

Board of Education Regular Meeting
Monday, September 9, 2024 7:00pm or
Immediately Following Levy Request Hearing
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: Summer Little, PT Elem Para
 - Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
 - Technology Report
5. REVIEW OF ANNUAL DISTRICT PLAN
6. PRINCIPALS' REPORTS
 - 6.1. Dr. Morgan's Elementary Report
 - 6.2. Mr. Pfingsten's Secondary Report
 - 6.3. Mr. Shada's Activity Report
7. SUPERINTENDENT'S REPORT
 - 7.1. NRCSA and NASB Reports
 - 7.2. Final Legislative Special Session Report
 - 7.3. Supt Leave Log Review
 - 7.4. Enrollment Report
8. COMMITTEE AND REPRESENTATIVE REPORTS
 - 8.1. Finance Committee
9. UNFINISHED BUSINESS
 - 9.1. Discuss, Consider, and ReAffirm Adoption of Resolution to Increase Base Growth Percentage to Determine 2024-2025 Property Tax Request Authority
10. NEW BUSINESS
 - 10.1. Discuss, Consider and Take Necessary Action to Adopt the 2024-2025 Budget as Presented
 - 10.2. Discuss, Consider and Adopt Resolution to Set 2024-2025 Levies:
 - General Fund: 0.769321 (\$7,192,766)
 - Special Building Fund: 0.027009 (\$252,525)
 - Bond Fund: 0.067524 (\$631,313)

QCPUF: 0.000000 (\$0)

Total: 0.863854 (\$8,076,604)

10.3. Discuss, Consider and Take Necessary Action to Approve Updated Policy 1200-
Title IX and Procedures (1200Z) on First Reading

11. ADJOURNMENT

Board of Education Regular Meeting
Monday, August 12, 2024 7:00 PM Central

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

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 7:00

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

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:

- Kali Adkisson, Elementary Para
- Don Morgan, Sub Activities Bus Driver

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
Jamie Smith, Heather Mueller and Kristy Rollins were present at the meeting to present the Unified Sports program to the board. The program is through Special Olympics Nebraska

The board would like to do a little research on costs involved- if there would be any NSAA coaching involved. The board will look at how this program will grow, what costs involved, going forward, costs that will all incur as the years progress. Special education funds can be used to help fund the program costs. The ladies also said there is a lot of community support and members who are willing to be involved.

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

Dr Lewis spoke to the legislative changes that happened in session today Monday August 12th- an amendment was made on LB 34 which is the latest effort towards property tax relief. This bill proposal would drop the amount of general funding levy down to schools only being able to levy \$.30 in their general funds and the state would take over the remainder of the funding needed for each school district.

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

Due to some conflicts happening at the Sept board meeting and November - The board discussed they would like to keep the meetings on the regular days as possible.

The board decided to keep the regular meetings as scheduled and no changes or move to these two proposed dates.

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

Motion to Adopt Resolution to Increase Base Growth Percentage for the 2024-2025 Budget Passed with a motion by Cassie Flesner and a second by Matt O'Daniel.

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

Accessing the additional 6% that we are allowed to grow for a district of our size. This has nothing to do with the levy and valuation, only the dollars and cents that we are asking in the general and special building funds.

7.2. Discuss, Consider and Take Necessary Action to Approve Purchase and Permanent Easement Agreements with the Village of Arlington as Presented

Motion to Approve Purchase and Permanent Easement Agreements with the Village of Arlington as Presented 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

This came out of the street project. There was a gentlemen's agreement a long time ago and the village is asking for us to grant them an easement to be able to access the handicap sidewalk. The village will purchase this part of the easement from the school-

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

Motion to Approve St. Paul's transportation permanent rate at \$1.00 per mile 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

Buildings and grounds would like to set the rate at \$1.00 per mile for the set rate of the busing to St Paul's school

7.6. Discuss, Consider and Take Necessary Action to Approve Contract for Occupational Therapy Related Services as Presented for the 2024-2025 Year

Motion to Approve Contract for Occupational Therapy Related Services as Presented for the 2024-2025 Year 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

7.7. Discuss, Consider and Take Necessary Action to Enter into Agreement with Arbor Family Counseling for the 2024-2025 School Year as Presented

Motion to Enter into Agreement with Arbor Family Counseling for the 2024-2025 School Year as Presented Passed with a motion by Shanon Willmott 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

7.8. Discuss, Consider and Take Necessary Action to Approve Service Contract with Integrated Life Choices (ILC) for Students with Disabilities

Motion to Approve Service Contract with Integrated Life Choices (ILC) for Students with Disabilities 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

8. EXECUTIVE SESSION

9. ACTION ON EXECUTIVE SESSION ITEMS

10. ADJOURNMENT

Chase Kratochvill adjourned the meeting at 8:31

**Arlington Public Schools
August 31, 2024**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
General Fund - 864	\$ 2,881,546.65	\$ 229,722.55	\$ 842,055.61	\$ 6,691.13	\$ 33,243.18	\$ 2,309,147.90
Activities - 109	\$ 168,651.14	\$ 69,594.98	\$ 24,401.52	\$ 321.57	\$ -	\$ 214,166.17
Hot Lunch - 487	\$ 158,907.17	\$ 29,074.63	\$ -	\$ 124.92	\$ (33,243.18)	\$ 154,863.54
Depreciation Fund	\$ 843,795.96		\$ -	\$ 2,831.81	\$ -	\$ 846,627.77
Depreciation CD - 5826	\$ 268,630.10		\$ -	\$ -	\$ -	\$ 268,630.10
				Total Depreciation:		\$ 1,115,257.87
2017 Bond Refunding	\$ 511,437.75	\$ 9,006.05		\$ 1,301.93	\$ -	\$ 521,745.73
QCPUF	\$ 399,723.47	\$ 5,477.98		\$ 1,017.55		\$ 406,219.00
Spec Bldg Fund	\$ 643,954.64	\$ 3,890.43		\$ 1,639.26	\$ -	\$ 649,484.33
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
				Total Spec Bldg:		\$ 649,484.33
Total Special Funds	\$ 2,667,541.92	\$ 18,374.46	\$ -	\$ 6,790.55	\$ -	\$ 2,692,706.93
Total SF minus CD's	\$ 2,398,911.82					\$ 2,424,076.83

CHECK REGISTER FOR August 2024

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Active Internet Tech	Blackboard connect renewal (eagle Alert Messaging)	\$ 1,770.00
American Broadband	Telephone service	\$ -
Airgas	Welding gas tank rental	\$ 74.95
Ace Hardware	leaf blower	\$ 157.98
Arbor Family Counseling	Counseling Services 1st Quarter 24-25	\$ 8,673.66
Border States	Switch for maintenance	\$ 94.00
Bomgaars	maintenance supplies	\$ 49.46
BSN Sports	replacement VB Jerseys	\$ 561.56
Capital One (Wal-Mart)	Supplies for school classrooms - various	\$ 319.33
Countryside repair	Tire repair	\$ 216.84
CDW-G	staff laptop computers	\$ 43,997.20
Cengage Learning	Accounting and Math workbooks	\$ 2,201.85
Curriculum Associates	ready manth instruction	\$ 1,554.03
Dennis Supply	air filiters for building	\$ 1,347.15
Dave Cartwright	Installation and cabinets for ag room	\$ 9,045.00
Dietze Music	Music and labor for instruments	\$ 475.14
Edotyping	user licenses for 24-25	\$ 499.50
Eagle Auto Repair	Van 9 Window	\$ 186.74
Eagle Auto Repair	Fuel injection repair on van 12	\$ 1,521.86
Egan Supply	Custodial Supplies	\$ 4,590.00
Enterprise Publishing	Legals and Minutes	\$ 313.50
Enterprise Publishing	Renwal for Library local paper subscription	\$ 37.00
ESU coordinating council	movie site license annual fee	\$ 356.00
Fas Break	Windshield repair 2 vans	\$ 524.66
5th Seaseon	lawn application services remainder of contract	\$ 3,145.00
5th Season	New spinklers in new addition lawn	\$ 6,900.00
Flinn Scientific	Silver nitrate for science	\$ 320.00
Fremont Lock Shop	Rekeying doors and keys	\$ 2,330.00
Gopher Sports	Pe Supplies for 24-25	\$ 313.38
Hansen Tire	Door repair on bus	\$ 933.03
HeartSMart	Electrodes for Peidatric padz for CPR equipment	\$ 355.48
HyVee	Staff back to school lunch	\$ 1,702.81
James Shada	reimburse for mileage to sports event (no van Available)	\$ 64.32
Knudsen's oil	Fuel at bus barn	\$ 3,584.89
Laura Thiesen	Reimburse for window curtains	\$ 35.27
Mack Bros Groundskeeping	Field 2 renovations deposit	\$ 3,500.00
Mc Graw Hill	Curriculum materials	\$ 926.40
Hometown Leasing	Copier Lease	\$ 1,810.93
Menards	Maintenance supplies for building	\$ 1,307.27
Midwest Alarm Services	Annual inspection, fire extinguishers	\$ 2,962.92
Morgan Mruz	Reimburse for curtains for room	\$ 13.36
Music Sales Digital services	Sight License for new music class	\$ 617.92
Martin Clausen	Chem tech pest services	\$ 92.64
McKinnis Roofing	Repair roof leak	\$ 537.64
NASB Alicap	Insurance policy for 24-25 school year	\$ 187,602.00
Napa	Auto supplies for bus barn	\$ 176.45
NASB	Community engagement fees	\$ 6,610.79
NCSA	NCE Conference registration and students services fee	\$ 830.00
NCSA	Registration for Fall Ed acadamy	\$ 150.00
NCS Pearson	Pysch Supplies, forms and testing	\$ 950.50
OPPD	Electricity	\$ 12,424.42
O'Reillys Auto	Shop parts for bus/van maintenance	\$ 553.65
O'Deys	Linse striping paint	\$ 484.00
One Source	Background checks	\$ 236.00
Parchment	Implementation fee for guidance renewal program	\$ 1,217.00
JW Pepper	Music	\$ 185.85

Peru State College	Show choir registration	\$	250.00
Platte Valley Equip	Blade for mower	\$	105.15
Plank Road Publishing	Music download for elementary	\$	18.45
Powerschool Holdings	balance due on renewal (paid renewal 2x last year)	\$	45.00
Quill Corpotation	Copy paper	\$	3,319.20
Roots to Wings	Service fee for student summer	\$	720.00
S & S Locksmith	extra Keys and tags for vans (mechanic purchased)	\$	460.00
Scholasitc	Magazine order for Elem classrooms	\$	1,632.67
Sherman Williams	paint striper repair	\$	325.97
Teacher Innovations	Planbook renewal subscription	\$	468.00
Ted's Covers and Tarps	Bus driver seat cover reapiir (Mechanic Purchased)	\$	550.00
Toledo Phys Ed Supply	Pe Supplies for 24-25	\$	578.66
Virco	Classroom furniture	\$	2,474.68
West Omaha Winnsupply	Morton Salt	\$	287.50
Winnelson	Elbow pipe	\$	121.08
Wiese Plumbing	Bathroom repairs	\$	838.25
Zaner Blouser	handwriting curriculum for elem classrooms (Consumables)	\$	2,590.23
Unite Private Network	Internet Provider	\$	-
Village of Arlington	Water	\$	-
VISA	Reoccurring For supplies	\$	14,555.74
		\$	-
			0

Total Payables (GF checks not mailed until approved by the BOE) \$ 349,011.91

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

Casey's	Fuel for vans	\$	1,033.33
Sysco	Missed invoice for hot lunch last year (hot Lunch)	\$	322.00
Turnitin LLC	Renewal for No Red Ink subscription	\$	2,851.00
		\$	-
		\$	-
		\$	-
		\$	-
		\$	-
Total Hand payables		\$	4,206.33

Total General Fund \$ 353,218.24

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

		\$	-
Total Special Funds		\$	-

Hot Lunch Expenses

CDW	Food order	\$	10,876.61
Jackson Service	Kitchen supplies and service (Towels, aprons, mops)	\$	158.82
Earthgrains	Bakery Items for hot lunch	\$	589.85
Hiland	Milk and dairy products	\$	2,592.31
US Foods	Food order	\$	5,184.40
Pegler	Food Order	\$	3,137.73
West Omaha Winsuply	Kitchen repairs and new sink per state inpspection	\$	7,374.08
		\$	-
	Hot Lunch Total	\$	29,913.80

EFINANCE - POWERSCHOOL
DATE: 09/03/2024
TIME: 09:34:17

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 2
VENCHK11
ACCOUNTING PERIOD: 12/24

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
47548			4607 VISA		VOID: MULTI STUB CHECK	
47549			4607 VISA		VOID: MULTI STUB CHECK	
47550			4607 VISA		VOID: MULTI STUB CHECK	
47551	9001	09/03/24	4607 VISA	2650	50 FT HDMI FOR JOHNSON'S	23.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - 1.5" 3 RING BIND	31.91
47551	9001	09/03/24	4607 VISA	2610	AMAZON - 10 DRAWER UTILIT	59.72
47551	9001	09/03/24	4607 VISA	2610	AMAZON - 10PK LABEL TAPE	57.60
47551	9001	09/03/24	4607 VISA	2610	AMAZON - 12 PACK CLIPBOAR	16.56
47551	9001	09/03/24	4607 VISA	2733	AMAZON - 3 PIECE TABLE SE	19.09
47551	9001	09/03/24	4607 VISA	2610	AMAZON - 400 PIECES BUILD	28.99
47551	9001	09/03/24	4607 VISA	2733	AMAZON - 5 CUBE BOOKCASE	79.00
47551	9001	09/03/24	4607 VISA	2610	AMAZON - 8 INCH TITANIUM	10.95
47551	9001	09/03/24	4607 VISA	2610	AMAZON - BEAN BAG CHAIR	35.00
47551	9001	09/03/24	4607 VISA	2610	AMAZON - BIRTHDAY CARDS	13.76
47551	9001	09/03/24	4607 VISA	2610	AMAZON - CARPET FLOOR DOT	17.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - CLASSROOM KEEPER	53.20
47551	9001	09/03/24	4607 VISA	2610	AMAZON - CLASSROOM NAME P	7.05
47551	9001	09/03/24	4607 VISA	2330	AMAZON - COLLABORATING WI	16.26
47551	9001	09/03/24	4607 VISA	2610	AMAZON - COLORED JUMBO CR	6.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - COLORED SENTENCE	15.19
47551	9001	09/03/24	4607 VISA	2330	AMAZON - DIFFICULT CONVER	17.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - DRY ERASE BOARDS	8.99
47551	9001	09/03/24	4607 VISA	2330	AMAZON - ELECTRONIC ORGAN	13.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - GALLON FOOD STOR	12.22
47551	9001	09/03/24	4607 VISA	2610	AMAZON - HEAVY DUTY 45 SH	14.96
47551	9001	09/03/24	4607 VISA	2330	AMAZON - HOW LEADERS CAN	17.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - INCENTIVE REWARD	8.99
47551	9001	09/03/24	4607 VISA	2733	AMAZON - KIDS COUCH PLAY	50.90
47551	9001	09/03/24	4607 VISA	2610	AMAZON - KNOW PILLOW BALL	22.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - LARGE EMOTIONS P	12.90
47551	9001	09/03/24	4607 VISA	2610	AMAZON - LARGE SAND TIMER	22.82
47551	9001	09/03/24	4607 VISA	2330	AMAZON - LEADERS EAT LAST	12.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - LED FLOOR LAMP	39.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - MANCALA BOARD GA	14.69
47551	9001	09/03/24	4607 VISA	2610	AMAZON - MINI DRY ERASE E	9.98
47551	9001	09/03/24	4607 VISA	2610	AMAZON - PASTEL BINDER CL	7.98
47551	9001	09/03/24	4607 VISA	2610	AMAZON - PERSONAL POSTER	11.24
47551	9001	09/03/24	4607 VISA	2610	AMAZON - QUART FOOD STORA	9.44
47551	9001	09/03/24	4607 VISA	2610	AMAZON - RAPID RUMBLE BOA	19.97
47551	9001	09/03/24	4607 VISA	2610	AMAZON - ROUND COFFEE TAB	64.62
47551	9001	09/03/24	4607 VISA	2610	AMAZON - SCRABBLE JUNIOR	12.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - SHEET PROTECTORS	9.60
47551	9001	09/03/24	4607 VISA	2610	AMAZON - STICKY EASEL PAD	28.76
47551	9001	09/03/24	4607 VISA	2330	AMAZON - SURROUNDED BY ID	15.79
47551	9001	09/03/24	4607 VISA	2330	AMAZON - THE COURAGE TO B	14.83
47551	9001	09/03/24	4607 VISA	2610	AMAZON - THE LABORS OF HE	29.98
47551	9001	09/03/24	4607 VISA	2610	AMAZON - THROW PILLOW COV	15.95
47551	9001	09/03/24	4607 VISA	2610	AMAZON - ULTRA SOFT FLUFF	17.99
47551	9001	09/03/24	4607 VISA	2610	AMAZON - WEIGHTED LAP BLA	27.49
47551	9001	09/03/24	4607 VISA	2610	AMAZON - WORD WALL BULLET	12.99
47551	9001	09/03/24	4607 VISA	2640	AMAZON HS SPED DRY ERASE	29.84
47551	9001	09/03/24	4607 VISA	2733	AMAZON OFFICE CHAIRS	353.97
47551	9001	09/03/24	4607 VISA	2610	AMAZON SEATS FOR 4TH GRAD	219.97

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FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
47551	9001	09/03/24	4607 VISA	2610	AMAZON STORAGE BASKETS MA	31.48
47551	9001	09/03/24	4607 VISA	2650	AMAZON-HDMI CABLES & BATT	92.49
47551	9001	09/03/24	4607 VISA	2650	AMAZON-LEADSTAR HDMI CABL	22.99
47551	9001	09/03/24	4607 VISA	2650	AMAZON-SEYMAC STOCK CASE	206.91
47551	9001	09/03/24	4607 VISA	2650	AMAZON-WORKINGTON 10 DEVI	149.90
47551	9001	09/03/24	4607 VISA	2650	APPLE IPADS	658.00
47551	9001	09/03/24	4607 VISA	2640	BOOKS FOR MATH	113.62
47551	9001	09/03/24	4607 VISA	2610	CARWASH	14.98
47551	9001	09/03/24	4607 VISA	2610	CASEYS BREAKFAST FOR STAF	154.08
47551	9001	09/03/24	4607 VISA	2610	CHIPOTLE LUNCH FOR STAFF	1,601.60
47551	9001	09/03/24	4607 VISA	2610	CLASSROOM HEADPHONES ROLL	65.71
47551	9001	09/03/24	4607 VISA	2580	COPPERMILL-MEALS AT ADMIN	80.86
47551	9001	09/03/24	4607 VISA	2580	COPPERMILL-MEALS AT ADMIN	80.86
47551	9001	09/03/24	4607 VISA	2580	COPPERMILL-MEALS AT ADMIN	83.30
47551	9001	09/03/24	4607 VISA	2580	CUNNINGHAM'S JOURNAL-MEAL	40.18
47551	9001	09/03/24	4607 VISA	2580	CUNNINGHAM'S JOURNAL-MEAL	40.19
47551	9001	09/03/24	4607 VISA	2580	CUNNINGHAM'S JOURNAL-MEAL	40.19
47551	9001	09/03/24	4607 VISA	2650	EBAY 125GV M2 SSD HARD DR	78.74
47551	9001	09/03/24	4607 VISA	2650	EBAY-EPSOM POWERLIFE PROJ	331.00
47551	9001	09/03/24	4607 VISA	2431	ESTIMATED SHIPPING/HANDLI	49.99
47551	9001	09/03/24	4607 VISA	2610	ESTIMATED SHIPPING/HANDLI	7.97
47551	9001	09/03/24	4607 VISA	2431	ESTIMATED SHIPPING/HANDLI	22.97
47551	9001	09/03/24	4607 VISA	2610	EXPRESSIONS VINYL - VINYL	2.91
47551	9001	09/03/24	4607 VISA	2626	FILL-RITE	85.00
47551	9001	09/03/24	4607 VISA	2580	FYRE MODERN GRILL-MEALS A	54.90
47551	9001	09/03/24	4607 VISA	2580	FYRE MODERN GRILL-MEALS A	54.91
47551	9001	09/03/24	4607 VISA	2580	FYRE MODERN GRILL-MEALS A	56.57
47551	9001	09/03/24	4607 VISA	2580	GOOD EVANS-MEALS AT ADMIN	25.01
47551	9001	09/03/24	4607 VISA	2580	GOOD EVANS-MEALS AT ADMIN	25.01
47551	9001	09/03/24	4607 VISA	2580	GOOD EVANS-MEALS AT ADMIN	25.77
47551	9001	09/03/24	4607 VISA	2640	HISTORY BOOKS	211.08
47551	9001	09/03/24	4607 VISA	2650	IPADS FOR WEIGHTS	3,290.00
47551	9001	09/03/24	4607 VISA	2610	LA HACIENDA LUNCH FOR NEW	517.10
47551	9001	09/03/24	4607 VISA	2610	LEADSTAR HDMI CABLES	37.40
47551	9001	09/03/24	4607 VISA	2640	LEARNING A-Z HS SPED RAZ-	362.00
47551	9001	09/03/24	4607 VISA	2610	LIGHT COVERS	48.99
47551	9001	09/03/24	4607 VISA	2610	MATH SUPPLIES-DENNIS	186.73
47551	9001	09/03/24	4607 VISA	2643	NOVEL EFFECT FOR LIBRARY	49.99
47551	9001	09/03/24	4607 VISA	2610	OFFICE SUPPLIES	113.20
47551	9001	09/03/24	4607 VISA	2650	REPLACEMENT PROJECTOR LAM	159.96
47551	9001	09/03/24	4607 VISA	2610	RISE & SHINE DONUTS FOR S	35.20
47551	9001	09/03/24	4607 VISA	2610	SPS AUDIO BD	59.90
47551	9001	09/03/24	4607 VISA	2610	STAFF PARKING PERMITS	444.00
47551	9001	09/03/24	4607 VISA	2643	SUPER TEACHER RENEWAL - M	24.95
47551	9001	09/03/24	4607 VISA	2643	SUPER TEACHERS RENEWAL -	24.95
47551	9001	09/03/24	4607 VISA	2890	TEAMBUILDER SUBSCRIPTION	1,500.00
47551	9001	09/03/24	4607 VISA	2650	TEAMBUILDR-MAGNETIC RACK	990.00
47551	9001	09/03/24	4607 VISA	2610	TPT - FARMHOUSE CLASSROOM	3.00
47551	9001	09/03/24	4607 VISA	2610	TPT - OUR CLASS IS A FAMI	4.00
47551	9001	09/03/24	4607 VISA	2610	TPT - READING COMPREHENS	89.95
47551	9001	09/03/24	4607 VISA	2640	TPT HIGH SCHOOLS SPED LIF	155.00
47551	9001	09/03/24	4607 VISA	2431	TRADEMARK HARDWARE-DOOR T	168.64
47551	9001	09/03/24	4607 VISA	2610	WALMART - TOTES FOR STORA	78.57
47551	9001	09/03/24	4607 VISA	2431	WINDY CITY CABINET REPLAC	24.00
TOTAL CHECK						14,555.74

**General Fund
2023-2024**

Receipts	Budgeted	Actual Receipts	% Received	Last Year At this time %
Property Taxes	\$ 6,672,219.00	\$ 6,052,494.99	90.71%	84.91%
Carline Taxes	\$ 4,000.00	\$ 4,951.06	123.78%	116.53%
Motor Vehicle	\$ 400,000.00	\$ 477,751.82	119.44%	118.84%
PreSchool Tuition	\$ 15,000.00	\$ 16,100.00	107.33%	105.20%
County Sources	\$ 30,000.00	\$ 46,189.76	153.97%	137.56%
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	\$ 1,286,970.49	346.89%	
Transfer From Depreciation	\$ -	\$ -	-	
	\$10,033,876.00	\$10,867,780.12	108.31%	104.72%

Expenditures:	Budgeted	Expenditures YTD	% Disbursed	
General Fund Totals				
Elementary	\$ 4,426,159.65	\$ 4,279,928.75	96.70%	95.26%
Secondary	\$ 4,424,939.43	\$ 3,974,839.26	89.83%	85.71%
District	\$ 2,436,420.96	\$ 2,153,638.66	92.71%	75.87%
Total	\$ 11,287,520.04	\$ 10,408,406.67	92.21%	87.30%

General Fund Categories of Particular Interest

Transportation				
Elementary	\$ 186,601.68	\$ 96,879.54	51.92%	58.78%
Elem Transportation Maint.	\$ 90,644.32	\$ 69,030.70	76.16%	90.65%
Secondary	\$ 98,674.89	\$ 62,629.38	63.47%	103.19%
HS Transportation Maint.	\$ 22,661.08	\$ 46,525.13	205.31%	160.45%

District Level Categories of Particular Interest

Facilities and Operations				
Operat of Building	\$ 577,066.04	\$ 463,925.11	80.39%	86.95%
Building Maint.	\$ 550,604.47	\$ 531,327.24	96.50%	43.60%
Grounds Maint	\$ 107,500.00	\$ 82,476.06	76.72%	34.34%

Source Code:	Activity Balances as of		8/31/2024		
	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ (629.69)	\$33,563.96	\$30,933.75	\$ 2,000.52
702	Always For Kids ELEM	\$ 20,199.79	\$28,544.99	\$22,307.32	\$ 26,437.46
702	HS Always for Kids	\$ 2,064.91	\$432.63	\$263.23	\$ 2,234.31
703	Art Class	\$ 7,496.22	\$3,386.34	\$5,029.41	\$ 5,853.15
704	Art Club	\$ 1,632.03	\$0.00	\$0.00	\$ 1,632.03
705	Athletics	\$ (20,318.00)	\$97,682.99	\$117,623.75	\$ (40,258.76)
706	Band	\$ 3,207.29	\$12,654.71	\$11,522.85	\$ 4,339.15
708	Book Club	\$ 270.55	\$0.00	\$0.00	\$ 270.55
709	Cheerleading	\$ 1,360.69	\$20,252.13	\$22,719.72	\$ (1,106.90)
710	Welding	\$ 966.15	\$660.00	\$33.20	\$ 1,592.95
714	SKILLS	\$ 593.39	\$5,042.00	\$4,362.63	\$ 1,272.76
716	GIRLS WRESTLING	\$0.00	\$953.50	\$0.00	\$ 953.50
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 3,088.90	\$33,060.18	\$37,033.10	\$ (884.02)
721	Dance Squad	\$ (537.26)	\$17,202.00	\$13,026.22	\$ 3,638.52
722	Drama	\$ 708.05	\$4,451.50	\$3,075.01	\$ 2,084.54
723	MS STEM	\$ 59.75	\$75.00	\$60.00	\$ 74.75
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
726	FBLA	\$ 14,496.48	\$40,966.94	\$43,621.91	\$ 11,841.51
727	Football	\$ 11,695.80	\$7,730.00	\$3,381.95	\$ 16,043.85
728	Reimbursement (general)	\$ 695.43	\$959.46	\$1,064.92	\$ 589.97
732	Fam Cons Science	\$ 552.61	\$1,400.00	\$1,954.17	\$ (1.56)
733	Wrestling	\$ 953.89	\$9,719.70	\$10,106.57	\$ 567.02
735	Honor Society	\$ 1,158.96	\$380.00	\$479.89	\$ 1,059.07
736	Activities Interest	\$ -	\$4,089.10	\$0.00	\$ 4,089.10
737	MS Student Council	\$ 2,829.91	\$590.70	\$535.00	\$ 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	\$4,595.75	\$3,351.82	\$ 2,611.82
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	\$18,258.76	\$17,752.36	\$ 12,005.10
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	\$ -	\$315.00	\$0.00	\$ 315.00
766	FFA	\$ 25,205.65	\$34,674.43	\$40,991.16	\$ 18,888.92
768	RR Store	\$ -	\$8,500.00	\$0.00	\$ 8,500.00
770	K3 Basketball Camp	\$ 303.12	\$7,941.28	\$5,739.47	\$ 2,504.93
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	\$667.50	\$ 2,834.50
776	Class of 2027	\$ 90.00	\$1,907.60	\$0.00	\$ 1,997.60
782	Volleyball	\$ 5,088.91	\$8,451.50	\$5,244.59	\$ 8,295.82
783	Boys Golf	\$ 2,908.56	\$1,753.50	\$244.39	\$ 4,417.67
784	Girls Golf	\$ 4,869.41	\$1,758.50	\$580.25	\$ 6,047.66
785	Cross Country	\$ 5,895.90	\$5,987.50	\$3,862.09	\$ 8,021.31
786	Track Fund	\$ 2,713.84	\$3,525.50	\$1,598.80	\$ 4,640.54
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 1,876.56	\$3,746.00	\$3,418.29	\$ 2,204.27
789	Baseball Fund	\$ 5,961.43	\$2,017.00	\$3,916.59	\$ 4,061.84
790	Boys Basketball	\$ 2,136.42	\$5,523.50	\$5,405.16	\$ 2,254.76
791	Girls Basketball	\$ 2,121.41	\$6,063.50	\$4,655.11	\$ 3,529.80
792	MS Girls Basketball	\$ 23.50	\$240.00	\$240.00	\$ 23.50
793	Striv	\$ 3,834.92	\$1,675.00	\$3,950.81	\$ 1,559.11
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	\$476,250.36	\$481,923.52	\$196,277.32

Arlington Public Schools - September 2024

District Technology Report

Dan Larson, Technology Director and Scott Parson, Instructional Technologist

Our current network security devices are effectively maintaining our safety. Updating our network security devices will be reviewed multiple times throughout the year to adjust for network requirements and constantly changing methods of security breaches. Software and hardware recommendations will be given based on ESU3, ALICAP, and Homeland security requirements.

- 60 new teacher computers were deployed at the start of this school year.
- Computer to student ratio is 1:1.
- Approximately 200 iPads deployed for Kindergarten to 2nd grade.
- All 3rd-6th grade classrooms have a laptop cart.
- Students in 7th-12th grade have a school issued laptop that is stored in a cart in their last class. They pick up their computer prior to the start of school and return it to the charging cart in their last class.
- Microsoft Office 365 is now available to all high school students and staff. This allows students to access OneDrive to work on files locally or via the web.
- Clever has been implemented in all grades, heavily in the elementary classes. This allows students to sign in once (SSO) to give them access to multiple classroom applications.
- Two static labs of 25+ desktop computers in business classrooms.
- Currently 58 wireless access points across the district.
- New north addition network switches have been installed and programmed for the 6 new classrooms and wireless access points.
- Ubiquiti Nanobeam devices still extend our protected network to the football field press box and baseball field press box. Mr. Parson and Arlo_Striv continue to use the connection for streaming home events at each location.
- PowerSchool continues to serve as our SMS (Student Management System). We have bi-monthly meetings with NebPS that allow us to effectively use the system. Shelly Miller and Cindy Martens attend all meetings to voice concerns and improve the system's effectiveness.
- Canvas is the primary LMS (Learning Management System) and teachers in grade 7-12 are posting grades in Canvas to automatically sync with PowerSchool overnight.
- The local APS servers are currently being backed up nightly to remote ESU3 storage.

ANNUAL DISTRICT GOALS

September 2023

December 2023

March 2024

June 2024

September 2024

GOAL AREA: BUDGET

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

OBJECTIVES:

1. APS will explore innovative funding mechanisms.
2. APS will continue to strive for developing capacity for financial optimization.
3. APS will maintain broad concept planning based on foreseeable budget and summative needs assessment.

STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. Coordinate the financial planning with the Facility Plan that is developed.
4. Inquiring with Education Foundation for some projects
5. Neutral Levy--budget reserves in rebuilding year(s)
6. Minimizing unnecessary expenditures
10. Per Pupil Cost below state average, in the lowest spending 15% of schools across the state
12. Budget supported by additional funding from State
 - Considerations: Special Building Fund, QCPUF, BOND
13. Growth Projections intend to stay under the postcard requirements if possible
14. Budget with reduction in taxes while still addressing all needs (unable to avoid levy swing)
15. Board vote to access up to additional 6% of budget allowance to plan/protect budget-base for future years
 - Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Master Agreement Prioritizes staff benefits to aid in teacher recruiting and retention
 - Budget Carryover/Necessary Reserve Increased
 - 23-24 Budget expended at 92% compared to 87% previous year (taxpayer stewardship)
 - Stable levy, within authority, below postcard threshold

ANNUAL DISTRICT GOALS

GOAL AREA: COMMUNITY ENGAGEMENT

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

OBJECTIVES:

1. APS will enhance our communication process to inform and engage stakeholders in our community.
2. APS will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.

STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).
 2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
 3. Provide education and training for parents and guardians to promote school readiness.
 4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
 5. Education Foundation Outreach
 6. Annual Title I Parent Meeting
 7. Monthly Supt Article in the Citizen
 8. Use of STRIV to broadcast meeting to reach more citizens
 11. Possible AEF Grant Funding for digital yearbook (still talking through this)
 12. Intentional use of social media (use of CANVA to introduce new staff, etc.)
 13. Planning next meeting in January with NASB to facilitate
 - Roll into a full strategic plan
- Student group drives for organization (stuffed animal drive, food drive, etc.)
- Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - New digital scoreboards recognizing the sponsors and donors
 - Working with AEF on recognizing their award winners during homecoming week

ANNUAL DISTRICT GOALS

GOAL AREA: FACILITIES

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

OBJECTIVES:

1. APS will provide a safe and secure learning environment.
2. APS will identify and prioritize existing facility needs.
3. APS will identify and prioritize a 5-10 year facility enhancement plan.
4. APS will collaborate with the Washington County Agricultural Society and the Village of Arlington and other external entities to most effectively use shared space(s).

STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.
 2. Examine existing transportation program and plan for future comprehensive needs.
 3. Maximize the use of energy efficient technology to address financial challenges.
 4. Examine current space to gain additional educational spaces for addition of sections if needed prior to any new facility project
 5. Maintaining current facilities to improve parking conditions at football field
 6. Develop practical use of "office space" in Bus Barn facility
 13. Measures taken toward creating a more appealing game entrance (still working on dressing up area)
 15. Buildings and Grounds looking ahead to address drainage issues and increase access to storage
 17. Working with B&G committee to address HVAC unit replacement as needed (**approved purchase and work**)
 18. Added weekly facilities update to admin team meeting
- Visit with DLR again regarding next possible phase of renovation
- Ag, Industrial Tech, Gym Entrance/Curb appeal/drainage
 - Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Addition of new Digital Video Boards to the main gym.
 - Update both gym floors and repair exterior concrete
 - Kitchen and Weight rooms repairs complete

ANNUAL DISTRICT GOALS

GOAL AREA: STUDENT PERFORMANCE

GOAL: Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.

OBJECTIVES:

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

**Identified schools – Arlington, Ashland-Greenwood, Bennington, Blair, DC West, Fort Calhoun, Millard, North Bend, Papillion LaVista, Raymond Central, Springfield-Platteview, Syracuse, Wahoo, Yutan*

STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards and with the Nebraska Standards for Career Ready Practice: Preparation for College and Career into all courses.
2. Practice data-informed program and instructional planning in the implementation of Multi-Tiered Support System.
3. Continue to utilize the Arlington Instructional Model based on the Marzano Framework Fully implemented, formal observation summative tool approved by the state, teachers working on creating Student Learning Objectives (SLO).
4. Utilizing revised evaluation tool aligned to the Arlington Instructional Model.
5. Implement a district-wide (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.
6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.
7. Research and add technology based courses and extra-curricular opportunities.
New Classes: Intro to Computer Science and Applied Technology; offering more STEM type coursework and exposure to “coding”
8. Add interventions through MTSS for progress toward TSI MS MTSS team has been developed
Intervention scheduling - dedicated time/not stealing time from courses ACT Prep - providing the full John Baylor program, dedicated time/not stealing time from courses
9. MCC - Free Tuition for HS students continues through 2024-2025

10. MTSS Development - See #8. Arlington MS/HS is in a cohort with area schools of similar enrollment and course offerings to develop MTSS at the MS/HS side with the aid of ESU3.

11. Celebration of assessment data, publicizing the strong assessment results to our community

13. New math curriculum pilot occurring

14. Conversations with Blair Community Schools and Fremont Public Schools regarding CTE/MCC dual credit and certification possibilities for our vocational-pathway students

15. Added Jobs for America's Graduates for 2024-2025 Year

16. Added modular dual credit math offering through MCC

- New Math Curriculum Implementation
- Adjusted Curriculum Adoption to align with state completion of standards updates
- Added US Military History, Introduction to Sports Medicine, and Natural Resources courses to match student interest and grow our course offerings.
- Addition/adjustments to course expectations regarding digital media, advertising, real-time multimedia related to the use of the digital video boards.
- Reviewing test systems for better assessment system
- Preparing for first NE Frameworks Accreditation visit in 2025-2026

ANNUAL DISTRICT GOALS

GOAL AREA: BEHAVIORAL AND MENTAL HEALTH

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

Objectives:

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

STRATEGIES

1. Continue Partnership with Arbor Family Counseling
 - a. analysis data shows usage increased
 2. Seek applicants to employ our own school psychologist to use for purposes other than SPED verifications and interventions
 3. Implement programs to support student emotional health as we return to school post-pandemic and post-protest
 - a. ESU3 and ESU2 support meetings to share ideas and address concerns
 4. Present opportunities to our students to help them develop character
 - a. Club/Sport Involvement with training for coaches (Inside Out Coaching book study, etc.)
 - b. FCA
 - c. YFC (new possibility)
 12. Introduction of community programs by outside agencies that will support student mental/emotional health
 13. Expansion of Region 6, Systems of Care, and Communities that Care grants, including adopting universal mental health screener, to meet students needs.
 18. Adding additional resources for suicide prevention (hotlines visibly posted, new contact made with Guidance)
 19. Survey areas schools to gather information about LMHP practices
 - Grant for more in-site hours from Arbor Family
 - Established "room of requirement"
- Mental Health Conference in June
 - Guidance Program in Elementary
 - Grant for Room of Requirement from multiple organizations (AEF, Fremont Area Foundation)
 - Room of Requirement now in use; cleaning out a closet for a permanent home.

Elementary Board Report September 2024

PASSION, PURPOSE, PATHWAY

- **MAP/Fastbridge Assessments** - We have completed our first round of these assessments. Staff is working on developing goals based on the data we have reviewed.
- **Bank in Schools** - Bank in Schools is back!! We are excited to get students back to the bank and depositing! Students deposited Friday. Banking will continue every Friday through April from 8:25 to 8:55 AM!



- **Eagle Pride Participation** - Students have been working to attend high school varsity events with their parents. Everytime a student attends one of these events they receive a ticket. They enter their name for a drawing for fun prizes.
- **SOAR** - Students have been working hard to catch students making great choices. Students are working to earn bracelets. There are a lot of different prizes that students can earn

throughout the school year. So far we had students earn extra recess, Fancy Lunch, and fun prizes.

Secondary Principal's Report

September 2024 Board Meeting

Eagles Market

The link below will provide you with access to this year's Eagles Market promotional video. Students in Mrs. Smith's class learn valuable skills as they plan, promote, cook, deliver, and ask for feedback after the meal while running their "restaurant." They also include information about Roots to Wings in this promotional video!

<https://drive.google.com/file/d/1RXpYYAuEs9dFwPpF9GpZ-7ZoKaaDje1B/view>

Testing/Interventions -

MAP Testing, FastBridge Testing

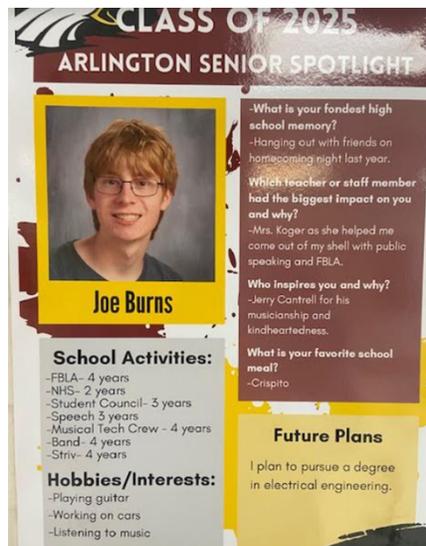
The first round of testing was completed last week. Teachers are using the data to inform instructional decisions.

Interventions

We are incorporating MS reading interventions during TA time based on student performance in the classroom and on assessments.

Senior Spotlight

We hope you enjoy the senior spotlight posters that are starting to decorate the hallways. In an effort to capture our seniors' current interests as well as their post-secondary plans, we will be highlighting 1-2 seniors a week throughout the year. Enjoy!



James Shada
September
Board Report

Fall Sports

The high school sports season has officially started. We are pleased with the participation of our student population in athletics. We host the Arlington Cross Country Meet on 9/12/24. The Arlington softball tournament is on September 21st. Volleyball has their home tournament on September 28th. Girls Golf is in full swing and the Arlington Golf Invite is on September 24th. Here is the rest of the football regular season schedule:

08/30/24 Ft. Calhoun – Post Prom – Homemade Ice-cream

09/6/24 @ Conestoga

09/13/24 @ Raymond Central

9/20/24 Norfolk Catholic – Little Girls Night

9/26/24 @ David City - Aquinas

10/4/24 North Bend – Home Coming

10/11/24 @ Yutan

10/18/24 @ Tekamah-Herman

10/25/24 Archbishop Bergan – Senior Night & Youth Football Night

Fall Sports Participation Numbers

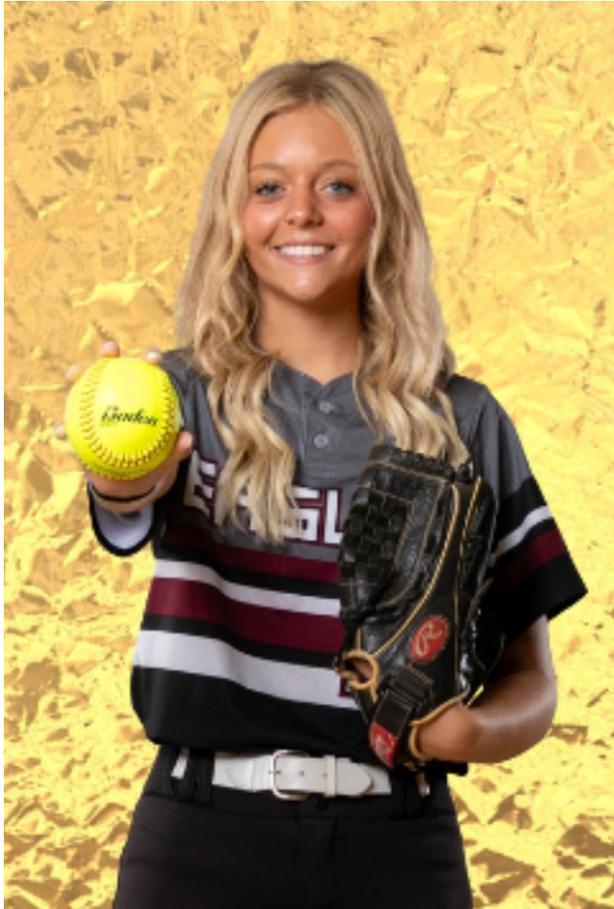
- Volleyball 28
- Dance 9
- Cheer 10
- Girls Golf 8
- Softball 21
- Cross Country 16
- Football 51

Clubs and Activities

We are excited this year to be able to be full swing in our activities and clubs. We have had great beginning of the year interest in our kick off parties.

High School Clubs: Band, Music, Book Club, Speech, Quiz Bowl, FBLA, STUCO, Show Choir, Yearbook, NHS, Journalism (Newspaper) SKILLS USA, Vocal Music, Spanish Club FFA, Art Club, Book Club, Striv, Social Media

Meet the OrthoNebraska Athlete of the Week: Arlington's Tessa Spivey



Meet the OrthoNebraska Athlete of the Week: Arlington's Tessa Spivey
https://omaha.com/sports/high-school/meet-the-orthonebraska-athlete-of-the-week-arlington-tessa-spivey/article_040d6220-6a07-11ef-820f-1f06db45a857.html

NASB BOARD QUICKS

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

SEPTEMBER
2024

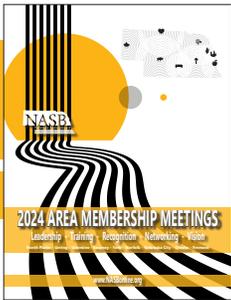
1,900,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

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

JOIN US!

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

Now Hiring! NASB is hiring a Board Leadership Associate ... visit the About Us page to learn more.



Area Membership Meetings began August 20

North Platte - Gering - Valentine - Kearney - York - Norfolk ✓

September 11 - Nebraska City

September 24 - Omaha

September 25 - Fremont



Labor Relations Conference - October 2-3 - Lincoln

Statewide General Election Day - November 5

Check out our Legislative Candidate Questionnaires at <https://members.nasbonline.org/government-relations/candidate-questionnaires-videos>

State Education Conference - November 20-22 - Omaha

2 Pre-Conferences - 58 Breakouts - 3 General Sessions

Registration Opens September 11 ...

Hotel Room Requests Open September 25 ...

Delegate Assembly - November 22



Continued on Page 2



Leadership

Innovation

Vision

Engagement

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#weLIVEhere

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

NASB BOARD QUICKS

SEPTEMBER 2024

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

1,900,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

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New Board Member Workshops

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

YOUR 2024 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

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



Nebraska Rural Community Schools Association

Member Update

September 6, 2024



Photo Credit: Ainsworth Community Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA District Meetings
August to October 2024

South Central

August 28, 2024, 1:00 PM
ESU 11 in Holdrege

Southwest

TBD

Southeast

October 1, 2024 10:00 AM
NCSA Building in Lincoln

Northeast

October 14, 2024, 11:30 AM
Wayne State College

North Central

October 15, 2024 10:30 AM
In Ord

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, but members were welcome to pay their dues in the 2024-25 budget year. 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 ESU 1, and Shelby-Rising City** to NRCSA! We are very excited to have you as partners.

SUPERINTENDENT SEARCH & PLANNING

NRCSA has assisted 4 Boards of Education in choosing their next Superintendent of Schools.

In 2023-24, NRCSA assisted the Boards of Education at Sioux County Sioux County and Raymond Central in identifying their next Superintendent. We also assisted Deshler and Fairbury in identifying Interim Superintendents for next year.

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

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

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



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

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)



The Special Session of the Unicameral adjourned on August 20. 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.

LB 1, introduced by Sen. Linehan, contained the Governor's plan for property tax relief. In part, this bill would have had the effect of the state taking over the funding of public schools. The plan had many issues from many different individual Senators and did not move forward. LB 9, introduced by Sen. Hughes, contained a plan that was more beneficial for NRCSA-member districts. This bill was taken over by the Revenue Committee as the vehicle to move the Governor's plan forward. As amended, it also did not gain traction.

LB 34 ended up being the next vehicle by which the Unicameral's Revenue Committee attempted to move forward with concepts in the Governor's plan. After much debate, the amended LB 34 was again amended. In the end, property tax relief that was originally provided through income tax credits in LB 1107 from a few years ago will now be "front-loaded". In the past these income tax credits for property taxes paid had to be claimed when property owners filed their income taxes. It is estimated that between 40% and 50% of property owners did not file for these credits. With LB 34, property owners will now automatically receive the reductions without having to file for them.

The cost of the new credit is \$750 million in FY25, then increasing 3% every year after that. The state will reimburse school districts for the cost of the new credit. The bill also changes growth in property tax levy authority for cities and counties. LB 2 and 3, referred to the Appropriations Committee, change provisions relating to appropriations and funds to lapse unexpended funds from FY2023-24, reduce General Fund appropriations in the current fiscal year, to provide for transfers of cash funds to the General Fund, and to provide for the crediting of investment earnings from certain cash and revolving funds to the General Fund. LB 2 and LB 3 provide the additional funding for LB 34.

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 Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a 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 were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The Fall applications have been received and the NRCSA Scholarship and Recognitions Committee will select the three scholarship winners.

Applications for the Spring semester will go out in October or November.

NRCSA has developed a “resource” document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of 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](#)

Nebraska SMART Free Online Tutoring for K-12 Students



Fall Tutoring

Parents and students are now able to make tutoring appointments with a Nebraska SMART Tutor by logging in to their accounts through the [website](#). Students can request on-demand tutoring by logging in during tutoring hours. Recurrent tutoring appointments can be requested by completing the [Recurrent Appointment Request Form](#).

Students should provide homework for which they wish to receive help. Assignments can be uploaded to the secure classroom, can be messaged to the Tutor in advance, or a picture can be taken of the assignment when connected to the Tutor.

Tutoring began on September 3. Fall 2024 Semester Tutoring Hours are Monday through Thursday 3:30-7:30 PM local time.



We look forward to serving K-12 students across rural Nebraska!

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.

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

Questions, comments, or concerns? Email: nebraskasmart@nscs.edu

Connect with Nebraska SMART on social media: [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)

Thank you for your support in broadening awareness of Nebraska SMART within your school districts! We look forward to serving your students.

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 Pruett, 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

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 TNTP 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



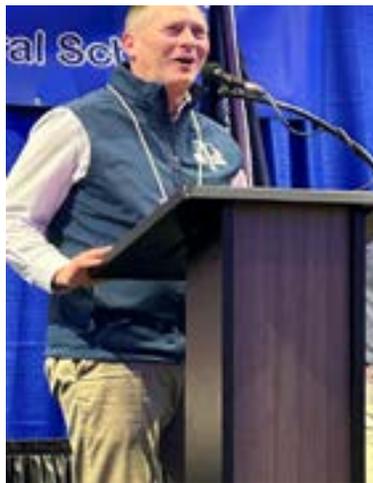
KIM FUEHRER



JAMIE GORWILL



KEN SPRAY



TIM HECKENLIVELY

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 meeting at Anselmo-Merna on Monday, August 19.

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

- MONDAY, SEPT. 9:** Alma and Southern Valley
- WEDNESDAY, SEPT 11:** Kenesaw and Silver Lake
- MONDAY, OCT. 14:** Fullerton, St. Edward, and Boone Central

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 ANSELMO-MERNA BOARD OF EDUCATION & ADMINISTRATORS

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. Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? 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. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts 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. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: Tim.Nikolai@heart.org.

[Learn CPR in 60 Seconds](#)

A note from Mr. Nikolai:

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

There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning.

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

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

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

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*

- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

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

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

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

[American Heart Association Service Summary](#)

Farm to School Network Takes Root in Nebraska

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

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

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

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

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

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

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

[Superintendent Check List](#)

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

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

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 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).



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

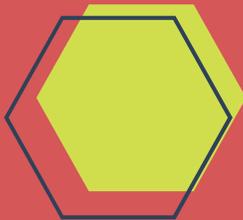
Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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

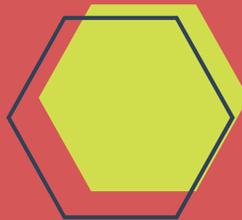


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

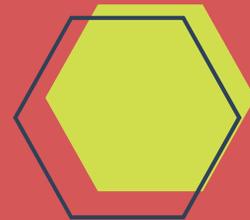


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1



Nebraska School Administrators & School Board Members,

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

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

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

All the best,

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1





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

September 2024:

* Josh O'Neill, a 2006 graduate of Hershey, was part of the silver-medal winning Team USA in Wheelchair Rugby at the Paris ParaOlympics.



* Jordan Larson, a graduate of Logan View, was part of the United States' silver-medal winning Women's Volleyball team at the Paris Olympics.



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](#)

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

[NRCSA Principal Search Brochure](#)

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 corporate 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
450 Regency Parkway, Suite 400
Omaha, NE 68114
Phone: (402) 392-7986
pgrieger@dadco.com



Cheever Construction

Doug Klute
3425 N 44th St
Lincoln, NE 68504
Phone: (402) 477-6745
dklute@cheeverconstruction.com



DLR Group

Emily O'keeffe
6457 Frances St, Suite 200
Omaha, NE 68106
Phone: (402) 393-4100
eokeeffe@dlrgroup.com



CMBA Architects

Troy Keilig
208 N Pine ST, Ste 301
Grand Island, NE 68801
Phone: (308) 384-4444
keilig.t@cmbaarchitects.com



Facility Advocates

Dave Raymond
3738 S 149th St, Suite 102
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



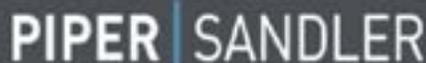
Tremco Roofing

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
Kearney, NE 68845
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



Blue Ribbon Supporters



Blue Cross Blue Shield of Nebraska



Clark Enersen Partners



Cognia



First National Capital Markets



Hausmann Construction



Kearney Visitors Bureau



Navitas



Rasmussen Mechanical Services



Sparq Data



US Bank



Red Ribbon Friends



BD Construction



Boyd Jones Construction



BVH Architects



On to College



Sampson Construction



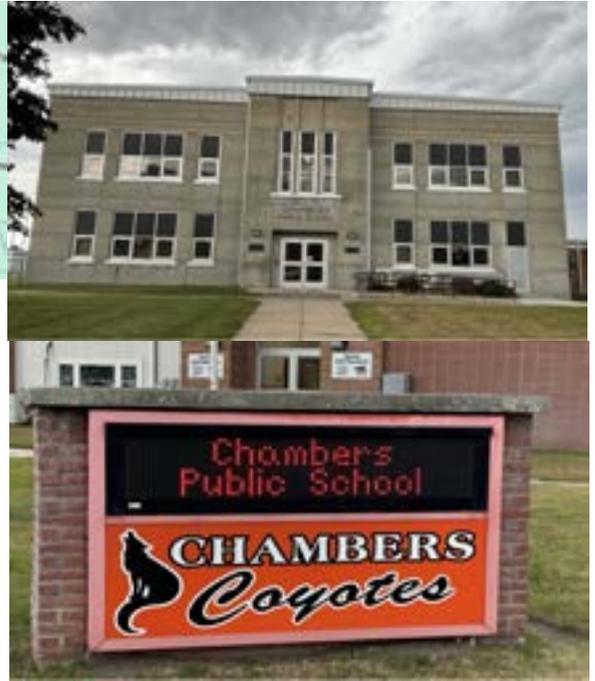
Student Assurance Services



Tarkett

MEMBER SPOTLIGHT

Chambers Public Schools



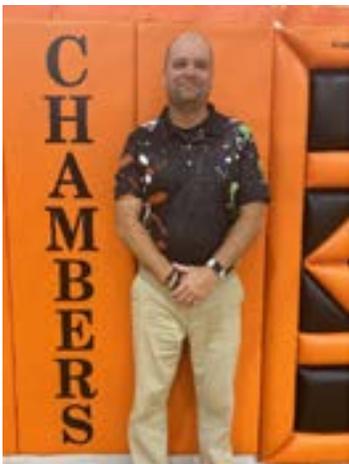
Mascot: Coyotes

Enrollment: 118

Location(s): Chambers, NE

Interesting Fact: Chambers has two Nebraska High School Hall of Fame inductees, John Miller and Darcy Stracke. Coach Miller has seven state championships and more than 700 victories between football, girls and boys basketball. Darcy Stracke led Chambers to three consecutive state basketball titles during her tenure at Chambers amassing 2,752 career points.

Superintendent / Principal: **Frank Jesse**



Board of Education: (Left to Right) **Terry Kamphaus** (President), **Monte Metschke** (Treasurer), **Jamie Tomjack**, **Brady Dexter**, **Mark Dexter** (Vice-president), **Amy Scott** (Secretary)

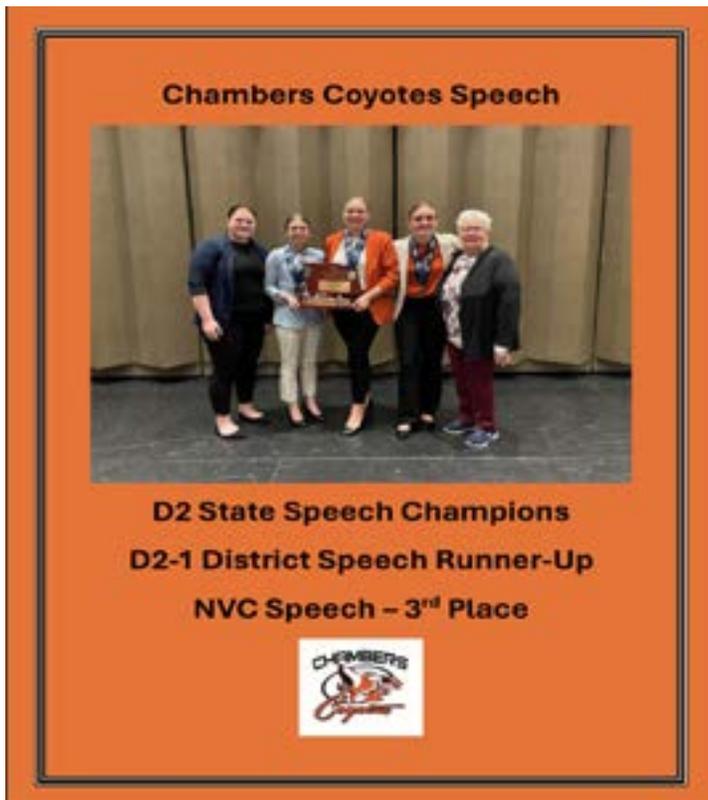


Programs

Program 1. Chambers FFA Program. The FFA program is not new to Chambers but we have had a revolving door for advisors until welcoming Mrs. Rylee Dexter. We have seen the number of students enrolled in the program and classes swell and under her leadership we have a State FFA officer.



Program 2. Speech program. Under the leadership of Nancy Woeppel, Chambers won the D-2 Class State Championship in 2024 with only four students on the speech team. The program also earned Class D-2 State Runner-up banners in 2021 and 2023.



MEMBER SPOTLIGHT

St Edward Public Schools



Mascots: Beavers & Panthers

Enrollment: 172

Locations: St Edward, NE

Interesting Fact: We have formed a cooperative for most of our NSAA activities with Newman Grove Public Schools. This is our first year with high school activities and our second year with junior high activities. Our “fair and equal” approach and putting the student first at all times has developed the cooperative into a program both districts are proud to be PANTHERS!



Superintendent / Elementary Principal: **Stephen Osborn**

Secondary Principal: **Lindsay Tenski**



Board of Education(L to R): **Sherri Cruise, Lindsey Christman, David Roberts, David Merrell, Dan Reardon, Vanessa Cumming**



Programs:

Program 1. Beaver Bucks

Our Beaver Buck program began in the 6th grade to encourage positive behaviors. It is now embraced throughout the elementary the staff believed all students could benefit from the incentive-based program. Students are awarded “Beaver Bucks” as a reward for positive behavior, whether it is reinforcement for expected behaviors or for students who go above and beyond. Each classroom teacher uses the Beaver Bucks in their rooms as they believe is necessary and appropriate. For example, some teachers let the students collect their Beaver Bucks and then periodically shop at a “store” full of goodies provided by the teacher. Other teachers use them to award students’ special privileges such as using a special pen or sitting in a special seat. At the end of the quarter, the students and staff gather in the gym for a Beaver Buck Rally where awards are given to recognize the good behaviors or achievements of students. During the celebration, we draw from the entire collection of Beaver Bucks and award prizes to a few students. This program has encouraged the students to be the best versions of themselves while attending St. Edward Schools.



Beaver Bucks – 6th Grade Teacher Amanda Redler empties the bag of Beaver Bucks during one of the the Beaver Bucks Celebrations

Program 2. Drop Everything And Read (DEAR Time)

DEAR or Drop Everything And Read is a PBS program that was adapted to fit our school. Every week on Tuesday and Thursday our students can see a giant dog in the hallway that signals that DEAR time will take place. This reminds them to take their book to class. On that day during the last twenty minutes of the chosen period an announcement comes over the intercom to Drop Everything And Read. Throughout the high school you will find teachers and students alike reading. DEAR rotates through class periods each week (The first week first period, the second week second period etc.) Originally it was to be an hour block of reading each week, but an hour can be a long time for struggling readers, so we tailored it to our students by making it into two twenty-minute blocks each week.



MEMBER SPOTLIGHT

Louisville Public Schools



Mascot: Lions

Enrollment: 693 students

Locations: Louisville, NE

Superintendent: Kolin Haecker

Principals: Cameron Soester, 7-12; Katie Behounek, PK-6

Board of Education: (Front Row Left to Right) Sara Quam; Jackie Heard; Ashley Christiansen
(Back Row Left to Right) Kolin Haecker, Superintendent; Dan Witte; Micah Kohles; Andy Mixan



Programs

Dance and Cheer

Through the years the Louisville High School Dance and Cheer teams have caught the eyes of many. Between early morning and late night practices, the girls of LHS have put in nonstop time, effort, and dedication to the programs. The Louisville High School Dance Team is coached by Maddie Bastian. They are 5x State Champions in Class C2. As the dance team continues to put in the work for another championship, the cheerleaders are right alongside them. The Louisville Cheer Team is led by Melissa Schmitt. They are also 5x State Champions in Class C2. Both teams have put in a recognizable amount of dedication and have gained many well-deserved supporters along the way.



SkillsUSA

Louisville's SkillsUSA program has had great success throughout the years, consistently going to State and National competitions every year. They've placed in competitions such as carpentry, T-shirt design, promotional bulletin board, community service, SkillsUSA Week, heavy equipment operator, diesel & off road service, web design, technical team problem solving, and team engineering challenge. Many of the competitions and conferences require students to be at the school very early in the morning in order to make it to places such as Grand Island and Wayne State College, where they earned the Model of Excellence Award for the past two years. SkillsUSA is not only a school activity, but a class that students can take part in. In this class, they get key opportunities to do things such as listening to speakers about fields and jobs they're interested in, build a resume, have mock job interviews, and be chairs that help run and put together different parts of their SkillsUSA chapter like their annual volunteering project.



MEMBER SPOTLIGHT

Riverside Public Schools



Mascot: Chargers

Enrollment: 250 students

Locations: Cedar Rapids & Spalding, NE

Interesting Fact: Riverside Public Schools was created on August 1, 2014, as a result of the merger of the Cedar Rapids and Spalding Public School Districts. Our district encompasses the communities of Spalding, Primrose, Cedar Rapids, and parts of Belgrade—approximately 273 sq. miles. Riverside is led by a 9-member Board of Education. Both Spalding and Cedar Rapids house PK-5 students, Spalding site is also host to all 6-7-8 grades, while the district’s 9-12 students attend at Cedar Rapids. Many of our graduates leave with 12-24 college credit hours with dual credit class offerings.

Superintendent: **Stephanie Kaczor**

Principals: **Tricia Martinsen & Melissa Weltruski**

Board of Education: **Terry Glesinger, Jim Molt, Karen Penne, Dan Ray, Kallen Ryan, Ryan Robinson, Chris Slevin, Brian Swerczek, Christy Yosten**



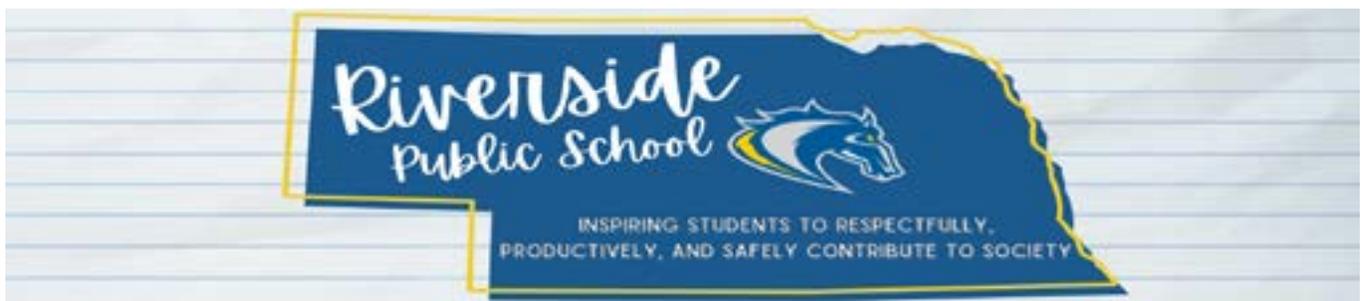
Programs

We are unique and successful because of the many programs we provide that allow students to interact with community members to build positive community connections and relations. Below are four various examples.

- Taking Charge is a class for juniors or seniors. It is designed for students to enhance their communication skills and to give back to the Riverside communities through volunteer work and service learning projects requested by patrons throughout our communities. These projects range from yard work and housework items to painting and landscaping projects.
- The entrepreneurship class offers small business opportunities for our students and community. The entrepreneurship class is designed to help inspire students to become small business owners and know the importance of creating opportunities for small businesses. They design and run a small coffee business throughout the year and then sell their final product to staff and students. Specific events each year, like the Community Farmers Market and occasionally selling coffee to the public, help students know the importance of building community and creating opportunities for other small businesses. Proceeds go to our senior scholarship program.
- Our FBLA program also promotes philanthropy in our communities each year whether it be volunteering time or raising money to distribute necessities to local families. They go on tours of local businesses and promote buying local.
- Our Middle School Student Council works with our Senior Center to deliver meals throughout the community to those shut in or unable to travel to the Senior Center for their meals. This provides the opportunity for our middle school members to interact and provide assistance to community members in need.

Grow Your Own

Another unique and successful part of Riverside is....all three of our administrators are homegrown! Our Principal at the Spalding site came to our district as a first-year social science teacher and coach in 2010, to district-wide technology coordinator for 9 years, and she is now our elementary and middle school principal. Our Cedar site principal is a graduate of our district and has occupied various roles in our district since the 1996 school year. She started as a paraprofessional, and moved from classroom teacher, coach, and Title I Instructor, to now elementary and high school principal. Our Superintendent came to our district in 2005 as an elementary teacher, athletic director, and coach. She transitioned to the principal role and then to Superintendent of Riverside.



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](#)

Contact Information

NRCSA

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Jeff Bundy, Office Manager
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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
440 S 13th St, Suite B
Lincoln, NE 68508



www.nrca.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

Grade Level	9/6/2024	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	56	66	51	49	49	49
8TH	51	55	67	65	65	64
9TH	67	54	61	62	60	58
10TH	61	49	56	57	57	57
11TH	56	65	46	46	45	45
12TH	44	53	64	62	62	62
7-12 TOTAL	335	342	345	341	338	335
PK-12 TOTAL	708	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%.

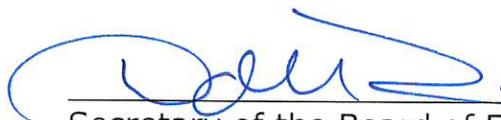
BE IT THEREFORE RESOLVED that, pursuant to NEB. REV. STAT. § 79-3405(2), the Board hereby increases the base growth percentage used to determine its property tax request authority for the 2024-2025 budget in an amount of up to 6%

Said Resolution was adopted by the Board of Education by a vote of 6 to 0 on the 12th day of August, 2024.



President of the Board of Education

ATTEST:



Secretary of the Board of Education

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Arlington Public Schools (89-0024) in Washington County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 9 day of September, 2024 at 6:30 o'clock, p.m., at 705 N 9th St, Arlington NE for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2022-2023 (1)	2023-2024 (2)	2024-2025 (3)			
General	\$ 9,438,114.00	\$ 11,287,520.00	\$ 11,790,918.00	\$ 2,300,000.00	\$ 6,970,080.00	\$ 7,192,766.00
Depreciation	\$ 10,875.00	\$ 100,000.00	\$ 891,582.00		\$ 891,582.00	
Employee Benefit	\$ -	\$ -	\$ -	\$ -	\$ -	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 443,943.00	\$ 443,095.73	\$ 503,685.27	\$ -	\$ 503,685.27	
School Nutrition	\$ 533,203.00	\$ 447,009.77	\$ 402,000.00	\$ 103,346.23	\$ 505,346.23	
Bond	\$ 523,493.00	\$ 541,988.00	\$ 548,908.00	\$ 692,125.00	\$ 616,033.00	\$ 631,313.00
Special Building	\$ 409,674.00	\$ 672,561.00	\$ 991,290.00		\$ 741,290.00	\$ 252,525.00
Qualified Capital Purpose Undertaking	\$ 349,058.00	\$ 349,234.00	\$ 348,633.00	\$ 115,403.00	\$ 464,036.00	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 11,708,360.00	\$ 13,841,408.50	\$ 15,477,016.27	\$ 3,210,874.23	\$ 10,692,052.50	\$ 8,076,604.00

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 631,313.00	\$ 7,445,291.00	\$ 8,076,604.00

RESOLUTION SETTING THE PROPERTY TAX REQUEST

RESOLUTION NO. _____

WHEREAS, Nebraska Revised Statute 77-1632 and 77-1633 provides that the Governing Body of Arlington Public Schools passes by a majority vote a resolution or ordinance setting the tax request; and

WHEREAS, a special public hearing was held as required by law to hear and consider comments concerning the property tax request;

NOW, THEREFORE, the Governing Body of Arlington Public Schools resolves that:

1. The 2024-2025 property tax request be set at:

General Fund:	\$	7,192,766.00
Bond Fund:	\$	631,313.00
Special Building Fund:	\$	252,525.00
Qualified Capital Purpose	\$	-
Undertaking Fund:		

2. The total assessed value of property differs from last year’s total assessed value by 6.01 percent.

3. The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be 0.840588 per \$100 of assessed value.

4. Arlington Public Schools proposes to adopt a property tax request that will cause its tax rate to be 0.863854 per \$100 of assessed value.

5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Arlington Public Schools will increase (or decrease) last year’s budget by 1.19 percent.

6. A copy of this resolution be certified and forwarded to the County Clerk on or before October 15, 2024.

Motion by _____, seconded by _____ to adopt Resolution # _____.

Voting yes were:

Voting no were:

Dated this _____ day of _____, 2024

Notice of Special Hearing To Set Final Tax Request

Arlington Public Schools (89-0024) in Washington County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 9 day of, September 2024 at 6:45 o'clock P.M., at 705 N 9th St, Arlington NE for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2023-2024	2024-2025	Change
Property Valuations	881,954,215	934,950,332	6%

2023-2024 Budget Information

2024-2025 Budget Information

Fund	2023-2024 Operating Budget	2023-2024 Property Tax Request	2023 Tax Rate	Property Tax Rate (2023-2024 Request Divided By 2023 Valuation)	2024-2025 Operating Budget	2024-2025 Proposed Property Tax Request	Proposed 2024 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	11,287,520.00	6,672,219.00	0.756527	0.713644	11,790,918.00	7,192,766.00	0.769321	2%	4%
Bond Fund(s) K - 12	541,388.00	580,813.00	0.065855	0.062122	548,908.00	631,313.00	0.067524	3%	1%
Special Building Fund	1,343,334.00	252,525.00	0.028632	0.027009	991,290.00	252,525.00	0.027009	-6%	-26%
Qualified Capital Purpose Undertaking Fund K - 12	347,023.00	353,535.00	0.040085	0.037813	348,633.00	-	0.000000	-100%	0%
Total	13,519,265.00	7,859,092.00	0.891100	0.840588	13,679,749.00	8,076,604.00	0.863854	-3%	1%

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 themselves 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]