

Board of Education Regular Meeting
Monday, October 14, 2024 7:00 PM
HS CONFERENCE ROOM
705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Approval of Regular Meeting Agenda
 - 1.5. Presentation of NASB Level VII Service Award by Board President Kratochvil to Board Member O'Daniel
2. WELCOME TO GUESTS AND PUBLIC FORUM
 - 2.1. Bill McAllister, State Board of Education Candidate
 - 2.2. Michael Dwyer to Share About Emergency Mapping
3. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3.
 - Resignations:
 - Hires:
 - Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
 - Title 1/ Sped and Interventionists
5. PRINCIPALS' REPORTS
 - 5.1. Mr. Shada's Activity Report
 - 5.2. Dr. Morgan Elementary Report
 - 5.3. Mr. Pfingsten's Secondary Report
6. SUPERINTENDENT'S REPORT
 - 6.1. Updates from the Commissioner's Superintendent Advisory Council Meeting Sept 16
 - 6.2. Discuss and Review School Policy on PK Enrollment of 5-Year Old Students
 - 6.3. NASB and NRCSA Updates
 - 6.4. Enrollment Report for October 1 NDE Snapshot
 - 6.5. Discuss State Education Conference Attendance for Registration
 - 6.6. Discuss Strategic Planning Meeting with Caden and Marcia
7. COMMITTEE AND REPRESENTATIVE REPORTS
 - 7.1. Committee for American Civics
 - 7.2. Buildings and Grounds Committee
 - 7.3. Negotiations Committee
 - First meeting schedule for late October
 - 7.4. Professional Development Sharing
 - Share-out from NASB Regional Meeting Sept 25

8. UNFINISHED BUSINESS
 - 8.1. Discuss, Consider and Take Necessary Action to Approve Updated Policy 1200- Title IX and Procedures (1200Z) on Second Reading
9. NEW BUSINESS
 - 9.1. Discuss, Consider and Cast Vote for NASB Legislative Committee Member
 - 9.2. Discuss, Consider, and Cast Vote for NASB Region 11 Board of Directors Member
 - 9.3. Discuss, Consider and Take Necessary Action to Adopt Option Enrollment Capacities for 2025-2026
 - 9.4. Discuss, Consider and Take Necessary Action to Adopt Policy 3241- Emergency Response Mapping on First Reading
 - 9.5. Discuss and Consider Polices 3000:
 - 3011- GASB Fund Balance Reporting
 - 3020- Public Review of Budget
 - 3030- Transfer of Funds Between Categories
 - 3040- Budget as Spending Plan Budgeted Items
 - 3042- Construction Manager @ Risk Policy
 - 3050- Tuition Fees
 - 3060- Materials Fees
 - 3070- Summer School Fees
 - 3080- Federal Funds
 - 3090- Sale and Disposal of Property
 - 3100- Leasing
 - 3110- Short Term Investing
 - 3120- Depository
 - 3130- Purchasing Policies
 - 3131.1- Procurement Plan Code of Conduct
 - 3131- Procurement Plan
 - 3132- Internal Controls
 - 3140- Contracting for Services
 - 3150- Paying for Goods and Services
 - 3160- Report of Treasurer
 - 3170- Periodic Audit
 - 3180- System of Accounts
 - 3190- Inventory of Equipment
 - 3200- Monies in School Building
 - 3205- Credit Card Use Policy
 - 3210- Bonds for Officers and Employees
 - 3220- Educational Service Units Designated
 - 3230- Security
 - 3240- Safety
 - 3250- Trespassing
 - 3520 (A) (B)- Transportation and Regulation
 - 3540- Bidding Construction Projects
 - 3550- Rebates to School Employees

- 3560- Records Management
- 3570- Title I Funds
- 3571- School Meal Program and Meal Charges

9.6. Review Bus Barn Inventory and Declare Items as Surplus for Sale or Disposal by Superintendent

9.7. Discuss and Consider Advertising for Estimates to Pave South Parking Lot

10. ADJOURNMENT

Board of Education Regular Meeting

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

Monday, September 9, 2024 7:00pm or
Immediately Following Levy Request Hearing

Jason Arp: Present
Cassie Flesner: Present
Chase Kratochvil: Present
Brian Laaker: Present
Matt O'Daniel: Absent
Shanon Willmott: Present
Present: 5, Absent: 1.

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Chase Kratochvil called the meeting to order at 7:00

1.2. Roll Call

Matt O'Daniel is zooming in for tonight's meeting, due to an accident he is unable to attend the meeting in person.

Mr. Kratochvil has proposed to excuse Mr O'Daniels absence in person but acknowledges his present online and that he will be able to comment on anything on tonight's meeting, he is just unable to vote.

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

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

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 Jason Arp and a second by Cassie Flesner.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

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

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

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations:

Hires: 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. SUPERINTENDENTS REPORT

7.1. NRCSA and NASB Reports

7.2. Final Legislative Special Session Report

There were 81 bills and 24 constitutional amendments introduced during the 2024 Special Session. Five measures were passed and signed into law: LB 2, LB 3, LB 4, LB 34, and LB 34A. All five measures contained the emergency (E) clause, were passed by the Legislature and signed by the Governor on August 20, 2024, and became operative on August 21, 2024.

Special Notes: There are two parts of LB 34, the main piece of legislation passed in the Special Session. The first is to establish the Property Tax Growth Limitation Act, which would be applicable to counties, cities, and villages. The second is the creation of the School District Property Tax Relief Act.

LB 34 does not amend the school finance formula, nor does it change the Property Tax Request Act (LB 644, 2023), except to harmonize language with the intent of LB 34. The measure also does not change the lids under the School District Property Tax Limitation Act (LB 243, 2023).

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

Motion to ReAffirm Adoption of Resolution to Increase Base Growth Percentage to Determine 2024-2025 Property Tax Request Authority 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, Shanon Willmott: Yea

Had to discuss this again, as in the publication for the board meeting in August, we missed a line in the publication stating that we would be discussing and voting on this. The board is revisiting this again tonight to make the proper vote.

10. NEW BUSINESS

10.1. Discuss, Consider and Take Necessary Action to Adopt the 2024-2025 Budget as Presented Motion to Adopt the 2024-2025 Budget as Presented Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

Discussion was had on the budget, the board believes that it is a responsible and balanced budget for the school year. The finance committee agrees and approves the budget to move forward.

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)

Motion to 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) Passed with a motion by Cassie Flesner and a

second by Jason Arp.

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

The board feels it was successful at keeping the levy pretty level for this year, there was a big swing last year due to the state funding.

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

Discussion was had on the Title IX

11. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 7:45

**Arlington Public Schools
September 30, 2024**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance	
General Fund - 864	\$ 2,309,147.90	\$ 1,872,927.22	\$ 935,442.92	\$ 6,444.44	\$ -	\$ 3,253,076.64	HL in October
Activities - 109	\$ 214,166.17	\$ 34,768.75	\$ 28,909.23	\$ 381.24	\$ -	\$ 220,406.93	
Hot Lunch - 487	\$ 154,863.54	\$ 30,848.82	\$ 0.01	\$ 290.58	\$ -	\$ 186,002.93	HL Tsfr in Oct
Depreciation Fund	\$ 846,627.77		\$ -	\$ 3,047.54	\$ -	\$ 849,675.31	
Depreciation CD - 5826	\$ 268,630.10		\$ -	\$ -	\$ -	\$ 268,630.10	
					Total Depreciation:	\$ 1,118,305.41	
2017 Bond Refunding	\$ 521,745.73	\$ 142,702.17		\$ 1,425.72	\$ -	\$ 665,873.62	
QCPUF	\$ 406,219.00	\$ 86,861.43		\$ 1,110.03		\$ 494,190.46	
Spec Bldg Fund	\$ 649,484.33	\$ 62,043.21	\$ 5,512.50	\$ 1,774.77	\$ -	\$ 707,789.81	
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -	
					Total Spec Bldg:	\$ 707,789.81	
Total Special Funds	\$ 2,692,706.93	\$ 291,606.81	\$ 5,512.50	\$ 7,358.06	\$ -	\$ 2,986,159.30	
Total SF minus CD's	\$ 2,424,076.83					\$ 2,717,529.20	

CHECK REGISTER FOR September 2024

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Access Elevator and Lifts	service call for elevator in elem	\$ 244.20
American Broadband	Telephone service	\$ 445.86
Airgas	Welding gas tank rental	\$ 74.95
Ace Hardware	Stihl trimmer	\$ 235.76
All American Sports Corp	Helmets	\$ 2,796.20
BMK Arrangements	Music	\$ 300.00
B & D Diamond Pro	Baseball field clay and grounds maintenance	\$ 862.00
BSN Sports	softball replacement pants	\$ 119.00
BSN Sports	Baseball Uniforms	\$ 8,320.00
Blue Door Ped Therapy	OT Services	\$ 2,106.00
Capital One (Wal-Mart)	Supplies for school classrooms - various	\$ 364.29
Camp Fontanelle	6th grade outdoor ed field trip	\$ 1,740.00
Compound Sportswear	Womens wrestling uniforms	\$ 3,926.00
Compound sportswear	Men's wrestling uniforms	\$ 2,902.00
Class Intercom	Media Platform	\$ 975.00
Curriculum Associates	l ready online site license and webinar & Math Assesment and insru	\$ 1,937.00
Martin Clausen	Pest Control service	\$ 92.64
D B Nebraska	Labor to replace 2 transformers and Installation of EEV upgrade kit	\$ 8,176.00
Enterprise Publishing	Legals and Minutes	\$ 460.43
ESU 3	quiz bowl registration	\$ 150.00
Eagle Auto Repair	Transmission repair van # 2	\$ 5,928.85
Eagle Auto Repair	Tire sensors on vans 8 & 9	\$ 1,046.50
ESU 5	Cloud hosting and Consortium Fees	\$ 5,197.90
Egan Supply	Custodial supplies	\$ 3,987.04
ESU 2	Speech services & Conference registration	\$ 304.61
ESU coordinating council	Cavas Renewal for 24-25	\$ 1,552.50
Fas Break	Windshield repair 2 vans	\$ 524.66
Fauss Construction	Door adjustments	\$ 385.25
5th Seaseon	Sprinkler head repair	\$ 170.50
Flinn Scientific	Shipping cost missed on prior invoice	\$ 32.00
Faronics Technology	Yearly license renewal	\$ 2,812.50
Gartner & Assoc	HV/AC Motor	\$ 891.00
Hodges Badge Comp	Track and Field day ribbons	\$ 77.75
Hyvee	Supplies for school classrooms - various	\$ 101.65
Hobby Lobby	Supplies for school classrooms - various	\$ 108.08
Hometown Leasing	Copier Lease	\$ 1,810.93
Integrated Life Choices	Student Services for August	\$ 362.95
JW Pepper	Music for ms/Hs	\$ 312.34
Dale Janota	Salary research for negotiations	\$ 1,900.00
Journey Ed	Microsoft license renewal	\$ 4,162.80
Knudsen's Oil	Fuel for bus barn	\$ 2,913.38
KSB Law	Legal services	\$ 850.00
LE Learn 2 Move	PT Services Aug & Sept	\$ 1,307.27
Menards	Maintenance supplies for buildings and grounds & Wood class	\$ 675.73
Midwest Floor coverings	Walk off carpet for new gym door entrance hallway	\$ 9,133.00
Methodist Fremont Health	Athletic Trainer Services	\$ 2,323.56
Midwest Alarm Services	Fire extinguishers	\$ 90.00
NASB	Board Member Meeting Registration & Secretary memberships	\$ 516.00
NCS Pearson	Pysch Supplies, forms and testing	\$ 505.67
Nebraska Council on Econ	Stock team registration	\$ 60.00
NASB	Community engagement fees	\$ 6,610.79
NCSA	School law registration for Lewis & Annual fee	\$ 180.00
Omaha Truck Center	Repairs on buses	\$ 195.12
One Source	Background checks	\$ 106.00
OPPD	Electricity	\$ 13,500.27
O'Reillys Auto	Shop parts for vans/buses/gator and sweeper	\$ 366.50

O'Deys	Linse striping paint	\$	532.00
Platte Valley Equip	Gator and sweeper parts	\$	583.01
Plank Road Publishing	Music download for elementary	\$	63.80
Rochester 100	Friday folders for elem	\$	507.50
Steve Weiss Music	Chimes	\$	247.95
Shall Hall & Navarrette	Audit beginning procedures	\$	6,011.00
Scripps National Spelling Bee	Registration	\$	192.50
Sherwin Williams	Paint for field striping	\$	941.55
Society of Health	Shape Nebraska PE Conference	\$	525.00
Tamar Reed	Football Field Striping (Split with Activity)	\$	2,575.00
Thermo King	Parts for buses	\$	258.26
TAESE	Tri State Special Ed conference registration	\$	1,800.00
Unite Private Network	Internet Provider	\$	558.32
Union Bank and Trust	HAS plan fee	\$	200.00
Virk Hospitality	Superintendent hotel for conference travel	\$	154.00
Village of Arlington	Water	\$	1,362.73
West Omaha Winsupply	Salt	\$	710.56
Winnelson	EE Sensor Kit	\$	438.74
Waste Connections	Trash	\$	762.84
VISA	Reoccurring For supplies	\$	6,520.29
		\$	-

Total Payables (GF checks not mailed until approved by the BOE) \$ **131,931.28**

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

Casey's	Fuel for vans	\$	2,534.45
Blue Door Ped Therapy	Student Services June and July	\$	2,106.00
S & S Quality Heating	Kitchen work needed per state	\$	6,000.00
		\$	-
		\$	-

Total Hand payables \$ **10,640.45**

Total General Fund \$ **142,571.73**

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

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

Hot Lunch Expenses

CDW	Food order	\$	7,488.56
Jackson Service	Kitchen supplies and service (Towels, aprons, mops)	\$	180.88
Earthgrains	Bakery Items for hot lunch	\$	1,184.85
Hiland	Milk and dairy products	\$	3,394.91
US Foods	Food order	\$	5,160.78
Pegler	Food Order	\$	4,033.59
Roots to Wings	Tomatoes	\$	75.00
Hansetta Hill	Lunch refund	\$	7.24
Charlee O'Dell	Lunch Refund	\$	43.65
Hoodmasters	Hood cleaning	\$	496.00
	Hot Lunch Total	\$	22,065.46

EFINANCE - POWERSCHOOL
DATE: 10/09/2024
TIME: 08:33:48

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 2/25

FUND - 06 - FOOD SERVICE

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
308	9001	10/09/24	4607 VISA	2610	KITCHEN SUPPLIES	43.48
TOTAL FUND						43.48

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ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 2
 VENCHK11
 ACCOUNTING PERIOD: 2/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
47647			4607 VISA		VOID: MULTI STUB CHECK	
47648			4607 VISA		VOID: MULTI STUB CHECK	
47649	9001	10/09/24	4607 VISA	2650	15 ADDITIONAL LICENSES FO	6.90
47649	9001	10/09/24	4607 VISA	2580	ADMIN TRAVEL TO EVENT	42.81
47649	9001	10/09/24	4607 VISA	2610	AMAZON - 20 PACK MAGNETIC	39.99
47649	9001	10/09/24	4607 VISA	2610	AMAZON - 24 PCS DIGITAL K	34.51
47649	9001	10/09/24	4607 VISA	2610	AMAZON - 5 PACK SAND TIME	15.94
47649	9001	10/09/24	4607 VISA	2610	AMAZON - CLASSROOM MAGNET	20.19
47649	9001	10/09/24	4607 VISA	2610	AMAZON - DIGITAL KITCHEN	15.14
47649	9001	10/09/24	4607 VISA	2610	AMAZON - LEGAL SIZE HANGI	14.39
47649	9001	10/09/24	4607 VISA	2610	AMAZON - LETTER SIZE HANG	15.72
47649	9001	10/09/24	4607 VISA	2610	AMAZON - OFFICE CHAIR MAT	31.54
47649	9001	10/09/24	4607 VISA	2610	AMAZON - RULER MAGNIFIERS	7.53
47649	9001	10/09/24	4607 VISA	2610	AMAZON - SIMPLIFIED TO DO	8.99
47649	9001	10/09/24	4607 VISA	2610	AMAZON - SWIVEL SEAT CUSH	18.97
47649	9001	10/09/24	4607 VISA	2610	AMAZON - TED KANGAROO COU	34.99
47649	9001	10/09/24	4607 VISA	2610	AMAZON - TENSION CURTAIN	22.79
47649	9001	10/09/24	4607 VISA	2610	AMAZON - WHISTLES - 35 PA	14.99
47649	9001	10/09/24	4607 VISA	2610	AMAZON - WIGGLE WOBBLE CH	23.56
47649	9001	10/09/24	4607 VISA	2610	AMAZON - WIRELESS MECHANI	51.60
47649	9001	10/09/24	4607 VISA	2610	AMAZON DOOR MAGNETS	49.95
47649	9001	10/09/24	4607 VISA	2610	AMAZON FLASH CARDS	2.79
47649	9001	10/09/24	4607 VISA	2610	BABY CHANGING TABLES	299.98
47649	9001	10/09/24	4607 VISA	2610	CASES FOR IPADS	93.96
47649	9001	10/09/24	4607 VISA	2610	CASH BOX FOR DISTRICT	81.56
47649	9001	10/09/24	4607 VISA	2530	CLEAR LIVE PHONE	138.09
47649	9001	10/09/24	4607 VISA	2431	EBAY CONTROL BOARD AND FL	237.65
47649	9001	10/09/24	4607 VISA	2734	EBAY-HP PROBOOK MOTHERBOA	432.00
47649	9001	10/09/24	4607 VISA	2626	FILL RITE FUEL SYSTEM AT	85.00
47649	9001	10/09/24	4607 VISA	2610	FIRE EXTINGUISHERS	345.00
47649	9001	10/09/24	4607 VISA	2640	GLOBAL GEOGRAPHY BOOKS	238.69
47649	9001	10/09/24	4607 VISA	2610	HIGH SCHOOL ALT LEARNING	90.30
47649	9001	10/09/24	4607 VISA	2734	HP PRO TOWER 290 G9 DESKT	628.99
47649	9001	10/09/24	4607 VISA	2650	HP X360 REPLACEMENT SCREE	37.70
47649	9001	10/09/24	4607 VISA	2650	HP X360 TOUCHPAD CABLES A	547.05
47649	9001	10/09/24	4607 VISA	2431	IMM CONTROL BOARD REPLACE	399.99
47649	9001	10/09/24	4607 VISA	2734	IPEVO DOCUMENT CAMERA	418.00
47649	9001	10/09/24	4607 VISA	2734	IPEVO DOCUMENT CAMERAS	418.00
47649	9001	10/09/24	4607 VISA	2734	LEADSTAR HDMI CABLE	37.40
47649	9001	10/09/24	4607 VISA	2610	LYSOL CLEANING SUPPLIES	82.32
47649	9001	10/09/24	4607 VISA	2610	MICHAEL'S - 12 PACK LAP T	138.16
47649	9001	10/09/24	4607 VISA	2610	POSTAGE TO RETURN STANISL	12.88
47649	9001	10/09/24	4607 VISA	2643	QUIZLET PO REMAKE	35.99
47649	9001	10/09/24	4607 VISA	2610	RESTROOM SIGNS	18.88
47649	9001	10/09/24	4607 VISA	2610	SAMS RENEWAL	117.70
47649	9001	10/09/24	4607 VISA	2650	SCREEN CLEANER	80.75
47649	9001	10/09/24	4607 VISA	2640	SMALL ENGINES TEXTBOOK	213.87
47649	9001	10/09/24	4607 VISA	2640	SOCIAL BOUNDARIES GUIDE B	17.09
47649	9001	10/09/24	4607 VISA	2330	SPECIAL OLYMPICS CONFEREN	75.00
47649	9001	10/09/24	4607 VISA	2330	SPECIAL OLYMPICS CONFEREN	75.00
47649	9001	10/09/24	4607 VISA	2643	SUPER TEACHER RENEWAL	24.95
47649	9001	10/09/24	4607 VISA	2643	SUPER TEACHER RENEWAL	24.95
47649	9001	10/09/24	4607 VISA	2580	SUPERINTENDENT TRAVEL	130.15
47649	9001	10/09/24	4607 VISA	2610	TENSION RODS	33.32

EFINANCE - POWERSCHOOL
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ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 3
VENCHK11
ACCOUNTING PERIOD: 2/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
47649	9001	10/09/24	4607 VISA	2610	TPT - 2ND GRADE READING F	8.40
47649	9001	10/09/24	4607 VISA	2610	TPT - 5TH GRADE SPELLING	39.45
47649	9001	10/09/24	4607 VISA	2610	TPT - A JOKE A DAY	2.50
47649	9001	10/09/24	4607 VISA	2610	TPT - CONTEXT CLUES WORKS	4.00
47649	9001	10/09/24	4607 VISA	2610	TPT - DAILY QUESTION OF T	4.00
47649	9001	10/09/24	4607 VISA	2610	TPT - EARLY EXPLORERS POS	4.99
47649	9001	10/09/24	4607 VISA	2610	TPT - GOLDEN SOWER MANUAL	15.00
47649	9001	10/09/24	4607 VISA	2610	TPT - GOOGLE DRIVE & PDF	4.97
47649	9001	10/09/24	4607 VISA	2610	TPT - MATH ESCAPE ROOM	6.50
47649	9001	10/09/24	4607 VISA	2610	TPT - NONFICTION TEXT FEA	7.00
47649	9001	10/09/24	4607 VISA	2610	TPT - STUDENT NOTEBOOK WR	30.00
47649	9001	10/09/24	4607 VISA	2610	TPT - WRITING BUNDLE	72.00
47649	9001	10/09/24	4607 VISA	2610	TPT-ENGLISH BELL RINGERS	31.99
47649	9001	10/09/24	4607 VISA	2650	USB CHARGERS	11.89
47649	9001	10/09/24	4607 VISA	2650	USB CHARGING STATION	26.79
47649	9001	10/09/24	4607 VISA	2610	UTILITY CART	89.98
47649	9001	10/09/24	4607 VISA	2610	WALL CALENDAR	5.99
47649	9001	10/09/24	4607 VISA	2610	WINDOW COVERINGS	27.70
		TOTAL CHECK				6,476.81
		TOTAL FUND				6,476.81
		TOTAL REPORT				6,520.29

**General Fund
2024-2025**

<u>Reciepts</u>	<u>Budgeted</u>	<u>Actual Reciepts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ -	\$ 1,467,869.84	0.00%	27.13%
Carline Taxes	\$ -	\$ 760.40	0.00%	25.79%
Motor Vehicle	\$ -	\$ 37,542.76	0.00%	9.03%
PreSchool Tuition	\$ -	\$ 3,360.00	0.00%	25.73%
County Sources	\$ -	\$ 94.23	0.00%	0.20%
State Aid	\$ -	\$ 238,901.00	0.00%	10.00%
Sped SA Revenue	\$ -	\$ -	0.00%	0.00%
Federal & all other	\$ -	\$ 39,157.49	0.00%	0.00%
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$0.00	\$1,787,685.72	#DIV/0!	20.85%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<u>General Fund Totals</u>				
Elementary	\$ -	\$ 389,698.37	0.00%	8.55%
Secondary	\$ -	\$ 352,041.45	0.00%	8.09%
District	\$ -	\$ 230,518.17	0.00%	8.82%
Total	\$ -	\$ 972,257.99	0.00%	8.43%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ -	\$ 12,098.62	0.00%	5.82%
Elem Transportation Maint.	\$ -	\$ 4,195.49	0.00%	3.38%
Secondary	\$ -	\$ 4,855.26	0.00%	4.70%
HS Transportation Maint.	\$ -	\$ 1,556.37	0.00%	7.58%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Building	\$ -	\$ 28,722.12	0.00%	5.43%
Building Maint.	\$ -	\$ 71,724.37	0.00%	13.10%
Grounds Maint	\$ -	\$ 1,246.84	0.00%	3.08%

Source Code:	Activity Balances as of		9/30/2024		YTD Expenditures	Balance
	Account	Beginning Bal	YTD Revenues			
701	One School One Team	\$ 2,000.52	\$0.00	\$0.00	\$ 2,000.52	
702	Always For Kids ELEM	\$ 26,437.46	\$0.00	\$427.50	\$ 26,009.96	
702	HS Always for Kids	\$ 2,234.61	\$1,065.66	\$0.00	\$ 3,300.27	
703	Art Class	\$ 5,853.15	\$45.00	\$0.00	\$ 5,898.15	
704	Art Club	\$ 1,632.03	\$0.00	\$0.00	\$ 1,632.03	
705	Athletics	\$ (40,258.80)	\$14,118.00	\$27,645.09	\$ (53,785.89)	
706	Band	\$ 4,339.15	\$599.50	\$302.95	\$ 4,635.70	
708	Book Club	\$ 270.55	\$0.00	\$0.00	\$ 270.55	
709	Cheerleading	\$ 1,106.90	\$2,663.15	\$0.00	\$ 3,770.05	
710	Welding	\$ 1,592.95	\$30.00	\$0.00	\$ 1,622.95	
714	SKILLS	\$ 1,272.76	\$750.00	\$0.00	\$ 2,022.76	
716	GIRLS WRESTLING	\$953.50	\$0.00	\$0.00	\$ 953.50	
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51	
720	Concessions	\$ (884.02)	\$5,074.20	\$4,928.15	\$ (737.97)	
721	Dance Squad	\$ 3,638.52	\$0.00	\$0.00	\$ 3,638.52	
722	Drama	\$ 2,084.54	\$0.00	\$0.00	\$ 2,084.54	
723	MS STEM	\$ 74.75	\$0.00	\$0.00	\$ 74.75	
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -	
726	FBLA	\$ 11,841.51	\$2,395.50	\$1,050.00	\$ 13,187.01	
727	Football	\$ 16,043.85	\$150.00	\$1,150.00	\$ 15,043.85	
728	Reimbursement (general)	\$ 589.97	\$0.00	\$156.00	\$ 433.97	
732	Fam Cons Science	\$ (1.56)	\$385.00	\$0.00	\$ 383.44	
733	Wrestling	\$ 567.02	\$157.20	\$0.00	\$ 724.22	
735	Honor Society	\$ 1,059.07	\$0.00	\$0.00	\$ 1,059.07	
736	Activities Interest	\$ 4,089.10	\$0.00	\$0.00	\$ 4,089.10	
737	MS Student Council	\$ 2,885.61	\$0.00	\$0.00	\$ 2,885.61	
739	Library Fund Elem/HS	\$ 1,538.86	\$0.00	\$0.00	\$ 1,538.86	
740	Industrial Tech / Woods	\$ 2,611.82	\$220.00	\$437.76	\$ 2,394.06	
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82	
744	HS Lounge	\$ 119.09	\$0.00	\$0.00	\$ 119.09	
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97	
747	Speech	\$ 214.17	\$0.00	\$0.00	\$ 214.17	
748	Spring Musical	\$ 12,005.10	\$1,330.00	\$280.00	\$ 13,055.10	
749	Student Council	\$ 3,775.88	\$170.00	\$700.00	\$ 3,245.88	
750	Student Vending	\$ 1,403.01	\$0.00	\$0.00	\$ 1,403.01	
751	Swing Choir	\$ 3,284.13	\$0.00	\$0.00	\$ 3,284.13	
753	Yearbook	\$ 1,763.65	\$70.00	\$0.00	\$ 1,833.65	
756	Pepsi	\$ 793.71	\$0.00	\$0.00	\$ 793.71	
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95	
761	Honors History	\$ -	\$0.00	\$0.00	\$ -	
762	Baylor/ACT	\$ 2,993.21	\$0.00	\$0.00	\$ 2,993.21	
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85	
765	Class of 2028	\$ 315.00	\$15.00	\$0.00	\$ 330.00	
766	FFA	\$ 18,888.92	\$2,050.00	\$1,284.84	\$ 19,654.08	
768	RR Store	\$ 8,500.00	\$0.00	\$0.00	\$ 8,500.00	
770	K3 Basketball Camp	\$ 2,504.93	\$0.00	\$0.00	\$ 2,504.93	
772	Class of 2023	\$ 1,044.36	\$0.00	\$1,044.36	\$ -	
773	Class of 2024	\$ 798.81	\$0.00	\$0.00	\$ 798.81	
774	Class of 2025	\$ 1,462.26	\$0.00	\$0.00	\$ 1,462.26	
775	Class of 2026	\$ 2,834.50	\$903.15	\$0.00	\$ 3,737.65	
776	Class of 2027	\$ 1,997.60	\$751.50	\$0.00	\$ 2,749.10	
782	Volleyball	\$ 8,295.82	\$689.00	\$1,080.00	\$ 7,904.82	
783	Boys Golf	\$ 4,417.67	\$0.00	\$0.00	\$ 4,417.67	
784	Girls Golf	\$ 6,047.66	\$0.00	\$0.00	\$ 6,047.66	
785	Cross Country	\$ 8,021.31	\$0.00	\$2,074.83	\$ 5,946.48	
786	Track Fund	\$ 4,640.54	\$0.00	\$0.00	\$ 4,640.54	
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12	
788	Softball	\$ 2,204.27	\$0.00	\$60.00	\$ 2,144.27	
789	Baseball Fund	\$ 4,061.84	\$0.00	\$0.00	\$ 4,061.84	
790	Boys Basketball	\$ 2,254.76	\$0.00	\$0.00	\$ 2,254.76	
791	Girls Basketball	\$ 3,529.80	\$0.00	\$0.00	\$ 3,529.80	
792	MS Girls Basketball	\$ 23.50	\$0.00	\$0.00	\$ 23.50	
793	Striv	\$ 1,559.11	\$0.00	\$0.00	\$ 1,559.11	
794	Sped	\$ 626.95	\$611.90	\$0.00	\$ 1,238.85	
795	Wellness (District)	\$ 0.03	\$0.00	\$0.00	\$ 0.03	
796	Elementary Activity	\$ -	\$0.00	\$0.00	\$ -	
799	Girls On The Run	\$443.75	\$0.00	\$0.00	\$ 443.75	
713	Alpaca	\$7.00	\$0.00	\$0.00	\$ 7.00	
100-800	ELEM Unified School	\$0.00	\$500.00	\$0.00	\$ 500.00	
200-800	HS Unified School	\$0.00	\$500.00	\$0.00	\$ 500.00	
	Totals	\$198,491.38	\$35,243.76	\$42,621.48	\$191,113.66	

October 2024

Jennifer Christensen- (K)1-3 Title 1

Leslie Gubbels-Reading Interventionist 3-6/HAL 4-6

Amanda Dennis-Math Interventionist K-6

1. What we do and why

As interventionists we provide services to students that are not meeting grade level benchmarks and do not receive special education services. Our mission is to close the gap striving to get students to meet the following grade level if at all possible.

2. What do we use to qualify students?

- At the start of each school year students take a couple district wide assessments for both math and reading-Measures of Academic Progress (MAP) & FastBridge and teacher input is asked. Lower grades also utilize our district sight word lists. These data points are used to determine which students are needing additional instruction. If 2 or more of these scores are below grade level benchmark, a student qualifies for our services.
- Title and Reading intervention then send home permissions where a parent may choose to deny support.
- Currently, 17 Kindergarteners are receiving an intervention. This number is extremely fluid and changes often due to the skill being targeted.
- This year 1-2 currently serves 19 intervention students in Title 1 Reading.
- This year 3-6 currently serves 22 intervention students in Reading Intervention.
- This year Math Intervention currently serves 36 students in grades 1-5.
- There are currently 13 kindergarten students who are receiving a quick number identification intervention. This number is fluid as the skills change.

- *High Ability Learners qualify by hitting 3 of the 5 following qualifications—high achieving scores from the Cognitive Abilities Test (CogAT), from the Screening Assessment for Gifted Elementary and middle school Students (SAGES), at least 2 district assessment scores above a given percentile in a one year period, a 4.0 in 2 or more core areas in 4 consecutive quarters and teacher recommendation scores.
- HAL serves 18 4-6 grade students, 5 extension students and there are 7 on the 3rd grade watch list for testing in the spring. It was determined that assessing in the spring of 3rd grade and to allow for an entire year of grades to accumulate, students would officially enter the program in the fall of 4th grade. The use of scores to determine a watch list also leans towards groups that may need extension until testing occurs OR students in 4, 5 or 6 that reach a notable mark for further evaluation.

3. How do we help students to learn?

- HAL-see enrichment below
- K-2 Reading uses UFLI (University of Florida Reading Institute). This program provides explicit instruction in phonemic awareness and phonics giving students multiple opportunities to interact with words. Students are both decoding and encoding words, as well as using decodable text allowing them to use skills in context. This program change 2 years ago was made to support the Science of Reading shift our core curriculum made

(SuperKids). The compliment in instruction is strong between the two curriculums. Students experience success due to the I Do, We Do, You Do model. Group size also ensures more success for them.

- 3-6 Reading uses Leveled Literacy Intervention (LLI). This program complements and supports a structured literacy philosophy which uses direct and explicit instruction.
- Each lesson includes:
 - Discussion of text
 - Phonics/Word Study
 - New Text-alternates between an instructional level and two levels below for fluency
 - Every other lesson also includes a reread with one to one assessment and a writing portion
- Math uses Bridges Intervention curriculum. Bridges Intervention is a math program for students in grades K–5 that provides targeted instruction and assessment for key math skills and concepts. The program is designed to help students make sense of math by building on what they already know and understand, helping students meet the current Nebraska Math Standards.
 - Lessons include a couple of warm-up skills and then moves into different skills and strategies that students can use to solve different math problems and situations.
 - Students get multiple days of instruction on a skill.

4. **How do we know students are learning?**

Reading

Students are evaluated both formally and informally. Anecdotal notes are taken daily, running records with individual students occur on the even lessons and district wide assessments- NSCAS/MAPS and FastBridge-are also used for summative assessments to help determine growth and are taken again in winter and spring.

Last year overall average growth was at or slightly above expected student growth. Although we push to make more than one year, knowing students did not increase their gap shows learning.

Math

There are assessments that are part of the Bridges curriculum that are given after every 4 lessons. Sometimes the lessons are a lesson a day and sometimes they are stretched out to 2-3 days. These assessments are used to determine whether more time needs to be spent on a skill or not. Anecdotal notes are also taken on a daily basis.

Using NSCAS/MAPS and FastBridge data is also used for summative assessments to help determine growth.

How do we respond when students are not learning?

If students have not made progress based on reassessment scores, they may be put in different groups that better reach their needs or look at further evaluation. A look at classroom interventions or monitoring is also taken into consideration. Our number fluctuates from year to year as we work through the MTSS process and we see some move into special education as well as the ones we move out as they reach benchmarks. We've noticed many of the students we serve are new to our district.

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

HAL does not currently use a purchased curriculum. I utilize mostly Problem Based Learning (PBL) units for students. This is still a work in progress but the focus is to be inquiry driven and performance based outcomes. Along with these units I offer extra opportunities entering in elementary Quiz Bowl and Battle of the Book competitions with only interested students. This year too, working with Mr. Shada, I've also offered a project based contest called Future City with a group of 9 6th-8th grade students.

Reading-

When a student reaches proficiency they are dismissed from our groups to whole group.

Math-

Students who exceed proficiency will be dismissed from math interventions. Math is different from reading where a student may be really struggling with one concept, but the next they have mastered. The math groups are really pretty fluid, with students entering and exiting based on teacher recommendations.

6. **Other Information**

Multi-cultural Aspect:

LLI does use varying backgrounds and cultural experiences.

Bridges incorporates many different real world cultures into their curriculum in determining how to solve real world math problems.

October 2024

Jennifer Christensen- K-2 Title 1

Leslie Gubbels-Reading Interventionist 3-6/HAL 4-6

Amanda Dennis-Math Interventionist K-6

1. What we do and why

As interventionists we provide services to students that are not meeting grade level benchmarks and do not receive special education services.

2. What do we use to qualify students?

- Multiple assessments are used to determine which students are needing additional instruction. If 2 or more of these scores are below grade level benchmark, a student qualifies for our services.
- Title and Reading intervention send home permissions
- *High Ability Learners qualify by reaching 3 out of 5 areas of review
- Currently, 17 Kindergarteners are receiving an intervention. This number is extremely fluid and changes often due to the skill being targeted.
- Title, Reading and Math currently serve 77 students in Tier 2 intervention. Our number fluctuates from year to year as we work through the MTSS process and we see some move into special education as well as the ones we move out as they reach benchmarks. We've noticed many of the students we serve are new to our district.
- HAL serves 18 identified 4-6 grade students.

4. How do we know students are learning?

Reading & Math

Students are evaluated both formally and informally. Typically overall average growth is at or slightly above expected student growth.

How do we respond when students are not learning?

If students have not made progress based on reassessment scores, they may be put in different groups that better reach their needs or look at further evaluation.

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

HAL focus is to be inquiry driven and performance based outcomes.

Reading and Math

When a student reaches proficiency they are dismissed from our groups to whole group.

Board Report

Specifics:

I. Multi-Cultural Aspect: Multicultural learning takes place in our classrooms

Special education multicultural learning is embedded into the general education curriculum. Students are exposed to different cultures and regions of the United States and the world.

II. What do we want students to learn?

Our goal in special education is to move students at or closer to grade level expectations by making modifications and accommodations based on student needs. Students may work in specific areas such as reading, math, or behavior. Each student has an Individualized Education Plan (IEP) that case managers handle.

III. How do we know students are learning?

Students are continually monitored for growth. Teachers do both formal and informal assessments of skills toward goals in student IEPs. We have four assessment periods in which we track the specific progress of each student. Parents are notified of the progress in a progress report that addresses each student's goal areas.

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

As a district, we are utilizing and continuing to develop our Multi-Tiered Systems of Support (MTSS). When Tier I, the general education curriculum, is not effective, we move into Tier II support. For us, at Arlington, this means Title reading, Math, or Reading Interventions. If students are not successful in these two tiers, sometimes, after tier I intervention, we move students into the Student Assistance Team (SAT). This team looks at all interventions that are in place and adjusts or monitors the process. If students are still struggling to make adequate progress, we move students to evaluation and possibly Tier III, Special Education. If students have already qualified for special education and are not successful, we look at goals(IEP) and adjust as needed to better meet students where they are and move them closer to their goals. As a special education team, we are always looking for other opportunities to meet the needs of students. These could be extended school years or alternate placements in or out of the district.

V. How do we extend learning for students?

For special education students, we offer extended school year opportunities, school-to-work plans, Nebraska VR programs, transition plans, and programs. We monitor the need for extension in the IEP goals.

VI. Other Information

Teachers have been trained and implemented the LLI, UFLI, and Sonday Curriculum (Tier 3 supports). Direct instruction practices have been implemented in all Tier 1 (Classroom) instructional settings. In the elementary a Social Emotional Class for students with IEPs meet to work on expected & unexpected behaviors, emotions, zones of regulations and size of problems and how to work on these skills during daily routines.

Total Numbers 2024-2025:

118 total students - Birth-12th Grade

PERCENTAGE		
Data Years	State	District
2023-2024	Unavailable	16.86%
2022-2023	16.45%	12.48%
2021-2022	15.92%	12.50%
2020-2021	15.67%	15.33%
2019-2020	15.56%	15.36%
2018-2019	15.48%	14.01%

James Shada
October
Board Report

Pink Out

The athletic department in conjunction with the dance team will be hosting Pink Out Nights in October. We will be encouraging students to wear pink and honor families fighting cancer. Pink out games: Volleyball 10/10, Football 10/25.

2024 Homecoming

We had a great week for the 2024 Homecoming! Theme days were: Monday- Jersey Day, Tuesday- Surfer/Bikers, Wednesday – Class Color, Thursday- Disney, and Friday – Spirit Day! Please check out our social media pages for all the involvement from all our students K-12 and Staff!

Arlington Education Foundation Recognition

Congratulations to Senator Lynne Walz for being inducted into the Arlington Education Hall of Fame. Mrs. Walz is a 1986 graduate. Congratulation to Mr. Scott Parson on receiving the Marian Wilkins award. Mr. Parson was recognized for his dedication to our community and school district.



Homecoming King and Queen

Congratulations to Libby Hegemann and Zane Gerrish on being crowned the 2024 Homecoming Queen and King!



Elementary Board Report October 2024

- **6th Grade Outdoor Education** - Arlington students participated in an outdoor education experience at Camp Fontanelle. Students were able to do some gravestone rubbings, learn of the history of the area, climb trees, and many other things.
- **5th Grade Outdoor Education** - Arlington students participated in an outdoor education experience at DeSoto Bend. Students explored the nature preserve and had an educationally packed day!
- **1st Grade** - Arlington students traveled to Vala's and explored the lifecycle of pumpkins. They had a fun-filled day and left with their very own pumpkin.
- **Homecoming Week** - Students participated in dress up days and the excitement of the Homecoming pep rally!



Secondary Principal's Report

For the October 2024 Board Meeting

Parent Teacher Conferences

Will be held on October 23 and 24 from 5:00-8:00 in the competition gym.

Recent Extension of the Classroom/Counseling Opportunities:

(examples, not a comprehensive list)

- 9/17 - Valley Corp Equipment Rodeo
- 9/18 - Fremont College and Career Fair
 - All juniors participated
- 9/19 - Apply 2 College Day
 - Students received assistance completing college applications. Representatives from UNL, UNO, Wayne State, Metro, Northeast, and Southeast helped with college applications and answer questions about college/scholarships, etc... 22 seniors completed 54 college applications in less than an hour and a half!
- 9/19 - Games on the Green
- 10/9 - D.E.C.I.D.E. Guest Speaker
 - Steve Emt
- 10/21 - UNL Athletic Training Visit

HOCO

Homecoming 2024 was the first week of October. We had a parade, dress up days, activities, a pep rally, a dance, and many sporting events during the week. It was a great one!

Cornhole Tournament

This Saturday, the Arlington wrestling program hosted a cornhole tournament to fundraise for their program. Be on the lookout for our new MS Girls Wrestling schedule in the late fall/early winter thanks to Mr. Shada and our coaching staff.

Co-Curricular Opportunities

- FFA - Busy with many items including Dairy Judging, Land Judging, Officer Training, National Convention, to name a few
- FBLA - Busy with many items including Fall Leadership Conference, Food Drive, Community Activities, Business Days, and an upcoming National Leadership Conference to name a few
- NHS - Induction Ceremony on October 21
- HS and MS Book Club Kick-off, Art Club, and many others

Purpose:

For us to share the information we learn here

Cell phone policies

- Several States have banned the use
- So we need assistance from the Commissioner/NDE on this topic?
- Not a lot of support in asking the state for a ban
- Share research for us to inform/educate our communities

Assessment Systems

- NWEA MAPS (?) - attend the road show

AQuESTT

- Intent is to have something ready by May
- Committee of a variety of backgrounds working on it
- Resetting Thresholds
- Z-scores by grade bands
- No negative adjustment
- Discipline reported but not scored (OSS or expulsion)
- New Districts and Schools integration into the system (ease them in)

Accountability

- Identify new and exiting TSI, CSI/ATSI groups
- No new identifying this year (?)
- Some screeners will be discussed
 - Keep an eye on what the department is doing with the Early Literacy Project
 - Not able to secure the waiver on the 1% Alt assessment rate this year

Zoom with Brian H. and Bryce W. on Special Session

- NDE forecast models based on proposals
 - Will produce models if a change to TEEOSA is proposed, and supported by a committee chair
 - We aren't done, get school districts on board by reaching out to them (message to senators)
 - Supt agree to not render a position until we have seen modeling of proposed plans

Rule 11- Early Childhood

- Staff qualification requirements for before and after care
 - Extended care will get more kids into PK potentially
- Five-year-old attending
- Home Visits
- Para training requirements
- Meetings (open meetings act requirements)

Nebraska Literacy Project

- Three goals:
 - Literacy-main thing, better readers tomorrow than today (keep the main thing the main thing)
 - Increase proficiency goal, and move the target date to 2027 v. 2030
 - Evidence based, grounded in the science of reading
 - Attendance:
 - Quality Teachers:
 - \$55 million grant received, first \$11 million comes in October
- Possible ESUCC model, super trainer, a trainer in each service unit to work with districts

What are the things in our districts that Dr. Maher needs to be aware of?

1. Still asking for more than one opportunity to prove they know what they know
 1. Was not well received, the nscas road show
2. Schools seem to be thrown into the wind of the legislature
 1. Time to come forward with some good ideas instead of reacting to the ideas that senators come up with
3. Truancy and working with the county attorneys
4. Performance of NDE is on the upswing
5. Special Education monitoring challenges
6. Certification has come a long way and things are going better; request to see the progress of the certificate from start to finish
7. Transportation; busses, clarification, training, etc. Hard to get done period, let alone in a timely manner; replacement of vehicles
8. Reimbursement requests, timeline has increased but still behind; reproducing the paperwork when you have a fiscal review
9. Safety and Security, having conversations and continuing to share information among school districts

It is the policy of Arlington Public Schools to enroll five-year-old students in Kindergarten insomuch as the parents choose, as regulated by mandatory enrollment in the state of Nebraska. (See Neb. Rev. Stat. Sections 43-2001 to 43-2012, Neb. Rev. Stat. Sec. 79-214, Neb. Rev. Stat. Sections 79-217 to 79-223, Neb. Rev. Stat. Sec. 79-266.01, 173 NAC Chapters 3 and 4 (HHS Regulations)).

If a five-year-old child has been verified as having a disability, the district will enroll the child in either Preschool or Kindergarten, with placement deemed appropriate for functional and social/emotional level as determined by an MDT/IEP, with deference given to the requirements of providing a free and appropriate public education, following Nebraska Administrative Code Rule 51 to determine the Least Restrictive Environment.

Inclusion practices will be considered which allow students with disabilities to participate in educational environments alongside their same age, typically developing peers given individualized accommodations, modifications, and supplementary aids and services as required.

NASB BOARD QUICKS

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

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>

See AMM photos now at <https://members.nasbonline.org/events/area-membership-meetings>



State Conference - Student Voices & Call for Moderators Due October 4 - email Sharon!

NASB Board Candidate Virtual Workshop - October 9 - 7:00 to 8:30 PM CT

Order your 2024 Nebraska Ed Laws Books by October 28 at <https://nasb.envisiams.com/membership/ne-ed-law-book>



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

NASB Delegate Assembly - November 22 - 8:00 AM - Omaha

Download your 'Delegate Handout' for the Delegate Assembly now at <https://members.nasbonline.org/government-relations>



Continued on Page 2



Leadership

Innovation

Vision

Engagement

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

NASB BOARD QUICKS

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



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2024 NEW BOARD MEMBER WORKSHOPS

CALL TO ORDER:
**WELCOME TO THE
BOARD TABLE**

NORFOLK - KEARNEY - GERING - NORTH PLATTE - YORK - LA VISTA

New Board Member Workshops

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

LEGISLATIVE ISSUES CONFERENCE
January 26-27, 2025 - Lincoln

SCHOOL BOARD MEMBER WEEK
January 26 to February 1, 2025

PRESIDENT'S RETREAT
February 16-17, 2025 - Kearney

NAEP STATE CONVENTION
March 19-20, 2025 - Kearney

NASB MEMBER GOLF OUTING
June 11, 2025 - Kearney Country Club

SCHOOL LEADERS & LAW CONFERENCE
June 11-12, 2025 - Kearney

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

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Nebraska Rural Community Schools Association

Member Update

October 10, 2024



Photo Credit: Anselmo-Merna Public Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA District Meetings

August to October 2024

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 206-207

NRCSA Scholarship & Recognition Committee

November 20, 2024, 10:00 AM

CHI Center in Omaha, Room 208

NRCSA/UNO Closing the Achievement Gap Research Team

November 20, 2024, 11:00 AM

CHI Center in Omaha, Room 206-207



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.



Boyd County Schools

[Announcement of Vacancy](#)

[Apply for this Vacancy](#)

Application Deadline: **Nov. 6, 2024**

Finalists Selected: **Nov. 13, 2024**

Interviews: **Nov. 18 & 19 or Nov. 23, 2024**

Contract Begins: **July 1, 2025**



Lawrence-Nelson Public Schools

[Announcement of Vacancy](#)

[Apply for this Vacancy](#)

Application Deadline: **Nov. 18, 2024**

Finalists Selected: **Nov. 25, 2024**

Interviews: **Dec. 4 & 5, 2024**

Contract Begins: **July 1, 2025**

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 nearing its end. 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 a growth in membership this year as we have already been informed that three 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.

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification.

As a result of this move, new scholarship opportunities were created for paras who are in a "para to teacher program" and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized "para to teacher" program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor's degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Application materials were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The Fall applications were received and the NRCSA Scholarship and Recognitions Committee selected the three scholarship winners.

NRCSA Executive Director Jack Moles visited the districts of the three recipients to make the scholarship presentations. The Fall recipients are: Kayla Christensen (Morrill), Lauren Nichols (Sioux County), and Tabitha

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

Nelson (Falls City).

Kayla Christensen is currently a para at Morrill Elementary School. She has a Bachelors degree in Sports and Exercise Science and is working to obtain teaching certification in Early Childhood Education (Inclusive) through UNK.

Lauren Nichols is currently a Science teacher (provisional certificate) at Sioux County Public Schools. She has a Bachelors degree in Applied Sciences and is working to obtain a teaching certificate in Secondary Science through UNK.

Tabitha Nelson is currently a para with Falls City Public Schools. She is working on a teaching certificate in K-12 Special Education through Chadron State College.

Applications for the Spring semester will go out in late October or early November. I ask you to encourage qualified candidates to apply for these scholarships.



Morrill Board President Bill Watson, Jack Moles, Kayla Christensen, Morrill Elementary Principal Delinda Lackey.



Sioux County Superintendent Liz Baker, Lauren Nichols, and Jack Moles



Falls City Superintendent Tim Heckenlively, Tabitha Nelson, and Jack Moles

SUPERINTENDENT SEARCH & PLANNING

A year ago, NRCSA 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. We are currently assisting the Boards of Education at Lawrence-Nelson and Boyd County in their Superintendent searches.

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. We are currently assisting Anselmo-Merna in their planning process. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.



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 \(Jack Moles\)](#)

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](#)

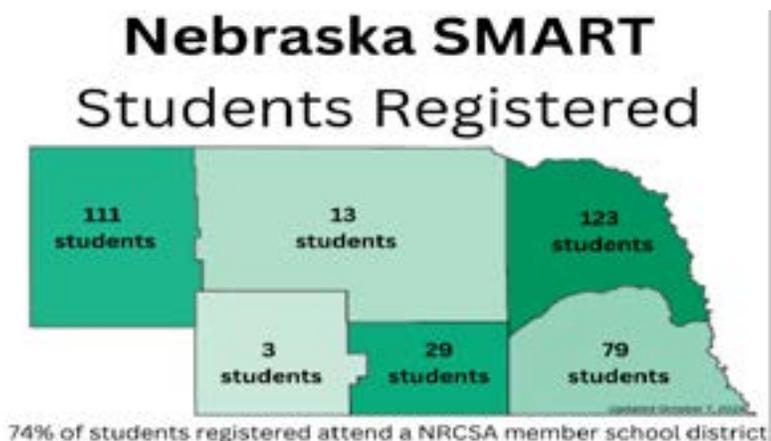
From NRCSA Executive Director Jack Moles: *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program is provided below. This program is beneficial on many levels. Among them are:*

- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school districts. All three of the State Colleges are NRCSA members.*
- *The program provides an opportunity to connect prospective teachers with rural schools. Some of the tutors did not attend rural high schools and this provides an opportunity for them to connect with rural.*
- *The program provides an opportunity to connect YOUR school with prospective teachers. You may be in the market to hire one of these tutors in the future and this connection could help!*

Nebraska SMART Free Online Tutoring for K-12 Students

I am excited to report that after the first month of tutoring (September 3 – October 3), we have matched the number of completed sessions from the entire three months of the spring 2024 semester, totaling 214 sessions. Our Tutors have spent over 118 hours this semester in tutoring sessions with students across rural Nebraska.

Since the end of the Spring 2024 Semester, we've registered over 215 new students, totaling 358 students registered, 74% of which are students attending NRCSA member school districts.



Thank you for the role you have played in raising awareness of and promoting this program!

Parent/student feedback

“I understand the material better [after my tutoring session] and I think I should do [well] on the test. The tricks I learned should help me remember the steps better and go through the process smoothly, without overthinking the problem.”

“[My Tutor] was incredible! She was extremely kind and patient. [My son] said he definitely wants to continue sessions with [his Tutor] as time allows. I have never seen him so happy after doing math homework. This program has been an absolute blessing. Thank you!!!!”

“[My Tutor] gave me good tips about math and test taking advice!! Very kind!!!!”

“[My Tutor] was super sweet and very helpful. Also, she was very patient while I was figuring out my problems.”

Student Registration

Parents and students can schedule tutoring appointments with a Nebraska SMART Tutor by logging in to their accounts through the [website](#). 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.

Fall Tutoring Hours

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



No Tutoring October 14

Tutoring will not be offered Monday, October 14, due to the State Colleges' mid-term break.

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
- During Parent/Teacher Conferences
- With Teachers, Counselors, Parent/Teacher Associations, and district staff
- Link [Nebraska SMART](#) as a student resource on school district websites
- Distribute bookmarks to each K-12 student in school/district
- Connect with Nebraska SMART on social media: [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share with district technology team the domain [allowlist guide](#)

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

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

School districts can request additional promotional supplies by emailing nebraskasmart@nscs.edu.

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

Julie Dickerson, Nebraska SMART Director
nebraskasmart@nscs.edu

From Rebecca Vogt, UNL

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

Well Being of Rural Nebraskans

From Jay Martin, NDE Director of School Safety & Security

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

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

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

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

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

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

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

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

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

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

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

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

At the Membership Meeting during the Spring Conference the Executive Committee presented updated NRCSA Constitution/By-Laws for approval by the membership. According to NRCSA rules, such issues must be shared with the membership prior to the meeting. The updates were approved. Below are links to a working copy with suggested revisions and an adopted copy which was voted on and approved.

[Adopted copy](#)

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

[Why Rural Matters](#)

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

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

[Understanding REAP](#)

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

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

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

as well as a recording of one of the meetings.

[New Leaf PowerPoint Presentation](#)

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



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



[Read the Full Blog](#)

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 106 such meetings. I most recently attended the Board meetings at Alma and Southern Valley on Monday, Sept. 9 and at Kenesaw and Silver Lake on Wednesday, Sept. 11.

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

MONDAY, OCT. 14: Fullerton, St. Edward, and Boone Central

MONDAY, NOV. 11: Stuart and West Holt

TUESDAY, NOV. 12: ESU 17

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 a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to "attend" your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.



ALMA BOARD OF EDUCATION AND ADMINISTRATION



SOUTHERN VALLEY BOARD OF EDUCATION AND ADMINISTRATION



SILVER LAKE BOARD OF EDUCATION AND ADMINISTRATION

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

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

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

Improving Cardiac Response in Schools. 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!*

Farm to School Network Takes Root in Nebraska

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

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

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

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

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

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

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

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

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

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

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame

of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2023-24, 98 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2023-24, the rebate was over \$30,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrca.net) or Jeff Bundy (jbundy@nrca.net).



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.

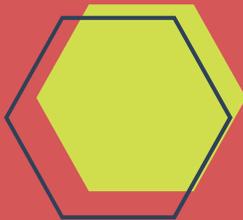
Book your School's Presentation

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

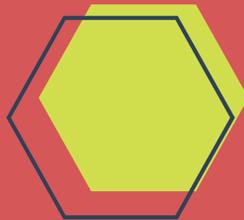


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

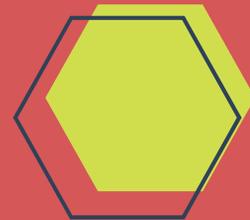


During the Game/Event

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.

October 2024:

* Southern Valley Elementary and West Point Elementary were recognized by the U.S. Department of Education as National Blue Ribbon Schools. Only four schools in Nebraska were recognized and only 356 schools in the country received the award.

* Four students from NRCSA member schools have been named National Merit Scholarship semi-finalists. They are Kit Brooks (Central City), Austin Schmidt (Heartland), Michael Tophog (Ogallala), and Norah Armstrong (Wayne).

* Two alumni of NRCSA-member schools were recently inducted into the Nebraska Football Hall of Fame: Chris Kelsay (Auburn) and Jared Crick (Cozad).

* Jordan Hooper (graduate of Alliance) and Virginia Stahr (graduate of Centennial) were inducted into the University of Nebraska Hall of Fame recently. VIRGINIA STAHR JORDAN HOOPER



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](#)

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 exhibit 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) 392-7984
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



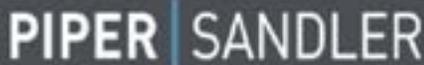
Tremco Roofing

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
2204 University Dr, Suite 130
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

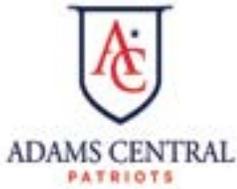


Trane Technologies

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

MEMBER SPOTLIGHT

Adams Central Public Schools



Mascot: Patriots

Enrollment: 1060

Location(s): Hastings, NE

Interesting Fact: The district covers over 300 square miles.



Superintendent: **Shawn Scott**

Principals: **Scott Harrington**, Jr/Sr High School
Lonnie Abbott, Elementary

Board of Education: Back Row (from left to right): **Shawn Scott**, Superintendent; **Chris Wahlmeier**, Board Member; **Chad Trausch**, Vice-President; **Derek Uhrmacher**, Board Member.

Front Row (from left to right): **Dave Johnson**, President; **Janice Niemeyer**, Treasurer; **Tim O'Dey**, Secretary.



Programs

Program 1. Video Production. New to the Adams Central High School Curriculum in 2023 is a class geared to teach students how to design and run a video board. The class is tasked with making sure everything runs smoothly for home athletic events. The addition of video boards at Adams Central has happened over the course of the last few years. This class runs the scoreboard, music and lights at home football games and the scoreboard at home indoor athletic events.



Program 2. Goal Setting. Over the past two years, Adams Central Elementary has placed a strong emphasis on student growth. Using NSCAS (Nebraska Student-Centered Assessment System) scores from fall, winter, and spring, teachers work with students to track progress and set personalized goals. After one-on-one conversations with their teachers, each student establishes a growth target to work towards.

To motivate students, the school organizes class competitions to see which group shows the most improvement. The winning class is rewarded with a pizza party and a traveling trophy. In addition, students who demonstrate growth are invited to an ice cream party as a special celebration of their hard work.

This approach has not only created a positive environment for students to celebrate their achievements, but it has also drawn attention from state education leaders.. The staff at Adams Central Elementary have had the opportunity to share their successes with both the state school board and the Commissioner of Education, showcasing their commitment to fostering student development.



MEMBER SPOTLIGHT

Eustis-Farnam Public Schools



Mascots: Knights & Bulls

Enrollment: 180 PK to 12

Locations: Eustis NE

Interesting Fact: We've have an indoor swimming pool in an addition that was added in 1972.

Superintendent: Nick Hodge

Principal: Taylor Jenner



Board of Education: Alan Smith, President (re-elected 2020); Neil Jack, Vice President (re-elected 2022); Tyler Pieper, Secretary (re-elected 2022); Jeff Loshonkohl, Treasurer (elected 2020); Michelle Fasse (re-elected 2022); Nick Toberer (elected 2020)

Programs:

Preschool program and addition

We were one of 17 public schools without a preschool directly associated with our school district, until January 2024. We completed a new addition funded with a lease purchase.



Eustis-Farnam Knights FFA program tradition of success at both the State and National levels



Hi-Line Bulls (sports only) coop between us Eustis-Farnam and our neighbors to the east Elwood since 2019-20.



MEMBER SPOTLIGHT

Deshler Public Schools



Mascot: Dragons

Enrollment: 227 students

Locations: Deshler, NE

Superintendent: **Wade Finley**

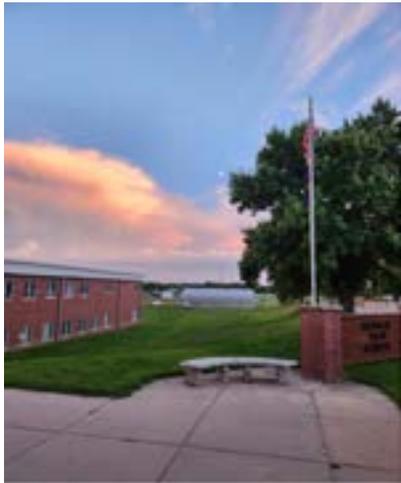
Principal: **Dana Epley**, PreK-12

Board of Education & Administration (*Front L-R*): **Abby Gausman**, Bd. Member, **Chrystal Miller**, Bd. Member, **Andy Schmidt**, Secretary, & **Brian Isernhagen**, President.
(*Back L-R*) **Matt Vieselmeyer**, Bd. Member, **Ryan Buscher**, Vice President, **Wade Finley**, Superintendent, & **Dana Epley**, PreK – 12 Principal.



Deshler CTE Programs: Through the reVISION Grant award of \$100,000, Deshler Public Schools looked very closely at what we are currently offering and where we wanted to expand in our Career & Technical Educational. The following are areas which we have expanded.

Agriculture, Food and Natural Resources. We have close to 80 FFA members, and it was apparent that the expansion of this program, particularly in the area of livestock, needed to be met, with several students interested in ag as a career, and many of our local families raising both crops and livestock. We recently completed a large-scale greenhouse that will be in operation in the Spring of 2025. We also identified the need for our students to learn about genetics in breeding programs and breeding techniques. We were able to purchase an artificial insemination (AI) simulator that can teach our students the necessary skills of breeding livestock to be used on their own livestock operations, several of which are supervised agricultural experience projects.



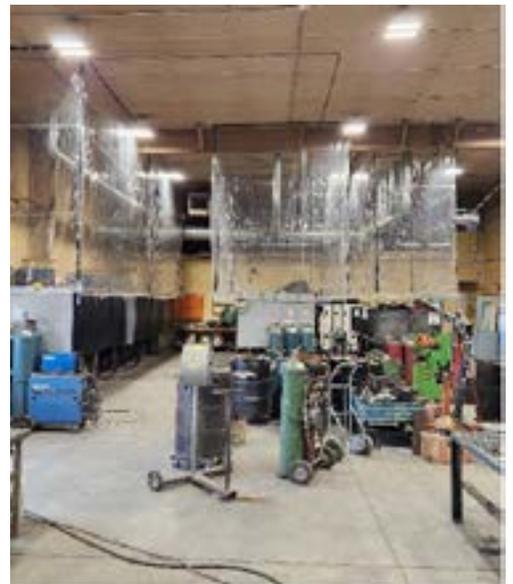
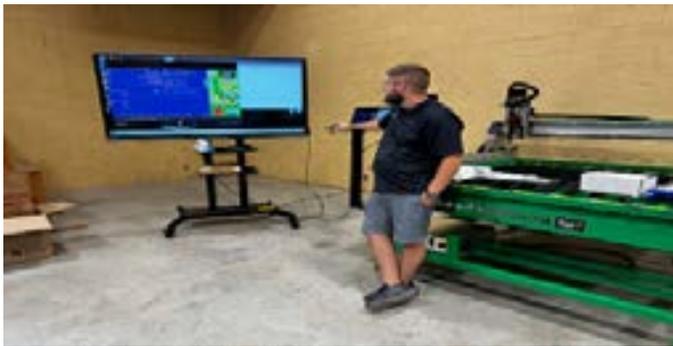
Health Sciences. Thayer County Health Services helped us to identify areas of need through our partnership with them. We were able to purchase a suture kit, sports nutrition kit, and an EMT package worth \$25,999 to help work towards EMT certification for our students in the upcoming years. Several students have graduated with 30 credits or more in the healthcare sciences field, as well as being CNA certified and have their general education coursework completed as they head into their career field or two- or four-year colleges.



Skilled & Technical Sciences. Deshler Public Schools has had an elite CTE program for well over a decade. We have a very strong and long-standing partnership with Reinke Manufacturing. Through this partnership, Reinke Manufacturing has furnished a welding shop, including robotic welders, as well as providing us with a commercial level robotic arm and metal CNC lathe. In addition to equipment, they have also sent staff to teach our welding courses and coach a robotics team for us (which had the opportunity to go to nationals AND we are working to restart a robotics program in Thayer County now!). Many of our students have graduated with multiple levels of welding certifications, making them both career- and college-ready.

We are fortunate that Reinke Manufacturing sends their techs over to teach both student and adult welding classes in our facility, and that we have teachers who have stepped in (outside of their certification areas) to learn the trade as well. In our work with Reinke Manufacturing, there was a need to expand our programming. We are now teaching SolidWorks, as well as hands-on Irrigation and Electrical exploratory classes to our junior high students, and recently introduced a small engines class.

The reVISION grant allowed us to purchase \$69,729 worth of equipment for this program. We were able to purchase a CNC plasma table and an Epilogue laser so that our students would be able to expand their knowledge in the area of metal fabrication. We are hoping that these purchases help to expose our students to entrepreneurship as well as building a school-based enterprise.



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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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.nrdsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

Grade Level	10/1/2024	9/6/2024	8/7/2023	10/1/2023	2/7/2024	Final June 2024
PS	26	26	24	26	29	30
KG	45	45	54	53	52	53
1ST	52	52	46	43	43	42
2ND	47	47	50	47	47	47
3RD	51	51	53	53	54	53
4TH	56	56	40	39	39	38
5TH	39	39	55	55	54	55
6TH	56	57	55	52	53	52
PS-6 TOTAL	372	373	377	368	371	370
7TH	56	56	51	49	49	49
8TH	50	51	67	65	65	64
9TH	66	67	61	62	60	58
10TH	61	61	56	57	57	57
11TH	56	56	46	46	45	45
12TH	44	44	64	62	62	62
7-12 TOTAL	333	335	345	341	338	335
PK-12 TOTAL	705	708	722	709	709	705

OPTION ENROLLMENT

IN/OUT	IN/OUT	Net	1-Oct-23	Net Change
KG	7/3	4	7/1	6 -2
1ST	9/2	7	11/5	6 1
2ND	12/3	9	11/4	7 2
3RD	16/3	13	11/0	11 2
4TH	14/1	13	5/6	-1 14
5TH	5/7	-2	11/2	9 -11
6TH	11/1	10	12/2	10 0
7TH	12/2	10	5/2	3 7
8TH	3/1	2	10/1	9 -7
9TH	13/4	9	14/3	11 -2
10TH	17/4	13	13/5	8 5
11TH	13/5	8	16/7	9 -1
12TH	16/8	8	13/8	5 3
TOTAL	148/44	104		93 11

14% Net Option

139/46

23-24 Total In/Out 139/46 93 net



NASB Strategic Planning Service Agreement

This Strategic Planning Service Agreement (the “Agreement”) is made this 8th day of October, 2024 (the “Effective Date”), by and between the Nebraska Association of School Boards (“NASB”), a non-profit corporation organized and existing under the laws of Nebraska, and **Arlington Public Schools** (the “Client”), a Nebraska Political Subdivision.

WHEREAS, NASB, provides services to Nebraska school boards to strengthen public education and offers a Strategic Planning Service in which to engage internal and external stakeholders in the development of the district’s mission, vision, and goals to support student learning; and

WHEREAS, the Client desires that NASB provide this Strategic Planning Service to the Client; and

WHEREAS, NASB desires to provide such service to the Client under the terms and conditions of this Agreement;

NOW THEREFORE, in consideration of the mutual promises, covenants, and conditions contained in this Agreement, the parties agree as follows:

1. Services. Subject to the terms and conditions of this Agreement, the Client hereby retains NASB to provide Strategic Planning Services (the “Service”), and NASB agrees, subject to the terms and conditions of this Agreement, to render such Services during the term of this Agreement. Such Services shall be limited to those described in Exhibit A, as amended, by mutual agreement, in writing from time to time. NASB shall render Services hereunder at such times and places as shall be mutually agreed upon by Client and NASB.

2. Fees.

- a. In consideration of the Services to be provided by NASB, subject to the terms and conditions of this Agreement, the Client shall, within 30 days of NASB’s invoice, pay to NASB the applicable Service Fees for the Services as described in Exhibit A, in addition to reasonable travel and other expenses NASB incurs in connection with performing the Services.
- b. All fees are exclusive of any applicable taxes. Client shall be responsible for payment of such taxes of any kind.
- c. To obtain payment, NASB shall submit to the Client, an invoice describing services rendered and expenses incurred under this Agreement. The Client shall pay to NASB invoiced amounts within thirty (30) days after the date of invoice.

3. Term. This Agreement shall commence on the Effective Date above, and shall continue for a period of one year, unless extended by agreement of the parties.

4. Cancellation Policy. If the Client cancels any of the Services described in Exhibit A less than 36 hours before the start of the scheduled Services, the Client will be billed for any travel or other expenses actually incurred by NASB in connection with this Agreement, which may include the purchase of nonrefundable airline tickets. If the Client cancels any of the Services described in Exhibit A within 36 hours of the start of the scheduled Services, the Client will be charged a Cancellation Fee equal to the total cost of the applicable Service Fee(s), as described in Exhibit A and Paragraph 2 above, plus any actual travel or other expenses actually incurred by NASB in connect with this Agreement. If the Client reschedules the Services, within two weeks of cancellation, for a later time mutually agreed upon and available by both parties, the Client will be charged the Service Fees as described in Paragraph 2 above, minus half of the Cancellation Fee charged to the Client in accordance with this Paragraph.

5. Termination. NASB may terminate this Agreement if Client is in default of any of the terms and conditions of this Agreement and fails to correct such default within ten (10) days after written notice from NASB. Any provision of this Agreement, which imposes an obligation after termination, or expiration of this Agreement shall survive the termination, cancellation, or expiration of this Agreement.

6. Intellectual Property. Except as described below, the work products, which are first produced or created for Client by NASB, under this Agreement, shall be the property of the Client and shall be considered works made for hire under this Agreement. Notwithstanding the foregoing, any developed technology, including patentable and unpatentable ideas, know-how, trade secrets, confidential information, technical data, or techniques, and all intellectual property rights appurtenant thereto which may be developed by NASB under this Agreement or in the delivery of any services hereunder that derive from, improve, enhance, or modify NASB's product(s) and services, or pre-existing intellectual property will be the property of NASB.

7. Confidential Information Defined. For the purposes of this Agreement "Confidential Information" shall mean all nonpublic information relating to or in any way connected with the business, operational, technical and/or financial affairs of NASB, its members, the results of its or their operations and/or any and all nonpublic information relating to the Services provided or performed by NASB pursuant to this Agreement including, without limitation, all policies, practices, research, protocols, specifications, characteristics, means, methods, processes, routines, trade secrets, and know-how used or developed by NASB. Anything herein to the contrary notwithstanding, Confidential Information does not include information that Client can prove through written or electronic records or other physical evidence: (a) to have been or become generally known to the public through no fault of Client or its agents or representatives; (b) to have been already in the possession of Client at the time of the disclosure and was obtained from NASB; or (c) to have been later obtained by Client from a third party not under any obligation of confidentiality to NASB.

Client agrees that it shall not use for any purpose or disclose to any third party any of NASB's Confidential Information without NASB's prior express written consent. Client agrees to safeguard the Confidential Information against use or disclosure other than as authorized by or pursuant to this Agreement through measures, and exercising a degree of care, which are at least as protective as Client exercises in safeguarding the confidentiality of its own Confidential Information, but no less than a reasonable degree of care under the circumstances.

Client shall not use the name, logos, trademarks, or depictions of NASB, or any officer, director, employee, appointee, or any adaptation thereof, in any promotional, advertising, or marketing literature, or in any other way without the prior express written consent of NASB.

8. Data. As part of Service provided by the NASB, surveys will be conducted with Stakeholder groups that may include, but not be limited to; the Board of Education, School Administration, Certified Staff, Classified Staff, Students, Parents, Community Members, and Business Leaders. The NASB shall be the custodian of all raw data collected from these surveys and shall be responsible for housing and maintaining all data. The raw data collected will not be accessible by the Client without the permission of the NASB.

The NASB will make available to Client a thematic report, which is a summarized report of the data. This thematic report shall be provided to the Client in the Needs Analysis.

9. Limited Warranties and Limited Liabilities. NASB warrants that the Services provided hereunder will be performed in a professional manner consistent with the quality of NASB's performance of services for similarly situated customers and in accordance with generally accepted industry standards. NASB makes no guarantees or assurances that the Services will achieve Client's specific goals or provide additional functionality to Client.

NASB EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES EXPRESS OR IMPLIED INCLUDING ANY WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT. EXCEPT FOR DAMAGES OR LOSSES ARISING FROM A PARTY'S INDEMNIFICATION OBLIGATIONS OR INFRINGEMENT OR MISAPPROPRIATION OF A PARTY'S INTELLECTUAL PROPERTY, IN NO EVENT SHALL NASB BE LIABLE FOR ANY SPECIAL, CONSEQUENTIAL, INCIDENTAL, INDIRECT, PUNITIVE OR EXEMPLARY DAMAGES, HOWEVER CAUSED, WHETHER FOR BREACH OF WARRANTY, CONTRACT, TORT NEGLIGENCE, STRICT LIABILITY, LOSS OF DATA, LOSS OF USE, OR OTHERWISE, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NASB'S MAXIMUM LIABILITY FOR ANY BREACH OF WARRANTY HEREUNDER SHALL BE A REFUND OF THE SERVICES FEES PAID UNDER THIS AGREEMENT.

10. Indemnification. Notwithstanding any other term of this Agreement, Client shall indemnify, defend and hold harmless NASB, its corporate affiliates, current or future directors, trustees, officers, employees, and agents and their respective successors, heirs and assigns against any claim, liability,

cost, damage, deficiency, loss, expense or obligation of any kind or nature (including without limitation reasonable attorneys' fees and other costs and expenses of litigation) incurred by or imposed upon any one of them in connection with any claims, suits, actions, demands or judgments arising out of this Agreement (including, but not limited to, actions in the form of tort, warranty, or strict liability).

11. Governing Law. This Agreement shall be governed and interpreted by the laws of the State of Nebraska. Any action under or concerning this Agreement shall be brought exclusively in the District Court of Lancaster County, Nebraska. Both parties hereby consent to such personal and exclusive jurisdiction.

12. Severability. In the event any provision of this Agreement is determined to be illegal, void, or unenforceable, the remainder of this Agreement shall remain in full force and effect.

13. No Partnership or Agency. No agency, partnership, joint venture, or employment relationship is created by this Agreement and neither party shall have the authority to act in the name or on behalf of or otherwise bind the other in any way.

14. Force Majeure. NASB will not be held responsible for any delay or failure in performance of any part of this Agreement to the extent that such delay is caused by events or circumstances beyond NASB's reasonable control, including but not limited to fire, flood, storm, act of God, war, malicious damage, failure of a utility service or transport or telecommunications network.

15. Waiver. No delay or omission by a party in exercising any right under this Agreement shall operate as a waiver of that or any other right. A waiver or consent given by a party on any one occasion shall be effective only in that instance and shall not be construed as a bar or waiver of any right on any other occasion.

16. Entire Agreement. This Agreement sets forth the entire understandings between the parties with respect to the Services, and merges and supersedes all prior or contemporaneous understandings or agreements whether written or oral. No amendment or modification of this Agreement will be binding unless reduced to a writing signed by duly authorized representatives of the parties and such writing makes specific reference to this Agreement and its intention as an amendment hereto.

Exhibit A

The following is a description of Services to be provided by NASB:

Phase I: Review and Organize the Process

NASB will review and resynthesize the previously presented Needs Analysis.

Phase II: Engagement Meetings

NASB will facilitate the necessary engagement meetings to direct the creation of the final plan.

Phase III: Define and Build the Strategic Plan

NASB will draft the plan by creating the Guiding Principles, Objectives, Strategies, and Performance Indicators.

Phase IV: Adopt, Implement, and Monitor

NASB will assist the Client in developing an effective assessment process to ensure the success of the Strategic Plan.

Phase V: Support and Evaluation

NASB will provide guidelines to support the board and administration for ongoing analysis of the strategic plan progress and success.

Years One, Two, and Three Progress Analysis

NASB will facilitate annual assessments of progress to ensure effective implementation.

Total Estimated Cost: **\$3,300 - \$3,500** (Not including reasonable travel expenses. Final price will be determined by the district's ability to complete the process according to the identified timeline.)

Sixty percent (60%) of the fee is due at the onset of the Strategic Planning process. The remaining forty percent (40%), plus applicable travel expenses, will be due once the Strategic Planning process is complete.

Optional components:

- **Option 1:** Align strategies to AQuESTT Tenets and NE Framework/COGNIA Standards and School Improvement Goals Fee: \$500
- **Option 2:** SPARQ Meeting Integration Fee: \$250
- **The district declines the Alignment to AQuESTT, Accreditation Standards, and School Improvement Plan, and SPARQ Integration.**

The above provisions are agreed to be effective as of the date written above.

Arlington Public Schools

Nebraska Association of School Boards

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Buildings and Grounds Committee
Meeting

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

Wednesday, October 2, 2024 4:00 PM Central

1. Review DLR engagement options

Discussed DLR engagement proposals. The \$10,000 option would likely meet our needs well. We discussed the intertwining on the NASB community engagement/strategic planning process and decided that we can use the data we collected through that process to inform our goals for facilities with DLR. We discussed delaying the engagement with DLR until we are further into strategic planning and have had another community engagement meeting in January and board retreat in February of 2025.

2. Discuss concrete by new addition

- Boyd Jones has been out to take
- They are sending out QC to review the batch

We have some pitted and cracked concrete that was part of the new addition project. Boyd Jones has sent the project manager out to look at it, and the site manager will be out this week. Their initial instinct is that the concrete was a bad mix, as the other concrete they poured throughout the project is fine. Dr. Lewis will keep the board informed of the next steps.

3. Discuss Parking Lot/Street Construction and Paving

Dr. Lewis isn't sure of the timeline for street completion yet. The date for substantial completion was moved from Sept 15 to Sept 25, and it is now Oct 2. The project doesn't appear to be substantially finished. We will keep traffic moving both ways on 9th street until 8th is open again.

The committee discussed getting bids for concrete and asphalt again for the football field parking lot. Direction was given to Dr. Lewis to ask Lawrence to get the estimates so we can begin having that conversation. This project could be paid for from maintenance of grounds, depreciation, or the building fund reserves. There isn't a line item in the budget specifically for this item, but there is a "general" code that could be accessed, and the other two funds are healthy as well. We will discuss when we see the cost.

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



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

Of Counsel
Thomas M. Haase

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

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

MEMORANDUM

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

Title IX: Background

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

Title IX Regulations

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

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

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

¹ 20 U.S.C. § 1681(a).

² 20 U.S.C. § 1682.

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

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

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

The Latest Proposed Changes

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

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

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

Recommended Steps Moving Forward

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

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

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

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

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

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

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

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

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

Procedures for Complaints of Sex Discrimination

A. Complaint Procedure - Generally

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

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

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

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

TITLE IX COORDINATOR CONTACT INFORMATION

[Coordinator Name]

[Address]

[City, State, Zip]

[Phone Number]

[Email Address]

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

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

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

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

B. Investigation Process

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

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

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

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

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

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

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

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

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

C. Resolution of Complaints

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

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

D. Appeal of Decision

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

E. Record Keeping

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

Community RelationsTitle IX - Discrimination

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

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

Legal Reference: Title IX

Date of Adoption: [Insert Date]



NASB Legislation Committee Nomination Form for Member #6

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30th, 2024

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____

Home

Work

Cellular

Email Address: _____

Local Board Service

Name of local school board: _____

Years of service on local board: _____

Current office held on local school board: _____

Past offices held on local school board: _____

Association Participation

State Conferences: _____

National (NSBA) Conventions: _____

Workshops: _____

Awards Received: _____

(CONTINUED)

Other Education-Related Public Service

Commissions, Task Forces, and Committees: _____

Personal Information

Occupation: _____

Educational Background: _____

Community Activities: _____

Awards and Recognitions: _____

Hobbies and Activities: _____

This nomination is submitted by:

District Name: _____

Name of Board President or Vice President: _____

Date: _____

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

**Return to: NASB
1311 Stockwell St.
Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org**



NASB Legislation Committee
Nomination Form for Member #6

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30th, 2024

Name: Chase Kratochvil
Address: 11457 County Rd 15, Blair, NE 68008
City, State, Zip: Arlington, NE 68002
Telephone: (402) 677-5217 (cell)
Home Work Cellular
Email Address: chase.kratochvil@apseagles.org

Local Board Service

Name of local school board: Arlington Public Schools
Years of service on local board: 3
Current office held on local school board: President
Past offices held on local school board: Vice President

Association Participation

State Conferences: State Education Conference
National (NSBA) Conventions: na
Workshops: NASB Regional Meetings, NASB Board Leadership Workshop,
NASB Board Presidents Training
Awards Received: Point Award Level II (NASB)

Other Education-Related Public Service

Commissions, Task Forces, and Committees: _____

Personal Information

Occupation: Director of Federal & Military Relations-University of Nebraska at Omaha

Educational Background: Arlington Public Schools Grad, B.S. Criminology & Criminal Justice-UNO

B.S. in Political Science-UNO, Master of Public Administration-UNO, Ph.D in Public Administration & Policy-Old Dominion (In progress)

Community Activities: Omaha VA Stand Down
Golf FORE The Troops

Awards and Recognitions: _____
US Army Distinguished Honor Graduate Finalist

Hobbies and Activities: _____
Spending Time With Family, Fishing, Hunting, Snow Skiing, Camping and Traveling

This nomination is submitted by:

District Name: Arlington Public Schools

Name of Board President or Vice President: Chase Kratochvil, Pres.

Date: 08/13/24

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to: NASB
1311 Stockwell St.
Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org



**NASB Legislation Committee
Nomination Form for Member #6**

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30th, 2024

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____
Home Work Cellular

Email Address: _____

Local Board Service

Name of local school board: _____

Years of service on local board: _____

Current office held on local school board: _____

Past offices held on local school board: _____

Association Participation

State Conferences: _____

National (NSBA) Conventions: _____

Workshops: _____

Awards Received: _____

Other Education-Related Public Service

Commissions, Task Forces, and Committees: _____

Personal Information

Occupation: _____

Educational Background: _____

Community Activities: _____

Awards and Recognitions: _____

Hobbies and Activities: _____

This nomination is submitted by:

District Name: _____

Name of Board President or Vice President: _____

Date: _____

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

**Return to: NASB
1311 Stockwell St.
Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org**



NASB Legislation Committee Nomination Form for Member #6

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30th, 2024

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____

Home

Work

Cellular

Email Address: _____

Local Board Service

Name of local school board: PLCS Board of Education

Years of service on local board: 24 years

Current office held on local school board: Vice-president

Past offices held on local school board: _____

Association Participation

State Conferences: As a Board of Ed member have attended almost every year of my tenure

National (NSBA) Conventions: Have attended 8 years over my tenure

Workshops: I have attended numerous workshops over the many years of my board service

as well as attending the Area Membership meeting yearly.

Awards Received: Ann Mactier Leadership for Learning Award 2019. I feel this is one of the greatest, unexpected honors of my time as an elected Board of Education member

(CONTINUED)

Other Education-Related Public Service

Papillion La Vista Community Schools

Commissions, Task Forces, and Committees: _____

Have served over the years on our HR/Student Services Subcommittee, our CIA/Americanism

Subcommittee, as well as many other ad hoc committees the arose over the years

Personal Information

Occupation: _____ Supervisor, Customer Service at Mutual of Omaha currently (15.5 years)

Educational Background: _____ Bachelor of Science from University of Nebraska at Omaha

Community Activities: _____ Henry Doorly Zoo membership seller for over 12 years (now done online),
Served for many years on the PLCS Foundation Board

Awards and Recognitions: _____

Hobbies and Activities: _____ Volunteering through work and personally, traveling, home improvement

This nomination is submitted by:

District Name: _____ Papillion La Vista Community Schools (PLCS)

Name of Board President or Vice President: _____ President - Marcus Madler VP - Valerie Fisher

Date: _____ 8/30/24

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

**Return to: NASB
1311 Stockwell St.
Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org**



BALLOT

Legislation Committee Member #6

Please vote for one of the following:

- _____ Beth Morrissette, Westside
- _____ Robin Richards, Ralston
- _____ Chase Kratochvil, Arlington
- _____ Valerie Fisher, Papillion LaVista

School Name: _____

Signature of Board President: _____

Please return this ballot by October 31st, 2024 to:

Via email at shorky@nasbonline.org
OR
Nebraska Association of School Boards
Sallie Horky, Chief Operating Officer
1311 Stockwell Street, Lincoln, NE 68502



BALLOT
Region Director #11

Please vote for one of the following:

_____ Jim Vlach, Lyons-Decatur Northeast

_____ Bob Feurer, North Bend Central Public Schools

School Name or ESU: _____

Signature of Board President: _____

Please return this ballot by October 31, 2024.

Via email at shorky@nasbonline.org

OR

Nebraska Association of School Boards

Sallie Horky, Chief Operating Officer

1311 Stockwell Street, Lincoln, NE 68502



NASB Board of Directors Nomination Form Region 11

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30,

2024 Name: Bob Feurer

Address: 631 W 10TH ST

City, State, Zip: North Bend NE 68649

Telephone: Home Cellular 402-317-0147

Email Address: bfeurer@nbtigers.org

Local Board Service

Name of local school board: North Bend Central

Years of service on local board: 8

Attendance record on local board: (past 3 yrs.) no absences

Current office held on local school board: Vice President

Past offices held on local school board: Treasurer

Association Participation

State Conferences: three

National Conventions: none

Workshops: none

Awards Received: none

Other Education-Related Public Service

Commissions, Task Forces, and Committees:

President and board member of Nebraska Association of Teachers of Science

President and board member of the Nebraska Scholastic Wrestling Coach's Assoc.

Curator of the Franklin-Cotterell Greens Arboretum used as an outdoor classroom at NBC.

Wrote numerous grants for support of FC Greens for trees, pond/waterfall, outdoor classroom and concrete walking trail.

Personal Information

Occupation: retired 7-12 science teacher of 37 years

Educational Background: endorsements in biology and physical science, 7-12

BS/E-1978 MS/E 1984

Community Activities:

Curator of Franklin-Cotterell Greens Arboretum, 1996-present (on the site of NBC)

North Bend Economic Development Committee, 2020-present

Liaison for North Bend community during long term flood recovery, '19-'20

Liaison for North Bend community during COVID long term recovery

Awards and Recognitions:

NRCSA Secondary Teacher of the Year-1992

PAEMST Secondary Science Teacher of the Year-1994

Nebraska Teacher of the Year-2011

Education Passion:

Keeping abreast of innovation and thinking in the field of education by reading

current and relevant literature and weekly Zoom meetings with other like-minded individuals with a group called Modern Learners.

Why do you want to serve on the NASB Board of Directors?

I believe I bring a particular context to the job in that I've been involved in schools either as a teacher and coach or as a school board member my entire working life. I've never not been connected to North Bend Central continuously since 1979. I've worked with all six superintendents, sitting on committees to select three of them, and all three principals. I believe that insight and my passion noted above make me an excellent candidate for this position.

This nomination is submitted by:

Name of NASB Member District or ESU:

Name of Board President or Vice President: *R Douglas Hoops*

Date: 07/23/2024

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to: NASB

Sallie Horky

1311 Stockwell St., Lincoln, NE 68502

Or via e-mail to shorky@nasbonline.org



NASB Board of Directors
Nomination Form
Region 11

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30, 2024

Name: Jim Vlach
Address: 70143, 775 S. 7th Ave.
City, State, Zip: Lyons, Ne 68038
Telephone: 402-687-2688
Home Work Cellular
Email Address: jvlach@outlook.com

Local Board Service

Name of local school board: Lyons Decatur Northeast
Years of service on local board: 18
Attendance record on local board: (past 3 yrs.) Attended all meetings
Current office held on local school board: Secretary
Past offices held on local school board: secretary since 2006

Association Participation

State Conferences: State Conf. (each year since 2006)
National Conventions: none
Workshops: Area Membership Mtgs in Fremont
& Norfolk every year since 2006
Awards Received: level 7 2020, level 8 2022, level 9 2023

Other Education-Related Public Service

Commissions, Task Forces, and Committees: former NCTE member
Con. topton Fall Conf (2020-2024), Legislative C.
Member

Personal Information

Occupation: retired teacher (32 years)

Educational Background: BA-92 Eng / Hist / lang Arts

Community Activities: former member of library board,
Committee Club, Lyon Foundation, Church
Council

Awards and Recognitions: none

Education Passion: Reading! English literature of
history

Why do you want to serve on the NASB Board of Directors?

Would like to be a voice for small,
rural schools and to represent their
unique qualities and to defend the concept
of local control and the importance of local leadership.

This nomination is submitted by:

Name of NASB Member District or ESU: Lyon-100 category Northwest
Zone 1 block

Name of Board President or Vice President: Jim Bacon

Date: July 25, 2024

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to: NASB
Sallie Horky
1311 Stockwell St., Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org

RESOLUTION

WHEREAS, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

WHEREAS, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

WHEREAS, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, member _____ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: _____.
The following members voted against the same: _____.
The following members were absent or not voting: _____. The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

[NAME] PUBLIC SCHOOLS

By: _____
President

Attest: _____
Secretary

Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT (may fluctuate slightly)	NO. POSSIBLE OPTION STUDENTS
Kindergarten	54	unknown	unknown
First	60	45	15
Second	63	52	11
Third	66	47	19
Fourth	66	51	15
Fifth	69	56	13
Sixth	46	39	7
Building Capacity, Elementary	424		
Seventh	58	56	2
Eighth	58	56	2
Building Capacity, Middle School Attendance Center	116		
Ninth	68	50	18
Tenth	68	66	2
Eleventh	68	61	7
Twelfth	68	56	12
Building Capacity, Sr. High School Attendance Center	272		

* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.

Business OperationsEmergency Response Mapping

Arlington Public Schools will provide mapping data to public safety agencies for use in response to emergencies. The mapping data will be provided in an electronic or digital format and will contain all information identified in state statute and as reasonably requested by the public safety agencies.

At least annually, the District will certify to the appropriate public safety agencies that the mapping data provided to the public safety agencies is accurate or, if information has changed, provide the appropriate public safety agencies with updated mapping data.

Legal Reference: LB 1329 (2024)

Date of Adoption: [Insert Date]

Business OperationsBudget Planning

- 1) The Superintendent, with the assistance of the finance committee, shall direct the preparation of the school budget annually for the fiscal year beginning September 1 and ending August 31. Income and expenditure estimates shall be based upon the following:
 - A) Past experience.
 - B) State guidelines, legal spending limitations, and other statutes and regulations.
 - C) Other projection techniques.
- 2) The annual budget preparation shall be compatible with the long-range aims of the school district. In addition, the Superintendent, in preparing the budget, shall consider the priorities as established by the board for the total school program and shall equalize the educational opportunities offered at the school.
- 3) The specific manner in which the annual budget shall be compiled shall be at the discretion of the Superintendent. However, the budget shall contain the following:
 - A) The beginning fund balance for each fund.
 - B) Estimated receipts.
 - C) Estimated expenditures.
 - D) Estimated ending fund balance.
- 4) A report of the anticipated budget position shall be presented to the board early in each calendar year. At this time the board will establish guidelines for the development of the budget. The tentative budget shall then be developed for the board review, modification and approval prior to the budget hearing.
- 5) The Superintendent shall each year, prior to the preparation of the budget, establish a budget plan. The budget plan shall take into consideration all items of expenditure requests in relationship to the total school program, and shall be mindful of equalizing the educational opportunities at each level. In the budget plan the Superintendent will direct board budget priorities.
- 6) In preparing the annual budget for the board, the Superintendent shall give to the school principals and staff the information necessary for them to assess adequately the availability of funds and to relate funds available to the Superintendent's budget plan.

The principals will, based upon the availability of funds and the school's budget plan, submit budget recommendations to the Superintendent. Each principal's recommendations and requests will be evaluated according to the budget plan, then accepted or rejected for inclusion into the proposed budget. The Superintendent will convey or make available the Superintendent's decisions to the principal and staff prior to developing the final document.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015; April 9, 2018, September 13, 2021

Business OperationsFund Balance Reporting

Fund balance classification shall be recorded in accordance with governmental accounting standards as promulgated by the Governmental Accounting Standards Board (GASB), including GASB #54.

The order of spending and availability of the fund balance shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned. Negative amounts shall not be reported for restricted, committed, or assigned funds.

Fund Balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet. Governmental fund assets are those of the General Fund, Special Revenue Funds, Debt Service Funds, and Capital Project Funds.

The fund balance of the general fund finances most functions in the District. The fund balance of the general fund shall mean the gross difference between general fund assets and liabilities reflected on the balance sheet.

The five classifications of governmental fund balances are as follows:

1. Non-spendable fund balance means the portion of the gross fund balance that is not expendable (such as inventories) or is legally earmarked for a specific use (such as the self-funded reserves program).

Examples of non-spendable fund balance reserves for which fund balance shall not be available for financing general operating expenditures include: inventories, prepaid items, deferred expenditures, long-term receivables, and outstanding encumbrances.

2. Restricted fund balance includes amounts constrained to a specific purpose by the provider, such as a grantor. Examples of restricted fund balances include: child nutrition programs, technology programs, construction programs, and resources from other granting agencies.
3. Committed fund balance means that portion of the fund balance that is constrained to a specific purpose by the Board. Examples include: potential litigation, claims, and judgments and activity funds.
4. Assigned fund balance means that portion of the fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose by the Superintendent or designee. Such plans or intent may change and may never be budgeted, or may result in expenditures in future periods of time. Examples include: insurance deductibles program start-up costs; and other legal uses.

5. Unassigned fund balance includes amounts available for any legal purpose. This portion of the total fund balance in the general fund is available to finance operating expenditures.

The unassigned fund balance shall be the difference between the total fund balance and the total of the non-spendable fund balance, restricted fund balance, committed fund balance, and assigned fund balance.

Date of Adoption: September 9, 2013

Reviewed: September 14, 2015; April 9, 2018, September 13, 2021

Business OperationsPublic Review of Budget

The Superintendent shall make the tentative budget conveniently available for public inspection and arrange for a public hearing on the tentative budget as required by law. At least one public hearing shall be held regarding the tentative budget prior to the final action by the board. Notice and time of such hearing together with a summary of the proposed budget statement, shall be published as required by law.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business OperationsTransfer of Funds Between Categories

All transfers of funds between the major classifications of the budget shall be according to law and upon approval of the board. The board may make transfers of monies between the various items within the General Fund without a rehearing on the budget. Monies may be borrowed from one fund into another as allowed by law as long as such funds are replaced as soon as revenues are available.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business OperationsBudget as Spending Plan - Budgeted Items

After the budget has been adopted, the Superintendent shall be responsible for the proper use of the budget by all personnel. The Superintendent shall establish and operate budget controls for all schools and departments and shall ensure that the administration of the budget is in conformity with the legal requirements as well as the policies and actions of the board.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

3042 Construction Management at Risk Contracts

This policy is adopted pursuant to the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. § 13-2901 through § 13-2914).

The board shall adopt a resolution by a two-thirds affirmative vote selecting the construction management at risk contract delivery system prior to proceeding with any of the steps involved with solicitation or execution of any construction contract.

Definitions. For purposes of this policy:

1. Construction management at risk contract means a contract by which a construction manager (a) assumes the legal responsibility to deliver a construction project within a contracted price to the school district, (b) acts as a construction consultant to the school district during the design development phase of the project when the school district's architect or engineer designs the project, and (c) is the builder during the construction phase of the project;
2. Construction manager means the legal entity which proposes to enter into a construction management at risk contract pursuant to the Act;
3. Proposal means an offer in response to a request for proposals by a construction manager to enter into a construction management at risk contract for a project pursuant to the act;
4. Request for proposals means the documentation by which a school district solicits proposals; and
5. School district means Arlington Public Schools.

Procedures.

1. Procedures for the preparation and content of requests for proposals shall include the following:
 - A. At least thirty days prior to the deadline for receiving and opening proposals, notice of the request for proposals shall be published in a newspaper of general circulation within the school district and filed with the State Department of Education. The request for proposals shall contain, at a

minimum, the following elements:

1. The identity of the school district for which the project will be built and the school district that will execute the contract;
 2. Policies adopted by the school district pursuant to the Act;
 3. The proposed terms and conditions of the contract, including any terms and conditions which are subject to further negotiation. The proposed general terms and conditions shall be consistent with nationally recognized model general terms and conditions which are standard in the design and construction industry in Nebraska. The proposed terms and conditions may set forth an initial determination of the manner by which the construction manager selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding;
 4. Any bonds and insurance required by law or as may be additionally required by the school district;
 5. General information about the project which will assist the school district in its selection of the construction manager, including a project statement which contains information about the scope and nature of the project, the project site, the schedule, and the estimated budget;
 6. The criteria for evaluation of proposals and the relative weight of each criterion; and
 7. A description of any other information which the school district chooses to require.
2. Procedures for the preparation and submission of proposals by the construction manager shall be determined on a project-by-project basis and included within the requests for proposals.
 3. Procedures for evaluating requests for proposals submitted to the school district by a construction manager shall include the following:

- A. The school district shall refer the proposals for recommendation to a selection committee. The selection committee shall be a group of at least five persons designated by the school district. Members of the selection committee shall include (1) members of the school board, (2) members of the school administration or staff, (3) the school's architect or engineer (4) any person having special expertise relevant to selection of a construction manager under the Act, and (5) a resident of the school district other than an individual included in subdivisions (1) through (4) of this subsection. A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a construction manager who has a proposal being evaluated and shall not be employed by the school district or the school's architect or engineer.
- B. The selection committee and the school district shall evaluate proposals taking into consideration the criteria enumerated in subdivisions (1) through (7) of this subsection with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:
- (1) The financial resources of the construction manager to complete the project **(5%)**;
 - (2) The ability of the proposed personnel of the construction manager to perform **(25%)**;
 - (3) The character, integrity, reputation, judgment, experience, and efficiency of the construction manager **(25%)**;
 - (4) The quality of performance on previous projects **(25%)**;
 - (5) The ability of the construction manager to perform within the time specified **(10%)**;
 - (6) The previous and existing compliance of the construction manager with laws relating to the

contract **(5%)**; and

- (7) Such other information as may be secured having a bearing on the selection **(5%)**.

The records of the selection committee in evaluating proposals and making recommendations shall be considered public records for purposes of NEB. REV. STAT. § 84-712.01.

- C. The school district shall then evaluate and rank each proposal on the basis of best meeting the criteria in the request for proposals and taking into consideration the recommendation of the selection committee.
4. Procedures for negotiations between the school district and the construction managers submitting proposals prior to the acceptance of a proposal if any such negotiations are contemplated shall include the following:
- A. The school district may attempt to negotiate a construction management at risk contract with the highest ranked construction manager and may enter into a construction management at risk contract after negotiations.
- B. The negotiations shall include a final determination of the manner by which the construction manager selects a subcontractor.
- C. If the school district is unable to negotiate a satisfactory contract with the highest ranked construction manager, the school district may terminate negotiations with that construction manager. The school district may then undertake negotiations with the second highest ranked construction manager and may enter into a construction management at risk contract after negotiations.
- D. If the school district is unable to negotiate a satisfactory contract with the second highest ranked construction manager, the school district may undertake negotiations with the third highest ranked construction manager, if any, and may enter into a construction management at risk contract after negotiations.
- E. If the school district is unable to negotiate a satisfactory contract with any of the ranked construction managers, the school district may either revise the request for proposals and solicit new proposals or cancel the construction management at risk process under the act.

- F. If the school district is able to negotiate a satisfactory contract with a construction manager, the school district shall file a copy of all construction management at risk contract documents with the State Department of Education within thirty days after their full execution. Within thirty days after completion of the project, the construction manager shall file a copy of all contract modifications and change orders with the State Department of Education.
5. Procedures for filing and acting on formal protests relating to the solicitation or execution of construction management at risk contracts shall include the following:
- A. Definitions.
 - (1) Interested party shall mean an actual or prospective bidder whose direct economic interest would be affected by the award of a contract by the school district to another party or by the failure of the school district to award a contract to such actual or prospective bidder.
 - (2) Protest shall mean a written objection by an interested party on any phase of the bidding process, including specification, preparation, bid solicitation, and intent to award.
 - B. Right to Protest. An interested party may protest to the Superintendent. The protest shall be submitted in writing on company letterhead within five working days after public notice of the bid. Protests based on alleged apparent improprieties in a solicitation or other request for proposals must be filed before bid opening or the closing date for receipt of proposals. In all other cases, the protest must be filed within five working days following the selection of the construction manager. To expedite handling of protests, the envelope containing the protest should be clearly labeled "Protest". The written protest shall include as a minimum the following:
 - (1) The name and address of the interested party;
 - (2) Appropriate identification of the relevant solicitation, and if a bid has been opened, its number, and date of

opening;

- (3) A detailed statement of reasons for the protest;
- (4) Supporting, exhibits, evidence, or documents to substantiate any claims unless not available within the filing time, in which case the expected availability date shall be indicated; and a list of all persons who have knowledge of facts relevant to the protest; and
- (5) The action(s) the protestor desires the school district to take to resolve the protest.

The Superintendent will immediately decide upon receipt of the protest whether or not the award of a contract shall be delayed, or if the protest is timely received after the award, whether the performance of the contract should be suspended. The school district shall not proceed further with the solicitation or with the award of the contract and shall suspend performance under the contract, if awarded, unless the Superintendent makes a written determination that the protest is clearly without merit or that award of the contract without delay is necessary to protect the substantial interests of the school district.

- C. Authority to Resolve Protests. Prior to the commencement of an administrative review by the Board concerning any protest, the Superintendent shall attempt to resolve any protest filed by an interested party concerning any solicitation. If the protest is not resolved by mutual agreement, the Superintendent shall create and deliver a Decision to the protestor within a reasonable time after the written protest was received. The Decision shall include a written summary of the Superintendent's investigation and a recommendation regarding the outcome of the protest. The Decision shall (1) state the reasons for the action taken, and (2) inform the interested party of their right to the administrative review by the Board. A copy of the Decision shall be mailed or otherwise furnished immediately to the interested party and any other party intervening protestor and all other bidders. If not satisfied with the decision of the Superintendent, any interested party protestor may appeal to the Board, but the decision shall be final unless the interested party protestor files a timely appeal with the

Board.

- D. Board Appeal Procedures. Any interested party protester, within five working days of receipt of a decision of the Superintendent, may file with the Superintendent a written notice of appeal for an administrative review before the Board. The Notice of Appeal must clearly state the action protested and the basis of appeal. The Board will conduct an administrative review at its next regularly scheduled meeting or at a special meeting. The school district board of education shall consider the Decision of the Superintendent and shall make the final decision on the protest. The school district board of education's decision shall be final.

- 6. A construction management at risk contract may be conditioned upon later refinements in scope and price and may permit the school district in agreement with the construction manager to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the request for proposals.

Prohibitions. The school district shall not use a construction management at risk contract for any construction project excluded by NEB. REV. STAT. § 13-2914 or any other applicable law.

Adopted on: July 13, 2020

Revised on: _____

Reviewed on: June 8, 2020, September 13, 2021

Business Operations

Tuition Fees

The Board of Education may at its sole discretion allow non-resident students to attend Arlington Public Schools upon payment of tuition in an amount established by the Board of Education, and paid in advance, as and to the extent required by law.

Legal Reference: Neb. Rev. Stat. §79-215

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business Operations

Materials Fees

Each principal is responsible, in cooperation with teachers, coaches and other instructional personnel for planning and requesting budgetary provision for all materials and activities recognized as part of the total school program.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business OperationsSummer School Fees

Students who fail classes and are required to take summer school classes out of district shall be expected to pay their own tuition and travel expenses. If Arlington Public Schools provides summer school instruction, the tuition charges shall be based upon the actual costs incurred in operation and will not be intended to provide a financial profit for the district.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business Operations

Federal Funds

The Superintendent shall recommend to the Board of Education approval of application for federal assistance under the provisions of federal laws if the use of such funds is not contrary to the educational goals and policies of the district.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business OperationsSale and Disposal of School Property

The Superintendent is authorized and directed to dispose of books, furniture, equipment, real estate, and other property that is obsolete or no longer needed for school operations. Any sale of school property is contingent on approval by the vote of at least two-thirds of the members of the Board of Education at a regular meeting.

Such disposal may be by private sale, auction, trade-in, or by taking bids and selling to the highest or most responsible bidder.

The following procedures shall be followed for an auction or when taking bids:

1. The intention to sell shall be publicized, via school newsletter, a weekly memo, a bulletin posting, a newspaper advertisement, or other means suitable to the value and nature of the property.
2. Real estate will be sold to the highest bidder, except that a minimum acceptable price may be established prior to bidding.
3. Items which are offered for sale in an approved manner which are not sold after a reasonable period of time may be considered to have no value and may be disposed of as determined by the Superintendent and reported to the Board of Education.

Property that has little or no value shall be discarded or recycled as appropriate. No school employee shall take such property for their personal use, even if the item has been placed in the trash, without the express approval of the administration.

Legal Reference: Neb. Rev. Stat. § 79-10,114

Date of Adoption: August 8, 2016

Reviewed: April 9, 2018, September 13, 2021

Business OperationsLeasing

When inadequate space exists for the proper function of the educational program or for administrative needs, the Board of Education may use funds to lease additional space. When the board determines that space within its buildings is in excess of that required for the proper functioning of the educational program or for administrative needs, the Board may lease space to another party, providing the business of the leasing party does not distract from the reputation, education or administration of the schools.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business OperationsShort-Term Investing

The Treasurer of the Board has the responsibility of investing funds in savings accounts, certificates of deposit, United States Government Securities and other legally approved investments. The interest received on any investments shall be credited to the fund from which the money was taken to make the investment, or in such other manner as may be permitted by law and in the best interests of the District's financial responsibilities.

Neb. Rev. Stat. §79-1043

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business Operations

Depository

The Treasurer of the Board shall deposit the funds received in a bank situated within the boundaries of the district.

The depository bank or banks shall be, from time to time, designated by the Board by formal Board action.

If there is no bank within the district, or if the bank refuses or neglects to make application as a depository, the board may designate any bank that is a state bank or national bank within the State.

Date of Adoption: September 12, 2011

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business OperationsPurchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$10,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$10,000 up to \$90,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$90,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or superintendent shall be personally liable for payment for the supplies or equipment purchased.
5. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

Credit Card Purchasing Program

1. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.

2. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
3. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use.
4. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
5. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Legal Reference: Neb. Rev. Stat. § 13-610

Date of Adoption: August 12, 2019

Reviewed: September 13, 2021

Amended: October 11, 2021

Business Operations

Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

Procurement Policy

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$250,000 (small purchase threshold) per procurement event or in aggregate purchases this organization will follow the informal Small Purchase Procedures.
- When the annual total for food service program related items is greater than \$250,000 (small purchase threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Small Purchase Procedures

For purchases made below the small purchase threshold, Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
3. Select the company that provides the lowest, most responsive, and responsible bid.
4. Document supplier who was awarded the quote.
5. Manage orders by confirming product and prices match quotes.

Formal Competitive Solicitation Procedures

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
 - a. Include detailed specifications
 - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
 - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
 - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
 - b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.
4. Award the contract
 - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
 - b. At least two weeks before program operations begin
 - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the small purchase threshold established in the sponsor’s procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

Procurement Summary

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
 2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
 3. A cost or price analysis in connection with every procurement action in excess of the Small Purchase Threshold including contract modifications. [2 CFR 200.323(a)]
 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
 5. Place and confirm orders with vendors or make plans to purchase the required items.
 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
 7. To work with vendors on a fair and equal basis.
 8. To conduct an in-house procurement review once per year.

Date of Adoption: August 12, 2019

Reviewed: September 13, 2021

Business OperationsProcurement Plan – Code of Conduct

The District seeks to conduct all procurement procedures in compliance with federal and state regulations and without any conflicts of interest with employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by federal, state, or local funds if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer, or agent of the District may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Employees, officers or agents of the District that violate these standards shall be subject to appropriate disciplinary actions.

Date of Adoption: July 10, 2017

Reviewed: April 9, 2018, September 13, 2021

Business OperationsInternal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

- (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- (b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
- (c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
- (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- (e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as “sensitive” or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a Control System procedure;

- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for small purchases (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

- A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.

Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: June 9, 2022

Business OperationsContracting for Services

Contractual services which by their nature are not adapted to award by competitive bidding, such as contracts for the services of individuals possessing a high degree of professional skill, where the ability or fitness of the individual plays an important part, are not subject to bid but are subject to approval by the Board of Education in conformity with established policy.

Every contract for services to be provided to Arlington Public Schools shall require that the contractor use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Such requirement shall be deemed to be included and a part of the terms of every contract for services with the School District, including but not limited to oral contracts.

Legal Reference: Neb. Rev. Stat. § 4-114

Date of Adoption: June 14, 2010 and July 12, 2010

Reviewed: September 14, 2015; April 9, 2018, September 13, 2021

Business Operations

Paying for Goods and Services

At a regularly scheduled meeting of the Board, the administration shall present a list of bills for which payment is due, for the approval of the Board of Education. Supporting documents to verify payment shall be available for review upon request.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business Operations

Report of Treasurer

The Treasurer shall submit a monthly reconciliation to the Board which shall include:

- 1) Balances
- 2) Receipts
- 3) Disbursements
- 4) Investments

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015, April 9, 2018, September 13, 2021

Business OperationsPeriodic Audit

An audit of the accounts of the school district shall be made annually by a certified public accounting firm selected by the Board. The audit examination shall be conducted in accordance with generally accepted auditing standards, shall comply with the current rules and regulations approved by the State Board of Education, and shall include all funds over which the Board has direct or supervisory control.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015; September 10, 2018, September 13, 2021

Business Operations

System of Accounts

The accounting systems and procedures for the school district shall be set up so as to conform to best business practice and existing guides from the state department of education.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015; September 10, 2018, September 13, 2021

Business Operations

Inventory of Equipment

An inventory of equipment shall be maintained by the Superintendent or designee and shall serve the functions of property control and determination of necessary insurance coverage.

Date of Adoption: March 10, 2008

Reviewed: September 14, 2015; September 10, 2018, September 13, 2021

Business Operations

Monies in School Buildings

Monies collected by school district employees and by student treasurers shall be managed in a good and prudent business manner.

All monies collected shall be receipted and accounted for and directed without delay to the proper location of deposit.

Date of Adoption: March 10, 2008

Reviewed: October 10, 2011, October 12, 2015, September 10, 2018, October 11, 2021

Credit Card Policy

Arlington Public Schools approves of the use of credit cards issued to the district for school purchases. All credit card use must comply with the following guidelines:

- All purchases must be pre-approved by authorized official directly responsible for monitoring the budget of the staff member
- Credit Cards must be checked out of the business office for each specific use
- Credit Cards must be returned to the business office immediately after purchase is made
- Itemized receipts must be produced for each credit card purchase, and turned in to the business office with credit card
 - If itemized receipts are not received, the staff member making the purchase will be personally responsible for the charges
- Staff members are not authorized to carry a school issued credit card with them, unless necessary and approved by administration for a school activity, or a card has been issued directly to that staff member due to requirement of the position (i.e. administrators)
- Staff may not record school-issued credit card information to keep for future use in any manner (i.e. writing down the number, taking a picture of the card).
- Any staff member found to be violating any of these directives will be:
 - Subject to administrative disciplinary measures
 - Prohibited from using school issued credit cards in the future
 - Personally responsible for purchases made with the recorded card information
 - Subject to dismissal if misuse is egregious, and/or violates staff handbook Code of Ethics (*Principal V- Commitment to Professional Employment Practices: D. Shall conduct professional business through designated procedures*)

Business OperationsBonds

The treasurer shall give a bond or equivalent insurance coverage payable to the School District in such amount as required by law and determined appropriate by the Board of Education. The Board of Education may require that other school officials whose duties require the handling of funds be bonded or obtain insurance coverage including, but not limited to, the bookkeeper, activities director, Superintendent and cafeteria supervisor. The cost of such bonds or equivalent insurance coverage shall be paid by the School District.

Legal Reference: Neb. Rev. Stat. § § 79-586 and 79-589

Date of Adoption: March 10, 2008

Reviewed: October 10, 2011, October 12, 2015, September 10, 2018, October 11, 2021

Business Operations

Educational Service Units - Designated Representative

The Superintendent of Schools is the designated representative of this school district for purposes of indicating the approval or disapproval of the school district of proposals of core services offerings and the use of the property tax levy of the educational service unit of which the school district is a member.

Date of Adoption: March 10, 2008

Reviewed: October 10, 2011, October 12, 2015, September 10, 2018, October 11, 2021

Business Operations

Security

The Superintendent of schools is directed to establish such rules and regulations as may be needed to provide for security of all school district property and safety of students and staff.

Date of Adoption: March 10, 2008

Reviewed: October 10, 2011, October 12, 2015, September 10, 2018, October 11, 2021

Business OperationsSafety**Risk Management and Safety Committee**

This school district is committed to providing and maintaining a safe and healthful work environment. This school district recognizes its responsibility in protecting and conserving its human and financial resources. Each employee of the school district should show concern for the safety of fellow employees, students and members of the public to prevent losses of these resources. Safety and health management is the ultimate responsibility of the Board of Education. Functional authority for continued development and implementation of health and safety is hereby delegated to the Superintendent or the Superintendent's designee. The Superintendent or the Superintendent's designee is further hereby directed to establish the Safety Committee or committees as required by Section 48-443, R.R.S., et. seq. (LB 757, Section 32, 33 & 34, 1993 legislature) or other laws. The Safety Committee(s) so established shall adopt for this school district and maintain an effective written Injury Prevention Program. Management shall participate in the Safety Committee(s), and in safety education and training, and establishment of safety rules, policies and procedures as provided in this policy, the school district's written Injury Prevention Program or as otherwise provided by law or the superintendent or the superintendent's designee.

The Safety Committee(s) shall be created and perform such functions, be made up of members and meet as required by law. The school district shall develop and maintain a written Injury Prevention Program as required by law and the superintendent or the superintendent's designee is hereby delegated authority and responsibility as required or allowed by law over such Injury Prevention Program.

Safety and health training, accident investigation, record keeping procedures and safety rules, policies and procedures shall be implemented as required by law.

Date of Adoption: March 10, 2008

Reviewed: October 10, 2011, October 12, 2015, September 10, 2018, October 11, 2021

Business OperationsTrespassers

Restrictions on the use of school buildings and grounds may be implemented by administrative action. The Board gives all district and building administrators and their designees full power and authority to implement and enforce restrictions on access to school property and to issue no trespassing commands and stay away/no trespassing letters. Such action shall be taken consistent with constitutional and other legal rights.

All district and building administrators and their designees shall have full power and authority to direct any individual or group to leave school grounds and stay away where such individual or group has:

1. failed to comply with identification or check-in procedures,
2. are determined by such administrators or designees to not have a legitimate school purpose to be on school grounds, or
3. who are determined by such administrators or designees to present a risk to the safety of building users or a risk of disruption to the educational program, including without limitation, registered sex offenders.

A refusal to leave or stay away as directed will be considered trespassing and shall be reported by the administrators or their designees to proper law enforcement authorities.

Legal Reference: Neb. Rev. Stat. §§ 28-520 to 28-522

Date of Adoption: March 10, 2008

Reviewed: October 10, 2011, October 12, 2015, September 10, 2018, October 11, 2021

Business OperationsTransportation

The Arlington Public Schools' transportation system shall comply with existing Nebraska statutes and state department rules and regulations.

Arlington Public Schools shall provide school bus transportation for resident students attending Arlington Public Schools who live at least one mile from the school and outside of city limits. Students who live within the city limits may be transported to a location along a route if there is room on the bus. The transportation system shall provide a service promoting safe and healthful pupil transportation and contribute to the operational economy and efficiency of Arlington Public Schools.

Arlington Public Schools shall also provide transportation without cost for resident children who attend St. Paul's Lutheran School. Such transportation shall extend only from some point on the regular public school bus route nearest or most easily accessible to their homes to and from a point on the regular bus route nearest or most easily accessible to St. Paul's Lutheran School. Transportation for St. Paul's students is only provided at times when transportation is being provided for Arlington Public School students.

Option students may be bused if they live directly on a school district regular bus route or parent/guardians transport their child(ren) to some point on the regular bus route as determined by the district to be safe and there is room on the bus.

Nonresident students attending St. Paul's Lutheran School may be bused if they live directly on the school district regular bus route or parent/guardians transport their child(ren) to some point on the regular bus route as determined by the district to be safe and if the desired pupil capacity on the bus is maintained. Such transportation shall extend only from some point on the regular public school bus route nearest or most easily accessible to their homes to and from a point on the regular bus route nearest or most easily accessible to St. Paul's Lutheran School. There will be an annual fee assessed for these services. The fee is 'in addition' to the shuttle bus fees assessed by St. Paul's. Resident students and option students will be given priority consideration when determining capacities.

A student may be required, at the board's discretion, to transport to a location for pick-up and drop-off without reimbursement as per state law.

School buses and district vans shall be used to transport pupils to and from school for school activities.

School district buses will not operate when weather conditions or other natural elements make it unsafe to do so. The final judgment as to when conditions are unsafe to operate will be made by the

superintendent. The superintendent will be assisted by the actual "on location" decisions and reports of the transportation director.

Standing authorization shall be granted by the board to school administrators, school nurses and other personnel designated by the superintendent to transport students in private vehicles when, in the opinion of the school personnel, this is necessary.

Transportation – Safe Driving Record Standard

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit. One of the requirements for obtaining such a permit is that the person has a record of satisfactory driving as determined by Board policy. Each person who transports students on an irregular basis and who is not required to hold a pupil transportation operator's permit shall have a record of satisfactory driving as determined by Board policy. For such persons mentioned above, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 10 years; or,
3. Reckless driving or willful reckless, within the immediate prior 10 years; or
4. Accumulation of five or more points under the motor vehicle operator's license point system within the immediate prior four years. In the event the person has accumulated three or four points within the immediate prior four years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event that the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of six or more points under the motor vehicle operators' license point system within the immediate prior four years. In the event the person has accumulated 3, 4, or 5 points within the immediate prior four years, the determination of whether the person has a satisfactory driving

record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. §79-318, §79-601, §79-602, §79-607, §79-608, §79-611
Neb. Rev. Stat. Section §60-4, 182 (Point System)
Title 92, Nebraska Administrative Code, Chapter 91

Date of Adoption: March 13, 2017

Reviewed: September 10, 2018, October 11, 2021

Business OperationsTransportationConditions of Bus Transportation

The Board of Education shall maintain or determine:

1. General supervision and control over the transportation program at all times. The board shall delegate the actual responsibility for direct control to the person designated by the superintendent and Board of Education to be responsible for transportation programs.
2. The maximum one-way travel time shall not be excessive for any pupil and all pupils will be provided a seat. No standees. Unless absolutely unavoidable, riding time of one hour shall not be exceeded.
3. That maximum speed for buses shall not exceed the limit prescribed by state law.
4. That transported pupils shall not arrive at school more than thirty minutes before school opens.
5. That bus routes will be established only on improved and well maintained county and state roads. Buses will not travel in private drives or on ungraded roads.
6. That bus stops will be limited when possible, so that pupils from several homes in an area can meet at a central point that is safe for group pickup.
7. That any student riding the bus may be required to travel from where the pupil resides to a designated pickup point if this is necessary due to safety or preventing excessive time in picking up students.
8. Snow emergency routes utilizing pickup points on the highway or hard surfaced maintained roads may be used in the event of inclement weather.
9. Bus routes may be altered by the administration in the interest of safety to compensate for dangerous road situations such as mud, road repair work, etc.

Legal Reference: Neb. Statute 79-601 et seq.

Date of Adoption: May 14, 2012

Reviewed: October 12, 2015, September 10, 2018, October 11, 2021

TransportationTransportation – School Related Trips

Field Trips: School transportation will be made available for use in instructional field trips. Arrangements for transportation are made through the building principals. Building principals shall follow procedures established by the district office. Use of transportation vehicles is coordinated through the district office.

The teacher in charge of the field trip is responsible for discipline on the school transportation vehicle and for enforcing established guidelines.

Parents or other adults accompanying students on field trips on school transportation vehicles as sponsors will not be allowed to bring siblings along on the trip. All sponsors should be aware of and expected to enforce supervisor guidelines.

Activity Trips: School transportation will be made available for use in activity trips. Arrangements for transportation are made through the building principals or activity director. Building principals/activity director shall follow procedures established by the district office. Use of transportation vehicles is coordinated through the district office.

The teacher/coach/sponsor in charge of the field trip is responsible for discipline on the bus and for enforcing established guidelines.

Parents or other adults accompanying students on field trips on buses as sponsors will not be allowed to bring siblings along on the trip. All sponsors should be trained and expected to enforce supervisor guidelines.

Private Vehicles: Private vehicles may be used instead of school transportation vehicles if the following provisions are met:

1. The vehicle is driven by a licensed employee approved by the school administrator.
2. Student participation is not mandatory.
3. Student's parents/guardians have authorized in writing transportation by private vehicle.
4. The driver/owner of the vehicle is properly licensed to drive, meets district driving standards, and provides proof of insurance. Such insurance shall meet or exceed the state recommended minimum liability insurance coverage.
5. The vehicle must meet all current Nebraska statutes related to required occupant restraint and occupant restraint equipment and/or systems. The adult driver requires their use.
6. No staff member will transport any individual student in his/her private vehicle without another staff member, adult, or student(s) present, unless, in the estimation of the school personnel, an emergency is present affecting the health and safety of the student.

The form titled Personal Vehicle Use on Trip with Students must be completed and filed with the district office.

Date of Adoption: June 11, 2012

Reviewed: October 12, 2015, September 10, 2018, October 11, 2021

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred nine thousand dollars (\$109,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

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

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred and eighteen thousand dollars (\$118,000), as adjusted from time to time by Section 81-3445 or other applicable law.

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

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

Date of Adoption: June 9, 2022

Business OperationsRebates to School Personnel

No school employee or board member shall receive any commission, expense-paid trips, or anything of value from individuals or companies from which the school district purchases equipment or materials required in the operation of the school district. The operation of the school district includes the purchase of materials for the repair and maintenance of the school plant, for conducting student classes, for materials and supplies used in school organizations, such as clubs, specific classes, and for comparable items.

Legal Reference: Neb. Rev. Stat. §79-520

Date of Adoption: March 10, 2008

Reviewed: October 10, 2011, October 12, 2015, September 10, 2018

Business OperationsRecords Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Messages. Electronic messages are communications using an electronic system for the conduct of school district business internally, between other state and local government agencies, and with parents, students, patrons and others in the outside world. These messages may be in the form of e-mail, electronic document exchange (electronic fax), and electronic data interchange (EDI). In this policy, the terms electronic messages and e-mail are used, depending on the context, to mean the same thing. The school district's electronic system in which records are collected, organized, and categorized to facilitate preservation, retrieval, use, and disposition is as follows:
 - a. End-User Management. End-user means anyone who creates or receives electronic messages on the school district's electronic system. Electronic messages are to be managed at the end-user's desktop rather than from a central point. Each end-user is responsible for organizing, managing and disposing of records that are part of his or her desktop computer.
 - b. Categories for Retention. Electronic messages fall within three categories: (1) transitory messages; (2) records with a less than permanent retention period; and (3) records with a permanent retention period. End-users are to organize, store, retain and dispose of electronic messages according to these three categories. This means determining which electronic messages require long-term retention, determining who is responsible for making this decision, and establishing storage and disposition requirements for electronic messages.
 - i. *Transitory messages*. Transitory messages include copies posted to several persons and casual and routine communications similar to telephone conversations. For example, as determined on an individual case-by-case basis by the end-user, transitory messages include certain embryonic materials, notes or drafts; unwanted and unneeded "junk" mail; "personal" mail for employees not related to school business; unsolicited sectarian, religious, partisan, political or commercial messages, or political advertising or advertisements promoting particular personal or religious beliefs, a specific ballot question, or controversial topics or positions. There is no retention requirement for transitory messages. Employees

sending or receiving such communications may delete them immediately without obtaining approval.

- ii. *Less than permanent retention records.* These records are governed by the retention period for equivalent hard copy records as specified in the approved records retention and disposition schedules. These records should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. Employees creating or receiving such communications may delete or destroy the records only according to the applicable retention schedule. Questions relating to the retention or destruction of these records should be referred to the records officer.
 - iii. *Permanent/archival retention records.* These are records scheduled for transfer to the Nebraska State Historical Society (NSHS). Decisions relating to such records should be made by the records officer in consultation with NSHS, and the State Records Administrator about either transferring the records or maintaining them in the agency of origin. If the transfer decision is made, the method, frequency and format of the transfer should be determined cooperatively by the records officer, the NSHS, and the State Records Administrator.
- c. Electronic Storage Limitations. The district's computer systems have storage limitations. E-mails are deleted by the computer system within 60 to 90 days to avoid operational problems. End-users are instructed that electronic messages that are required to be maintained past that time period should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. The retention period for the particular record is the best indicator of which storage medium or format to choose.
- d. Proper Use of Electronic Messages.
- i. Non-Discrimination. Electronic messaging is not permitted to be used to promote discrimination on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected statuses~~sex, political affiliation, religion, disability or sexual preference~~; promote sexual harassment; or to promote personal, political, or religious business or beliefs.
 - ii. Permissible Use. Electronic messaging is to be used only for purposes that are consistent with the mission of the school district. Electronic messaging is not permitted to be used for personal purposes except for: incidental, intermittent or occasional use which does not interfere with performance of duties as determined by the administration, use that is authorized pursuant to an individual use agreement, and use that

represents a form of the employee's compensation. Electronic messaging is not permitted to be used for personal financial gain or for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question. Electronic messaging is not permitted to be used for purposes of assisting a non-profit organization except when and to the extent such use serves a school purpose or facilitates school district business.

- iii. Conduct. Employees shall not read electronic messages received by another employee when there is no school purpose for doing so, send electronic messages under another employee's name without the employee's consent or administrative authorization, or change or alter any portion of a previously sent electronic message without administrative authorization.
- iv. Other Regulations. Electronic messaging is subject to all requirements of the school district's "Acceptable Use of Computers, Network, Internet and Websites" policy and may be monitored and accessed at any time without prior notice. The school district has complete authority to regulate all electronic messaging. Electronic messaging is a privilege and not a property right and is not a public forum. Electronic messaging is made available subject to all board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

4. Electronic Records

All books, papers, documents, reports, and records kept by the District may be retained as electronic records. Minutes of the meetings of the school board may be kept as an electronic record.

5. Litigation Holds

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. Such action will in particular be taken when the litigation may be filed in federal court or otherwise subject to federal rules of discovery.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the records officer until the hold is released.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

6. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

The foregoing does not apply to claims made in connection with insured or self-insured health insurance contracts.

Legal Reference: Neb. Rev. Stat. Sections 84-712 through 84-712.09
Neb. Rev. Stat. Sections 84-1201 to 84-1227
Laws 2010, LB 742
State Records Administrator Guidelines:
Schedule 10: Records of Local School Districts (Feb. 1989)
Schedule 24: Local Agencies General Records (March 2005)
Electronic Imaging Guidelines (March 2003)

Date of Adoption: ~~{Insert Date}~~August 24, 2020

Business OperationsESSA

It is the policy of the District to comply with the Every Student Succeeds Act (“ESSA”) and federal grant programs in which the District participates.

1. Authority to Sign Applications. The Superintendent is authorized to sign applications for any of the ESSA formula grants on behalf of the District and may delegate such authority to other administrators in the Superintendent’s discretion. The Superintendent shall submit such applications as determined appropriate so long as acceptance of the funds does not include conditions contrary to the policies of the Board of Education.
2. Supplement not Supplant. Federal funds shall be used to supplement, not supplant the amount of funds or services available from non-federal sources, in compliance with the requirements of federal law. ESSA funds shall not be used to provide services otherwise required by law to be made available.
3. Equitable Allocation. Federal funds shall be used in a manner to ensure equitable allocation of resources. Staff are to be assigned and curriculum materials and instructional supplies are to be distributed to the schools in such a way that equivalence of personnel and materials is ensured among the schools in compliance with the requirements of federal law.
4. Maintenance of Effort. The District shall maintain fiscal effort related to ESSA programs in compliance with the requirements of federal law.
5. Resources. The procurement of resources related to the ESSA programs, including contracts and purchase or service agreements for such program, shall be in accordance with the District’s written procedures for purchasing and contracting. Purchase orders and invoices shall indicate an appropriate record of expenditures. All equipment purchased with federal funds, including those used in nonpublic and other facilities, shall be appropriately identified, inventoried, and when no longer useful to the program, properly disposed. Resources such as staff, materials and equipment funded by Title I and IDEA shall be used only for children participating in the program.
6. Maintenance of Records. Records of all federal financial and program information shall be kept for a minimum of 5 years after the start date of the project.
7. Identification of Eligible Children. The Superintendent and the designees shall implement an appropriate process to identify children eligible for services provided under federal programs.

8. Coordination of Services. Title I and IDEA services shall be coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.
9. Standards and Expectations. Students receiving services in Title I are held to the same standards and expectations as all other students.
10. Assessments. Students receiving services in Title I are assessed with the regular population without accommodations.
11. Parents Right to Know. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
 - (A) Whether the student's teacher—
 - (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (iii) is teaching in the field of discipline of the certification of the teacher.
 - (B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
12. Testing Opt-Out. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:
 - (A) the subject matter assessed;
 - (B) the purpose for which the assessment is designed and used;
 - (C) the source of the requirement for the assessment;
 - (D) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - (E) the time and format for disseminating results.
13. Language Instruction Programs. At the beginning of each school year, if the District receives Title I funding, the District will implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—
 - (A) be involved in the education of their children; and
 - (B) be active participants in assisting their children to—
 - (i) attain English proficiency;

- (ii) achieve at high levels within a well-rounded education; and
- (iii) meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.
15. Certification Regarding Debarment, Suspension and Ineligibility. The District will endeavor to ensure that all contracts and purchase orders reimbursed using federal funds will include the following “suspension and disbarment” language:

To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current “LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS” published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

Notwithstanding anything to the contrary, all persons or entities contracting with the District with any reimbursement using federal funds shall be bound by this certification and shall fully abide by and comply with the same.

Legal Reference: ESSA

Date of Adoption: August 13, 2018

Reviewed: September 10, 2018

Business Operations

School Meal Program and Meal Charges

Meal Program. The school district will make a school meal program available to students. The cost of the program will be determined by the board of education so as to make the program as nearly self-supporting as possible. With board approval, the district may contract with a private company or corporation for the management and/or provision of the program.

The district will notify the families with children attending school of the current guidelines for free or reduced-price school meals. A copy of the complete regulations and procedures regarding reduced-price and free meals shall be available in the office of the superintendent.

Meal Charge Policy. The district will notify students and their families of the policy for **Charged Meals**, meaning meals received by a student when the student does not have money in hand or in his or her food account. This policy applies to students who receive meals at the free, reduced, or full rates.

Notice of this policy must be provided in writing to all households at the start of each school year and to households that transfer to the school during the school year. Notice may be provided through the student handbook, student registration materials, online portal used to access student accounts, direct mailing or e-mail, newsletter, the district website, and/or any other appropriate means. Notice of this policy will also be provided all school staff responsible for the enforcement of it, including food service professionals responsible for collecting payment for meals at the point of service, staff involved in notifying families of low or negative balances, and other staff involved in enforcing any aspect of this policy.

The district's policy on charged meals is:

If a student has no funds available to pay for a meal, the student will be provided and charged for up to five meals. Thereafter, if a student has no funds available to pay for a meal, the student is provided a 'courtesy meal,' such as a plain sandwich and milk at no cost.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items if they do not have cash in hand or their account has a negative balance.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

Collection of Delinquent Meal Charge Debt

The school district is required to make reasonable efforts to collect unpaid meal charges. The building principal or his or her designee will contact households about unpaid meal charges and notify them again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the school district may pursue any other methods to collect delinquent debt as allowed by law. Collection efforts may continue into a new school year.

The District will not use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account of any student. Nor will the District assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

In the event that the Nebraska Department of Education develops a state-level meal charge policy, it shall supersede that portion of this policy.

Date of Adoption: June 12, 2017

Reviewed: September 10, 2018



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Bus Barn Inventory List

Item	Amount
Cafeteria Dining Tables	6
Board Room Table	1
Desks (variety of sizes)	85
Student Chairs (mult.sizes)	100
Tall File Cabinets	8
Short File Cabinets	1
Round Table	5
Colored Chairs (Red, Purp, Green)	30
Rectangle Tables	3
Garbage Bags filled with Plastic Bottles	5

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