January 20, 2021.

The Latest Proposed Changes

On April 19, 2024, the US Department of Education announced new, proposed changes to the Title IX regulations. In fairness to the Department of Education, many of these new changes would benefit school districts in their investigation and handling of Title IX complaints. However, as with any new regulations, new rules usually mean new requirements. New requirements usually mean changes to policies and handbooks. And under the proposed Title IX regulations, the investigation process would look different (again) and every school staff member would need to be trained.⁶ These new regulations are set to become effective on August 1, 2024.

Since the April release, at least four federal courts have entered injunctions to prevent the new regulations from going into effect. The State of Nebraska has filed a similar lawsuit to block the regulations in our state, though the court has not ruled on that request as of the date of this Memorandum.⁷ Nonetheless, it seems likely that Nebraska's request will be granted, given the number of other judges who have already heard the same legal arguments and decided to prevent the regulations from moving forward.

Adding to this legal uncertainty, on June 28, 2024, the U.S. Supreme Court entered its decision in *Loper v. Raimondo*, ending the long-standing *Chevron* deference. The *Chevron* doctrine is based upon a prior Supreme Court decision that generally directed federal judges to defer to a federal agency in questions about statutory interpretation. The *Chevron* doctrine has been controversial since the case was decided decades ago, since legal scholars questioned why the federal judiciary could not render its own interpretation instead of deferring to the federal agencies. Nonetheless, *Chevron* has now been overturned. The full impact of the *Loper* decision is not yet apparent but, as a result, the U.S. Department of Education's perhaps strongest legal argument in support of its new regulations (deference under *Chevron*) is no longer available to them.

Recommended Steps Moving Forward

With that all that being said, as it stands today, the new federal regulations may or may not go into effect in Nebraska on August 1, 2024, which may or may not require schools to handle Title IX differently than they have in the past.

⁶ "U.S. Department of Education Releases Final Title IX Regulations, Providing Vital Protections Against Sex Discrimination;" April 19, 2024; available at: <https://www.ed.gov/news/press-releases/us-department-education-releases-final-title-ix-regulations-providing-vital-protections-against-sex-discrimination>

⁷ Attorney General Hilgers Joins Six-State Coalition in Title IX Suit; available at: <https://ago.nebraska.gov/news/attorney-general-hilgers-joins-six-state-coalition-title-ix-suit>

As noted above, the likelihood of the proposed Title IX regulations becoming effective on August 1 seems low, given the precedent of other judges who have already addressed the same issue in other states. Even if the regulations go into effect on August 1, there remains a likelihood that a court will enjoin them shortly thereafter. Even more, the end of *Chevron* deference could place the 2020 Title IX regulatory updates in legal jeopardy, though that type of challenge could take years and a new presidential administration could eventually change the regulations anyway.

In the end, the “back and forth” legal uncertainty continues to put schools in a bind that should not be as convoluted or challenging. Districts continue to have an obligation to comply with the Title IX statute as it was originally written: to prevent discrimination on the basis of sex. As a result, and to avoid needing the Board of Education to change (or rescind) Title IX policies and procedures moving forward, we recommend the following steps at your August Board Meeting:

1. Update Policy 1200 (Title IX) with the attached version to authorize the Superintendent to develop and distribute Title IX procedures; and
2. Rescind Policies 1220 and 1220z entirely.

Under this approach, the Board continues to have a Title IX Policy, but does not need to regularly update the Title IX formal grievance procedures based upon new administrative guidance or court decisions. Moving forward, the attached Procedures are sample procedures that the Superintendent can implement and follow. In our view, these Procedures comply with Title IX as the statute is drafted, maintain the essential and best elements of both the 2020 and 2024 regulations, and would be defensible in an OCR complaint or lawsuit. Once the Superintendent approves the Procedures, the Procedures should be posted somewhere on the school’s website. Any future updates to the Title IX interpretation or guidance could then be addressed via the Superintendent’s changes to these Procedures.

As for training, it remains “best practice” (as with any legal requirement) for your administration and Title IX Coordinator to be trained on your district’s obligations under Title IX. However, at this time, we do not believe it is necessary to train *all* staff by August 1, as contemplated by the proposed regulations. If the regulations are permitted to become effective on August 1, both a brief “on-demand” training (for all staff) and more robust “on-demand” Title IX Coordinator training will be available through the ESUCC. In-person trainings are also available through the NCSA. Finally, we are always available to help develop individualized training for your District.

Please let us know if you have any questions or concerns.

Procedures for Complaints of Sex Discrimination

A. Complaint Procedure - Generally

All employees are responsible for helping to prevent discrimination on the basis of sex. Employees, or students who believe they have been subjected to, or believe they have witnessed, discrimination on the basis of sex should contact the Title IX Coordinator.

The following individuals may file a complaint alleging sex-discrimination:

- a. A student or employee of [School District] who is alleged to have been subjected to conduct that could constitute discrimination on the basis of sex.
- b. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- c. The District's Title IX Coordinator(s).

Anyone making a claim of discrimination must submit the complaint in writing to the Title IX Coordinator using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION

[Coordinator Name]

[Address]

[City, State, Zip]

[Phone Number]

[Email Address]

Complaints of discrimination on the basis of sex shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination.

The following will apply to all investigations of sex-discrimination, pursuant to this procedure:

- a. The District will treat complainants (the employee, student, or representative making the claim) and respondents (those accused of sex discrimination) equitably.
- b. The District will not permit any Title IX Coordinator, investigator, or decisionmaker to have a conflict of interest or bias for or against any complainant or respondent.
- c. The District will ensure that the Title IX Coordinator, investigator, and decisionmaker will not predetermine or presume that the respondent is responsible for the alleged sex-based discrimination until a determination is made at the conclusion of the investigation process.
- d. The District will take reasonable steps to protect the privacy of the parties and witnesses during the grievance process. These steps will not restrict the ability of the parties to obtain and present information, including speaking to witnesses,

- consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures.
- e. The District will not allow the parties to engage in retaliation.
 - f. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

B. Investigation Process

When the Title IX Coordinator receives or initiates a complaint of possible sex discrimination in the District, the Coordinator shall designate a District employee to initiate an investigation. The Title IX Coordinator may designate himself as the investigator. Within a reasonable time after receipt of a complaint under this procedure, the Title IX Coordinator shall provide the following to all known parties (A) a copy of this complaint procedure; (B) notice of the allegations of sex-based discrimination including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sex-based discrimination and (iii) the date and location of the alleged incident; (C) notice that retaliation is prohibited; (D) the identity and contact information for the investigator; and (E) notice that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

After the investigator has been designated to investigate a complaint, the investigator shall then promptly gather evidence sufficient to reach a determination regarding whether the complaint is substantiated or not. To reach a determination, the investigation should generally include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide pertinent information.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

The Investigator will aim to complete its investigation within a reasonable timeframe as determined by the Investigator.

At the end of the investigation, the investigator shall make findings and a determination of what occurred. The determination shall be based upon a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination occurred?).

During an investigation, the Title IX Coordinator or designee may place an employee on administrative leave during the pendency of the investigation. The Title IX Coordinator or designee may also remove a student from the educational program during the investigation.

Before the end of the investigation, the investigator shall provide a copy of the evidence to both the complainant and respondent and allow both sides to provide an opportunity to submit any additional evidence.

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

C. Resolution of Complaints

Once the investigator has completed his or her investigation, the investigator shall prepare a report of their investigation and a determination of what occurred. The determination shall include an assessment of whether the investigator determines that the complaint is wholly substantiated, partially substantiated, or not substantiated. After the report has been finalized, the investigator shall submit the report to the Title IX Coordinator. If the Title IX Coordinator conducts the investigation, the Title IX Coordinator shall submit the evidence and report to a different administrator in the District.

The Title IX Coordinator (or other administrator) shall then review the report, along with all evidence gathered by the investigator, to determine whether the investigator followed the grievance procedures, considered the appropriate evidence, did not consider any inappropriate evidence, ensured all parties and witnesses were provided due process, and otherwise confirm that the investigation was handled properly. The Title IX Coordinator (or other administrator) shall also independently assess whether the investigator's conclusions were supported by the evidence and otherwise equitable. Based upon the Title IX Coordinator's review and independent conclusion, the Title IX Coordinator shall have the authority to initiate any appropriate remedial measures, which may include termination of employment, expulsion or suspension from school, or other disciplinary actions.

D. Appeal of Decision

A complainant or respondent who disagrees with the Title IX Coordinator's decision may appeal the decision to the Superintendent of Schools. Any appeal must be in writing and submitted to the Superintendent within five school days of the date of the decision. The Superintendent shall then promptly review the evidence and determine whether the Title IX Coordinator's decision was correct. The Superintendent has the authority to reverse or modify the Title IX Coordinator's decision and take any other steps necessary to ensure that the Title IX Coordinator's decision was correct. After the Superintendent has made a final determination, the Superintendent shall notify both the complainant and respondent in writing of the Superintendent's decision. No further appeal may be made beyond the Superintendent.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and findings, supportive measures, and disciplinary sanctions for a period of seven years.

Community RelationsTitle IX - Discrimination

[Name] Public Schools, in response to federal and state regulations for Title IX of the Education Amendments of 1972 - Prohibiting Sex Discrimination in Education, hereby adopts and re-affirms the following policy:

- 1) The Board of Education affirms its intent to comply with provisions of Title IX - Prohibiting Sex Discrimination in Education.
- 2) The publication of this statement re-affirms the District's efforts to comply with Title IX to inform citizens of non-discriminatory practices in the dissemination process.
- 3) The Board of Education hereby authorizes and directs the Superintendent of Schools, in conjunction with relevant personnel as determined by the Superintendent, to adopt and publish grievance procedures providing for prompt and equitable resolution of complaints of sex discrimination in the District. Such grievance procedures shall be developed and be made publicly available, and such forms as needed shall be developed and made available to the public.
- 4) The grievance procedures adopted and implemented by the Superintendent shall be followed by all individuals with concerns about discriminatory practices in the District, including suspected sex discrimination.

Legal Reference: Title IX

Date of Adoption: [Insert Date]

OCCUPATIONAL THERAPY CONTRACT

This OCCUPATIONAL THERAPY CONTRACT (herein referred to as “Agreement”) is made and entered into effective as of 8/13/2024 by and between Arlington Public School and Blue Door Pediatric Therapy, P.C.

WHEREAS the School desires to contract with Blue Door Pediatric Therapy, P.C. to provide Occupational Therapy services for the 2024 – 2025 school year; and

WHEREAS Blue Door Pediatric Therapy, P.C. has agreed to perform these services for the School under the terms and conditions set forth in this Agreement,

THEREFORE, in consideration of the mutual promises set forth in this Agreement, it is hereby agreed between the School and Richard Hagen Educational Therapy Professionals as follows:

Blue Door Pediatric Therapy, P.C. PROFESSIONALS WILL:

Perform Occupational Therapy Services in accordance with the Individual Education Program (IEP) for each individual student and/or for students not on an IEP who have been specifically referred to Blue Door Pediatric Therapy, P.C. Professionals for services under the terms of this Agreement by Arlington Public School (each a “Student” and collectively the “Students”)

Provide the following services through the assigned Occupational Therapist and/or Certified Occupational Therapy Assistant:

1. Evaluate each student and provide evaluation results and intervention recommendations;
2. Set up appropriate treatment plans and collaborate on goals and progress benchmarks for each Student;
3. Formulate and provide methods of intervention to be used for each Student;
4. Provide Therapy Services Which May Include
 - direct Student intervention,
 - teletherapy Student intervention,
 - monthly Student supervision by the OT
 - collaboration on a Student with teacher, staff, and/or parent,
 - student screenings,

- student evaluations and assessments,
- student sensory observations,
- evaluation write ups, IEPs, intervention documentation,
- providing therapy resources upon request, and teacher/staff training

meetings as requested and authorized by the School

5. Consult with staff concerning student progress, interventions, and recommendations
6. Consultant physical arrangements of the classroom to meet the student's needs as requested
7. Assist the teacher and aide to understand appropriate treatments through demonstration and supervision in the classroom.
8. Prepare and provide regular treatment and progress notes. Treatment notes will be written for each intervention session with a Student. Progress notes will be provided as required by law for each semester
9. Provide other Occupational Therapy Services as needed and Appropriate under state and national licensure.

- Conform to all applicable policies of the School, State and Federal Regulatory statutes.

- Blue Door Pediatric Therapy, P.C. Professionals will submit a monthly invoice to the School by the 20th of the following month.

SCHOOL WILL:

1. Provide overall supervision of services to the Students on an IEP to determine whether the IEP developed by the Special Education Department is being carried out properly

2. Provide Payment to Blue Door Pediatric Therapy, P.C. Professionals as follows:

- Be responsible for payment of fees for services rendered by Licensed
- Occupational Therapist from Blue Door Pediatric Therapy, P.C. Professionals at the state rate per hour, as well as provide reimbursement to Blue Door Pediatric Therapy, P.C. Professionals for the cost of assessment protocols utilized for student evaluations.

- Provide payment to Blue Door Pediatric Therapy, P.C. Professionals within 30

days from the date of invoice for services provided.

- Not hire, contract with, or otherwise obtain services directly or indirectly from any Occupational Therapist during the term of this Agreement with Blue Door Pediatric Therapy, P.C.

TERM AND TERMINATION:

This Agreement shall be effective on the date signed and remain in full force and effect for the remainder of the specified school year, unless and until one of the parties gives thirty (30) days' notice in writing to the other party of its intention to terminate this Agreement. Upon termination of this agreement.

This Agreement is signed by duly authorized representatives of the parties Insert School Name: **Arlington Public Schools**

Signature: _____

Name (& Title): _____

Address: 705 N. 9th Street Arlington, NE 68002

Email: dawn.lewis@apseagles.org

_____ Melissa Bradley-Potter, M.A., CCC-SLP, Owner

_____ Date

Notices to: Blue Door Pediatric Therapy, P.C.

T: 402.680.1823 F:402.991.3051

Address: 10824 Old Mill Road, Suite 10-1, Omaha, NE 68154 Email:

mbradleypotter@gmail.com



arborfamilycounseling.com

EMPLOYEE (EAP) AND STUDENT (SAP) ASSISTANCE PROGRAM CONTRACT

This agreement is made between Arbor Family Counseling, A Trivium Life Services Company, referred to as "Provider" and Arlington Public Schools, Arlington, Nebraska, referred to as "School".

1. General Information

The School will be contracting to provide both Employee and Student Assistance Services that will attempt to assist employees and students in times of crisis to find solutions for problems before they become more serious or begin to affect job or school performance. Such services will be paid for in advance as defined in this agreement and will include the services listed in this agreement. This confidential program is an initial assessment and referral service for employees and/or students intended to open the door to problem solution assistance from a comprehensive support agency. The school district will benefit when employees/students can resolve personal and family problems and thereby concentrate on their individual work or school achievements.

2. Employee and Student Assistance Program Requirements

A. Eligibility - The School Employee and Student Assistance Program will be available and accessible to all School employees (and their dependents) and students. Employees and students may self-refer or be referred by school district administrators or counselors. School employees and students shall identify themselves as such when initially contacting Provider. Whenever possible an appointment shall be assured by the Provider within 24 hours of the initial call.

B. Confidentiality - Confidentiality must be assured in the use of the contact with the Student Assistance Program. Provider and School shall comply with all state and federal laws regulating confidentiality when the EAP/SAP is accessed. The Provider counselor will seek a written release when a joint effort of school officials and the Provider counselor is deemed appropriate.

C. Assessment and Problem Clarification Counseling (EAP/SAP Sessions) - Provider will provide an objective and thorough assessment of the problem presented by a student. All students and employees will be eligible for the number of sessions listed in the pricing section below (**Section 8**) and on a per problem / per year basis. These sessions are offered to identify the problem and recommend appropriate services. These sessions are available at Provider's office locations or via secure Telehealth per the client's preference. The assessment process may include medical and social history, peer, and family relationships, academic or work performance patterns, and other factors. Once the sessions are complete, the counselor will offer several options for continuing in counseling. If the client chooses to remain with any counselor at Provider, payment will be made through their insurance or on a negotiated rate basis. Sessions are offered per year or per presenting problem. Clients returning in the same year will be assessed for access to restarting program sessions. Additional sessions may be purchased from the school when special circumstances are present; see fees for additional EAP/SAP sessions in pricing section below (**Section 10**).

D. School Staff Participation - School staff will be consulted and encouraged to share their knowledge in helping these employees/students to resolve their problems. Provider representatives shall meet with school district representatives to assess the EAP/SAP program.

E. Follow-Up - Provider will provide systematic and thorough feedback to the referral source or school counselor when appropriate.

F. Cost to Employee/Student - Provider will concentrate the sessions on problem assessment. Discussion of costs of continued services shall be limited to the end of the problem assessment sessions and not before unless requested by the employee/student. Once the included sessions are complete, the counselor will offer several options for continuing in counseling. If the client chooses to remain with any counselor at Provider, payment will be made through their insurance or on a negotiated rate basis. Provider representatives, where appropriate, will assist employees/family members with filing for insurance benefits.

G. Implementation - Provider will appoint an Employee/Student Assistance Program Coordinator who shall be the school district's direct liaison. Provider will be available to conduct initial and annual orientations for all employees and students (3 hours annually) to inform them of services available and how to access EAP/SAP. Provider will also furnish a brochure (approved by the superintendent) explaining the EAP and the SAP including the purpose, eligibility of use, function, confidentiality, services, location, and phone access to the offices of Provider.

3. Provider Personnel

Provider represents and warrants that all services provided directly by provider employees and/or independent contractors pursuant to this agreement will be provided by qualified and (where required) licensed personnel, and that any referrals made by it to health care providers shall be made to providers whom provider shall reasonably believe are qualified and (where required are) licensed providers. School understands and acknowledges that referrals may be to providers who are associated with Provider in some manner including being a party to contracts to provide services to Provider or in some other manner. Provider represents and warrants that all services and/or treatments provided under this agreement shall be in accordance with accepted mental health and/or psychiatric standards. School understands and acknowledges that services provided by provider may be provided through persons who are not employees but who are independent contractors (including counselors, psychologists, psychiatrists, and other providers).

4. Insurance Coverage

Provider shall maintain at all times during the term of this agreement comprehensive general and Provider professional liability insurance covering Provider and Provider Staff in minimum amounts reasonably acceptable to School and Provider, but in no event less than \$200,000 per claim and \$600,000 per annual aggregate, as evidenced by written notice to Provider, and with a reputable and financially viable insurance carrier.

5. Indemnification

a. Provider shall indemnify and hold harmless School against any claims, liabilities, damages, and expenses, including without limitation reasonable attorney's fees, incurred by School in defending or compromising actions brought against School arising out of or related to the acts or omissions of Provider or its employees in rendering of services to patients or in the performance of other duties by the Provider.

b. School shall indemnify and hold harmless Provider against any claims, liabilities, damages, and expenses, including without limitation reasonable attorney's fees, incurred by Provider in defending or

compromising actions brought against Provider arising out of or related to the acts or omissions of School in the rendering of services to patients or in the performance of other duties by School pursuant to this agreement.

6. Reports

Provider will present reports to the superintendent. In the interest of retaining confidentiality, these reports will be in the format of aggregate demographic data, with individual information omitted.

7. Service Summary

Provider agrees to provide the following EAP and SAP services for School:

- ◆ **Sessions** for all **Employees** and household members (no cost to employee or family)
- ◆ **Sessions** for all **Students** and household members (no cost to student or family)
- ◆ Initial Orientations for all Employees and Students (annual, as needed)
- ◆ Training on How to Refer to EAP/SAP (annual, as needed)
- ◆ Professional Consultation and Referrals (no limit)
- ◆ **10 hours/units** of Employee and Student Seminars, Trainings and Critical Incident Stress Debriefing - combined & interchangeable. (See additional services fees in Section 10.)
- ◆ Quarterly Newsletter
- ◆ On-Site Services Available (**see Fees in Section 9**)
- ◆ Additional EAP/SAP sessions at the school's request (See additional services fees in Section 10.)
- ◆ Mandatory Substance Abuse Evaluations
- ◆ On-Site Education Including: Posters, Employee Cards, Program Brochures
- ◆ Annual and by request Utilization Reports to the School identifying program activity, utilization and referrals.

8. Fees for EAP/SAP Services:

School agrees to pay **\$3.18** Per Employee / Per Month (PE/PM) for **5** sessions per employee and family member and **\$0.93** Per Student/ Per Month (PE/PM) for **2** sessions per student and family members. Arbor will invoice this amount **quarterly**, based on the current employee and student counts of the School. Payment is due within 30 days of receiving the invoice.

9. Fees for On-Site Services

School agrees to pay **\$75 Per Hour** for on-site services provided by a Licensed Mental Health Practitioner (PLMHP, LMHP, LIMHP) and **\$50 Per Hour** for on-site services provided by a Supervised Clinical Intern (Intern). School agrees that **up to 12 hours** of on-site services may be provided each month (August-May). School may authorize additional on-site hours during the length of this agreement. Provider will invoice this amount **monthly**, based on the actual number of hours of on-site services provided for the School. Payment is due within 30 days of receiving the invoice.

10. Additional Fees for Additional Services (pre-authorized by School)

Additional unit/hour of Seminars, Trainings and Critical Incident Stress Debriefing - **\$200 per unit/hour**

Additional EAP/SAP sessions beyond the included number of sessions. Office based or Telehealth - **\$100 per session**

11. Length of Agreement

This agreement will commence on **July 1, 2024**, and terminate on **June 30, 2025**. This agreement is renewable annually. This agreement may be terminated by either party given (45) days' notice.

Arlington Public Schools

Date

Arbor Family Counseling, A Trivium Life Services Company

Date



Integrated Life Choices Contract for Arlington Public Schools:

Cooperation Agreement

THIS AGREEMENT, made and entered into on August 6, 2024 by and between Integrated Life Choices (ILC) and Arlington Public Schools.

The District does hereby agree to hire the Servicing Agency to provide services for Vocational Placement for one student during the 2024-2025 contract year, and the Servicing Agency agrees to act as such, for the consideration and under the terms and conditions described below:

1. The District will provide a certified staff member (special education teacher) to oversee the educational program for the student.
2. The District agrees to pay the Servicing Agency a total of \$51.85 per hour for when the student is present and in attendance per the school year calendar. The total number of days per month would not exceed the number of calendar days per school year, starting August 13, 2024. Payment will be due when the Service Agency sends an invoice, with final payment for the calendar school year due May 31, 2025.
3. The District and Servicing Agency agree to communicate regarding student progress at least monthly.
4. The Servicing Agency agrees to send progress reports monthly or as requested by the District.
5. In the event the District does not pay the Servicing Agency as set forth above, the Servicing Agency may cancel this contract and refuse further service. In the event of such cancellation, the Servicing Agency may recover any past due amounts.
6. This contract can be negotiated by mutual agreement.

Signed:

ARLINGTON PUBLIC SCHOOLS

By: _____ Date: _____

INTEGRATED LIFE CHOICES

By: Trish Ziegler Date: 8-7-24