

Board of Education Regular Meeting  
Monday, November 11, 2024 7:00 PM  
HS CONFERENCE ROOM  
705 N 9th Street  
Arlington, NE 68002

1. OPENING PROCEDURES
  - 1.1. Call Meeting to Order
  - 1.2. Roll Call
  - 1.3. Pledge of Allegiance
  - 1.4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. CONSENT AGENDA
  - 3.1. Minutes of the Previous Board Meeting(s)
  - 3.2. Monthly Financial Reports
  - 3.3.
    - Resignations:
    - Hires: Molly Kment, First Grade
    - Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
5. PRINCIPALS' REPORTS
  - 5.1. Dr. Morgan's Elementary Report
  - 5.2. Mr. Pfingsten's Secondary Report
  - 5.3. Mr. Shada's Activity Report
6. SUPERINTENDENT'S REPORT
  - 6.1. Superintendent Evaluation Reminders
  - 6.2. NASB and NRCSA Report
  - 6.3. Financial Statement/Audit Update
  - 6.4. Supt Leave Log Review
  - 6.5. Discussion of the Village Board decision to discontinue the baseball complex interlocal agreement with the school and the Ag Society
7. COMMITTEE AND REPRESENTATIVE REPORTS
  - 7.1. Negotiations Committee
    - Meet again Nov 12
    - 2025-2026 Insurance Rates released, Increase of 5.9%
8. UNFINISHED BUSINESS
  - 8.1. Discuss, Consider and Take Necessary Action to Adopt Policy 3241- Emergency Response Mapping on Second Reading
  - 8.2. Discussion of Paving of South Parking Lot Update
9. NEW BUSINESS
  - 9.1. Review Policies 4000-4012:
    - Recruitment and Selection 4001
    - Equal Opportunity Employment 4002
    - Anti-discrimination, Notice and Form 4003

- Duty Hours of Employees 4004
- Absence of Employees 4005
- Absence from Building 4006
- Family and Medical Leave Policy and Leave Application 4007
- Adoption Leave 4008
- Drug and Substance Use and Abuse, with attached Appendices 4009
- Tobacco Prohibition 4010
- Bloodborne Pathogen Compliance Plan 4011
- Infectious Diseases 4012

9.2. Discussion of Strategic Planning and Community Engagement

10. ADJOURNMENT

## Board of Education Regular Meeting

Monday, October 14, 2024 7:00 PM Central

HS CONFERENCE ROOM

705 N 9th Street  
Arlington, NE 68002

### 1. OPENING PROCEDURES

#### 1.1. Call Meeting to Order

Chase called the meeting to order at 7:00

#### 1.2. Roll Call

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

#### 1.3. Pledge of Allegiance

#### 1.4. Approval of Regular Meeting Agenda

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

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

#### 1.5. Presentation of NASB Level VII Service Award by Board President Kratochvil to Board Member O'Daniel

Chase presented Matt with a level 7 award from the NASB.

### 2. WELCOME TO GUESTS AND PUBLIC FORUM

#### 2.1. Bill McAllister, State Board of Education Candidate

Bill McAllister addressed the board and guests this evening speaking about why he is running for State Board of Education.

#### 2.2. Michael Dwyer to Share About Emergency Mapping

### 3. CONSENT AGENDA

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

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

#### 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. SUPERINTENDENTS 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

The group met tonight before the board meeting. The committee went over the curriculum adoption cycle. They are looking at spending some money on musical instruments, which typically doesn't happen, but since fine arts are up for adoption, that might be a good addition to the curriculum, since a lot of books are not needed.

7.2. Buildings and Grounds Committee

This committee the met on Friday Oct 4th, and went over some items that were needing addressed. The next item they want to take a look at is paving the parking lot by the football field. The board would like to get some bid and quotes to see what costs will be, and maybe move forward depending on cost.

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

Motion to approve Updated Policy 1200-Title IX and Procedures (1200Z) on Second Reading Passed with a motion by Matt O'Daniel and a second by Chase Kratochvil.

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

2nd reading on the new required changes for the new title IV policy

## 9. NEW BUSINESS

9.1. Discuss, Consider and Cast Vote for NASB Legislative Committee Member

Cast Arlington Board of Education Vote for Chase Kratochvil for Legislative Committee Member Passed with a motion by Matt O'Daniel and a second by Brian Laaker.

Chase Kratochvil: Abstain (With Conflict), Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

Dr. Lewis went over the information for the NASB Legislative committee, one of our board members is running for a leadership roles.

9.2. Discuss, Consider, and Cast Vote for NASB Region 11 Board of Directors Member

Cast Arlington Board of Education Vote for \_Bob Feuer for NASB Board of Directors Member

Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

### 9.3. Discuss, Consider and Take Necessary Action to Adopt Option Enrollment Capacities for 2025-2026

Motion to Adopt Resolution to Establish Capacities for 2024-2025 Option Enrollment

Applications as Presented 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, Matt O'Daniel: Yea, Shanon Willmott: Yea

This is where we set our classroom and section capacities. Dr Lewis discussed our procedures on how we have program and facility capacities that are set, APS will never go over those set numbers. APS will never get themselves in a position that would cause us to change our section sizes, the section size is based on the in-district students, and option students will not determine classroom capacities.

The board members discussed their thoughts on how we look at our capacities and manage them, they feel that our capacities are suitable for Arlington and like how the numbers look. They feel that they are managed well. The board also discussed how options affect the school, classrooms, budgets, teachers and building size.

### 9.4. Discuss, Consider and Take Necessary Action to Adopt Policy 3241- Emergency Response Mapping on First Reading

Discussion was had tonight on the first reading on how passing this policy is the first step in getting a grant .

### 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

The South side of the bus barn has previously been used as storage for unused items from the school building. Part of the space, has a future use and APS will need to clean out parts of the building.

Motion to Declare Items Presented as Surplus and Authorize Superintendent to Sell or Dispose of Items Passed with a motion by Chase Kratochvil and a second by Shanon Willmott.

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

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

Motion to Authorize Superintendent to Advertise for Estimates for South Parking Lot Surface Passed with a motion by Matt O'Daniel and a second by Jason Arp.

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

10. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 8:50pm

\_\_\_\_\_  
Chase Kratochvil, Board President

\_\_\_\_\_  
Dawn Lewis, Board Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**Arlington Public Schools  
October 31, 2024**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
General Fund - 864	\$ 3,253,076.64	\$ 870,777.29	\$ 1,463,179.94	\$ 7,443.65	\$ 96,249.18	\$ 2,764,366.82
Activities - 109	\$ 220,406.93	\$ 55,756.06	\$ 62,730.60	\$ 381.20	\$ -	\$ 213,813.59
Hot Lunch - 487	\$ 186,002.93	\$ 25,589.84	\$ -	\$ 126.60	\$ (96,249.18)	\$ 115,470.19
Depreciation Fund	\$ 849,675.31		\$ -	\$ 3,001.13	\$ -	\$ 852,676.44
Depreciation CD - 5826	\$ 268,630.10		\$ -	\$ 3,179.51	\$ -	\$ 271,809.61
				<b>Total Depreciation:</b>		<b>\$ 1,124,486.05</b>
2017 Bond Refunding	\$ 665,873.62	\$ 29,445.25		\$ 1,786.97	\$ -	\$ 697,105.84
QCPUF	\$ 494,190.46	\$ 17,923.19		\$ 1,326.23		\$ 513,439.88
Spec Bldg Fund	\$ 707,789.81	\$ 12,802.01	\$ -	\$ 1,899.45	\$ -	\$ 722,491.27
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
				<b>Total Spec Bldg:</b>		<b>\$ 722,491.27</b>
Total Special Funds	\$ 2,986,159.30	\$ 60,170.45	\$ -	\$ 11,193.29	\$ -	\$ 3,057,523.04
Total SF minus CD's	\$ 2,717,529.20					\$ 2,785,713.43



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

	\$	-
	\$	-
<b>Total Special Funds</b>	\$	-

**Hot Lunch Expenses**

CDW	Food order	\$	11,807.33
Jackson Service	Kitchen supplies and service ( Towels, aprons, mops)	\$	554.32
Earthgrains	Bakery Items for hot lunch	\$	1,396.90
Hiland	Milk and dairy products	\$	3,474.74
US Foods	Food order	\$	6,237.04
Pegler	Food Order	\$	5,414.99
Jodie Jance	Reimburse Lunch money	\$	8.85
		\$	-
		\$	-
	<b>Hot Lunch Total</b>	\$	<b>28,894.17</b>

EFINANCE - POWERSCHOOL  
 DATE: 11/05/2024  
 TIME: 11:04:14

ARLINGTON PUBLIC SCHOOL  
 CHECK REGISTER

PAGE NUMBER: 1  
 VENCHK11  
 ACCOUNTING PERIOD: 3/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
47734			4607 VISA		VOID: MULTI STUB CHECK	
47735	9001	11/05/24	4607 VISA	2610	500 FT MICROPHONE CABLE	200.61
47735	9001	11/05/24	4607 VISA	2610	AMAZON - ALUMINUM METAL M	12.99
47735	9001	11/05/24	4607 VISA	2610	AMAZON - DURACELL 123A LI	50.04
47735	9001	11/05/24	4607 VISA	2610	AMAZON - PEACE PAPERBACK	10.94
47735	9001	11/05/24	4607 VISA	2610	AMAZON - PLIER STAPLER	17.99
47735	9001	11/05/24	4607 VISA	2610	AMAZON - UTILITY KNIFE 8	5.98
47735	9001	11/05/24	4607 VISA	2610	AMAZON - WIRELESS OPTICAL	47.39
47735	9001	11/05/24	4607 VISA	2610	AMAZON SPORTS MEDICINE TA	891.96
47735	9001	11/05/24	4607 VISA	2610	AMAZON-LAZYBUG STUDIO MAS	31.96
47735	9001	11/05/24	4607 VISA	2610	ATHLETIC TAPE	88.89
47735	9001	11/05/24	4607 VISA	2610	CABINET	65.10
47735	9001	11/05/24	4607 VISA	2431	CAR WASH	6.00
47735	9001	11/05/24	4607 VISA	2431	CAR WASH	8.98
47735	9001	11/05/24	4607 VISA	2431	CAR WASH VAN 3	5.99
47735	9001	11/05/24	4607 VISA	2431	CAR WASH VAN 3	8.99
47735	9001	11/05/24	4607 VISA	2530	CLEAR LIVE PHONE	117.21
47735	9001	11/05/24	4607 VISA	2530	CLEAR LIVE PHONE BILL	102.71
47735	9001	11/05/24	4607 VISA	2610	DESK TOP LAMINATOR CARTRI	212.32
47735	9001	11/05/24	4607 VISA	2739	EAGLE EVENT BANNERS	276.06
47735	9001	11/05/24	4607 VISA	2626	FILL-RITE	42.50
47735	9001	11/05/24	4607 VISA	2626	FILL-RITE	42.50
47735	9001	11/05/24	4607 VISA	2650	HP X360 HINGES	114.45
47735	9001	11/05/24	4607 VISA	2610	IPADS FOR ATHLETICS	658.00
47735	9001	11/05/24	4607 VISA	2610	LEARNING A-Z - VOCABULARY	125.00
47735	9001	11/05/24	4607 VISA	2643	MOSYLE YEARLY LICENSE REN	1,160.50
47735	9001	11/05/24	4607 VISA	2810	NMEA ALL STATE CONFERENCE	105.00
47735	9001	11/05/24	4607 VISA	2810	NMEA CONFERENCE REGISTRAT	105.00
47735	9001	11/05/24	4607 VISA	2810	NMEA MEMBERSHIP & NAFME M	142.00
47735	9001	11/05/24	4607 VISA	2810	NMEA MEMBERSHIP RENEWAL	142.00
47735	9001	11/05/24	4607 VISA	2643	NOTEFLIGHT SUBSCRIPTION	49.00
47735	9001	11/05/24	4607 VISA	2643	NOTEFLIGHT SUBSCRIPTION-C	49.00
47735	9001	11/05/24	4607 VISA	2643	OMEGA LABS/BOOM LEARNING	49.99
47735	9001	11/05/24	4607 VISA	2650	PROJECTOR BULBS	84.00
47735	9001	11/05/24	4607 VISA	2650	PROJECTOR BULBS AND BATTE	113.73
47735	9001	11/05/24	4607 VISA	2610	RECEIPT BOOKS	36.80
47735	9001	11/05/24	4607 VISA	2610	SMOKE DETECTOR	48.41
47735	9001	11/05/24	4607 VISA	2610	SMOKE DETECTOR	39.98
47735	9001	11/05/24	4607 VISA	2610	SMORE.COM - YEARLY SUBSCR	179.00
47735	9001	11/05/24	4607 VISA	2610	TPT - 13 COLONIES ACTIVIT	4.50
47735	9001	11/05/24	4607 VISA	2610	TPT - 13 COLONIES MAPS	3.99
47735	9001	11/05/24	4607 VISA	2610	TPT - BOHO RAINBOW ELA AN	13.00
47735	9001	11/05/24	4607 VISA	2610	TPT - DIVISION FLASH CARD	2.00
47735	9001	11/05/24	4607 VISA	2610	TPT - MESOPOTAMIA WORLD H	6.00
47735	9001	11/05/24	4607 VISA	2610	US/WORLD WALL MAP	291.00
47735	9001	11/05/24	4607 VISA	2531	USPS	32.00
47735	9001	11/05/24	4607 VISA	2640	VENTRIS LEARNING - TEACHE	90.00
47735	9001	11/05/24	4607 VISA	2610	XLR CONNECTOR WITH WALL P	20.89
			TOTAL CHECK			5,912.35
			TOTAL FUND			5,912.35
			TOTAL REPORT			5,912.35

**General Fund  
2024-2025**

<u>Receipts</u>	<u>Budgeted</u>	<u>Actual Reecipts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ -	\$ 1,889,459.44	0.00%	30.31%
Carline Taxes	\$ -	\$ 855.48	0.00%	25.79%
Motor Vehicle	\$ -	\$ 80,513.96	0.00%	19.81%
PreSchool Tuition	\$ -	\$ 6,060.00	0.00%	34.93%
County Sources	\$ -	\$ 260.39	0.00%	0.37%
State Aid	\$ -	\$ 465,663.00	0.00%	20.00%
Sped SA Revenue	\$ -	\$ -	0.00%	0.00%
Federal & all other	\$ -	\$ 61,891.44	0.00%	0.00%
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	<b>\$0.00</b>	<b>\$2,504,703.71</b>	<b>#DIV/0!</b>	<b>26.26%</b>

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	<u>Last Yr Amount</u>	
<b><u>General Fund Totals</u></b>					
Elementary	\$ -	\$ 750,564.96	0.00%	16.42%	726,771.75
Secondary	\$ -	\$ 722,654.18	0.00%	15.65%	692,672.73
District	\$ -	\$ 404,933.45	0.00%	15.45%	376,419.02
<b>Total</b>	<b>\$ -</b>	<b>\$ 1,878,152.59</b>	<b>0.00%</b>	<b>15.91%</b>	<b>1,795,863.50</b>

**General Fund Categories of Particular Interest**

**Transportation**

Elementary	\$ -	\$ 21,790.70	0.00%	10.48%
Elem Transportation Maint.	\$ -	\$ 7,738.54	0.00%	6.83%
Secondary	\$ -	\$ 14,329.40	0.00%	10.67%
HS Transportation Maint.	\$ -	\$ 9,717.95	0.00%	22.63%

**District Level Categories of Particular Interest**

**Facilities and Operations**

Operat of Building	\$ -	\$ 67,847.78	0.00%	12.75%
Building Maint.	\$ -	\$ 98,336.23	0.00%	16.14%
Grounds Maint	\$ -	\$ 13,400.25	0.00%	5.97%

Source Code:	Activity Balances as of		10/31/2024		Balance
	Account	Beginning Bal	YTD Revenues	YTD Expenditures	
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	\$1,550.79	\$ 24,886.67
702	HS Always for Kids	\$ 2,234.61	\$1,155.16	\$261.48	\$ 3,128.29
703	Art Class	\$ 5,853.15	\$45.00	\$1,241.30	\$ 4,656.85
704	Art Club	\$ 1,632.03	\$0.00	\$0.00	\$ 1,632.03
705	Athletics	\$ (40,258.80)	\$31,157.42	\$45,527.27	\$ (54,628.65)
706	Band	\$ 4,339.15	\$2,178.35	\$1,389.99	\$ 5,127.51
708	Book Club	\$ 270.55	\$325.30	\$0.00	\$ 595.85
709	Cheerleading	\$ 1,106.90	\$2,775.15	\$244.80	\$ 3,637.25
710	Welding	\$ 1,592.95	\$30.00	\$0.00	\$ 1,622.95
714	SKILLS	\$ 1,272.76	\$960.00	\$0.00	\$ 2,232.76
716	GIRLS WRESTLING	\$953.50	\$550.00	\$0.00	\$ 1,503.50
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ (884.02)	\$15,763.30	\$12,938.63	\$ 1,940.65
721	Dance Squad	\$ 3,638.52	\$0.00	\$0.00	\$ 3,638.52
722	Drama	\$ 2,084.54	\$191.30	\$0.00	\$ 2,275.84
723	MS STEM	\$ 74.75	\$0.00	\$0.00	\$ 74.75
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
726	FBLA	\$ 11,841.51	\$7,792.97	\$8,036.12	\$ 11,598.36
727	Football	\$ 16,043.85	\$330.00	\$2,342.22	\$ 14,031.63
728	Reimbursement (general)	\$ 589.97	\$550.00	\$374.70	\$ 765.27
732	Fam Cons Science	\$ (1.56)	\$385.00	\$326.20	\$ 57.24
733	Wrestling	\$ 567.02	\$2,193.30	\$697.49	\$ 2,062.83
735	Honor Society	\$ 1,059.07	\$185.00	\$0.00	\$ 1,244.07
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	\$1,482.41	\$1,468.39	\$ 1,552.88
740	Industrial Tech / Woods	\$ 2,611.82	\$220.00	\$533.62	\$ 2,298.20
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	\$2,605.70	\$2,480.00	\$ 12,130.80
749	Student Council	\$ 3,775.88	\$1,613.75	\$879.88	\$ 4,509.75
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	\$420.00	\$0.00	\$ 2,183.65
756	Pepsi	\$ 793.71	\$149.94	\$0.00	\$ 943.65
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ -	\$0.00	\$0.00	\$ -
762	Baylor/ACT	\$ 2,993.21	\$18.00	\$0.00	\$ 3,011.21
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85
765	Class of 2028	\$ 315.00	\$952.40	\$0.00	\$ 1,267.40
766	FFA	\$ 18,888.92	\$2,050.00	\$6,808.10	\$ 14,130.82
768	RR Store	\$ 8,500.00	\$1,500.00	\$1,140.82	\$ 8,859.18
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	\$1,407.50	\$0.00	\$ 3,405.10
782	Volleyball	\$ 8,295.82	\$689.00	\$1,328.65	\$ 7,656.17
783	Boys Golf	\$ 4,417.67	\$0.00	\$269.99	\$ 4,147.68
784	Girls Golf	\$ 6,047.66	\$0.00	\$396.58	\$ 5,651.08
785	Cross Country	\$ 8,021.31	\$0.00	\$2,947.59	\$ 5,073.72
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	\$631.50	\$150.00	\$ 2,685.77
789	Baseball Fund	\$ 4,061.84	\$0.00	\$0.00	\$ 4,061.84
790	Boys Basketball	\$ 2,254.76	\$1,500.00	\$85.00	\$ 3,669.76
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	\$2,023.94	\$ (464.83)
794	Sped	\$ 626.95	\$635.90	\$619.27	\$ 643.58
795	Wellness (District)	\$ 0.03	\$5,795.00	\$231.80	\$ 5,563.23
796	Elementary Activity	\$ -	\$559.00	\$0.00	\$ 559.00
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	\$635.00	\$0.00	\$ 635.00
200-800	HS Unified School	\$0.00	\$555.00	\$10.42	\$ 544.58
	<b>Totals</b>	<b>\$198,491.38</b>	<b>\$90,890.50</b>	<b>\$97,349.40</b>	<b>\$192,032.48</b>

ARLINGTON  
PUBLIC SCHOOLS



# STUDENT SERVICES UPDATES

Sarah Sharp  
& Holly Toft

# **NEW SERVICES**

Room of Requirements

Access Period

# **ROOM OF REQUIREMENTS**

The Room of Requirements is a space that provides APS students with clothing, shoes, basic hygiene items, and school supplies at no cost. The Room of Requirements also provides a washer and dryer for students to use so they can have clean clothing.

# ROOM OF REQUIREMENTS LOCATIONS



The Room of Requirements will be located in a former storage room on the north side of the stage. Items are currently located in the middle/high school counseling office.



The washer and dryer for the Room of Requirements is located in the middle/high school Life Skills classroom.

Free school supplies are located in the middle/high school counseling office.

# RENOVATIONS



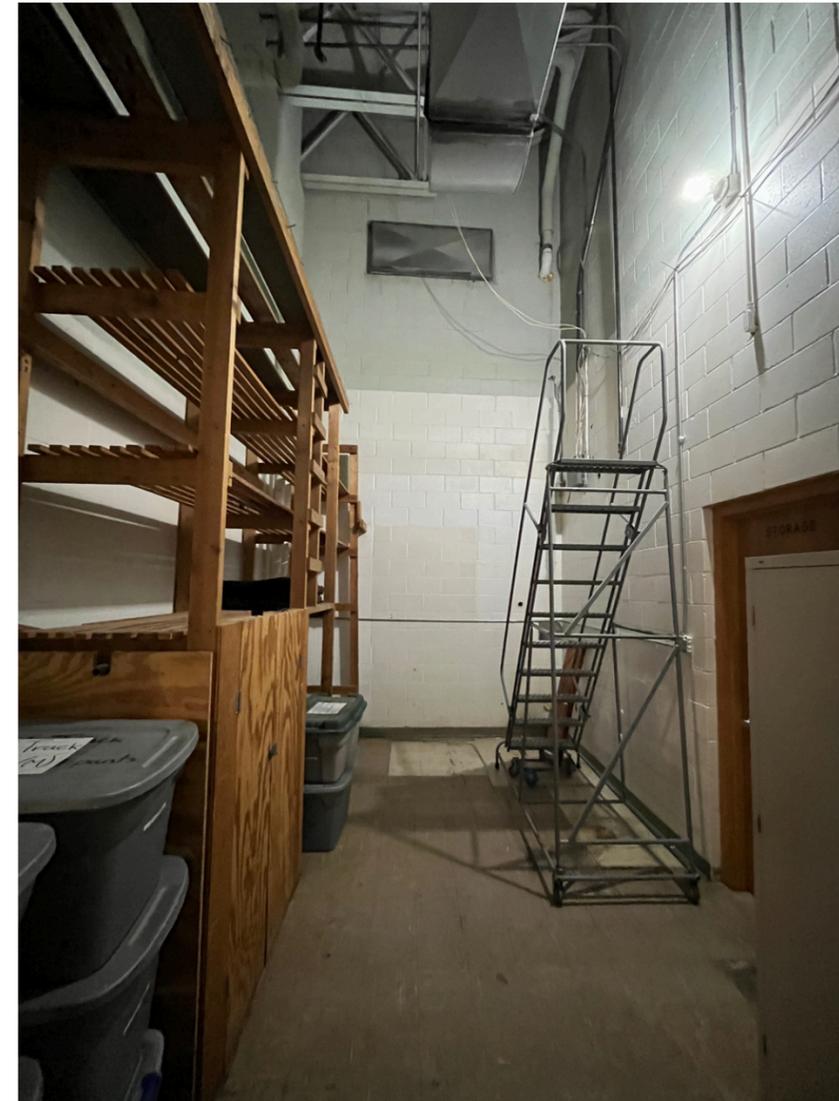
Phase 1 of renovations was cleaning up the storage room and removing items that were no longer needed or broken.

This pictures shows the room after unwanted items were removed.

# RENOVATIONS

Phase 2 of renovations involved finding new storage places for items that were in the room. Some items moved into the athletic storage room next door and other items were relocated to different parts of the building.

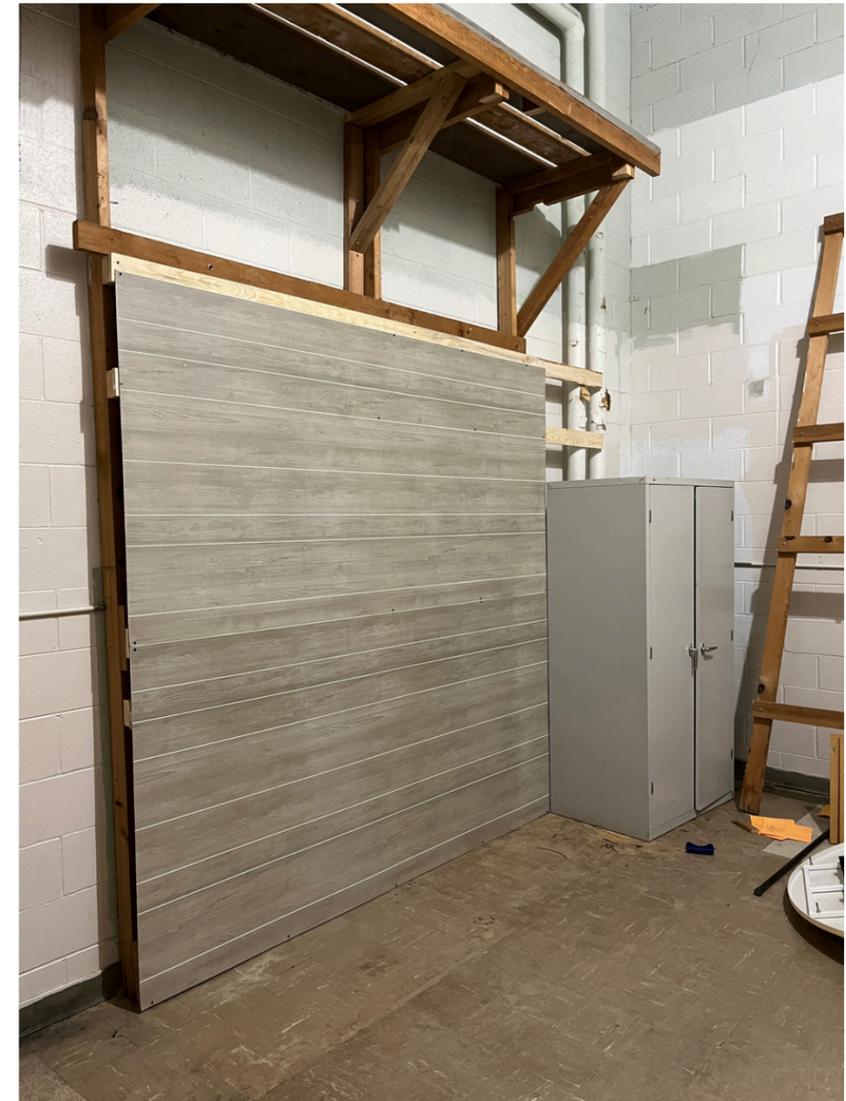
This picture show the room after some items were moved elsewhere for storage.



# RENOVATIONS

Phase 3 of renovations included demolition, construction, and painting. Lawrence Reed helped remove the old shelving unit and patch walls. We built a wall to cover the shelving supports and pipes. We also painted the walls and trim.

This picture shows the wall partially completed. The wall has been extended all the way to the right to cover the pipes.



# RENOVATIONS

Phase 4 of renovations will involve laying carpet in the room and adding additional temporary lighting. After carpeting has been laid we will begin moving items into the room and making it available for student use.

In the future we hope to add a drop ceiling and additional permanent lighting in the room but at this time costs are prohibitive for that due to having to lower the sprinkler system.

# ROOM OF REQUIREMENTS FUNDING

- 1** Arlington Education Foundation  
\$1000 donation
- 2** Fremont Area Community Foundation  
\$7500 grant
- 3** Anonymous Donor  
\$1500 donation for new washer  
and dryer
- 4** RVR Bank  
\$1000 donation annually
- 5** APS Staff  
donations of APS clothing, school  
supplies, and clothing hangers



# ACCESS PERIOD

Access Period's mission is to end period poverty in Nebraska. We serve anyone who needs access to menstrual products through strategic partnerships with community organizations, schools, and free Access Points throughout Nebraska.

# ACCESS PERIOD

We are excited to be the first organization in Washington County that is served by Access Period. Free period products are located in the women's restrooms in the middle/high school. Students are also able to access a home supply of period products if needed.



## Elementary Board Report November 2024

- **Parent Teacher Conferences** - Parent Teacher Conferences were a huge success, 96% attendance.
- **Halloween Parties and Parade** - We had another successful year of Halloween celebrations. Students participated in a K-6 grade parade for parents and ended the day with classroom celebrations!



- **Eagle of the Month** - Congratulations to the following students that received the October Eagle of the Month award!! They received this award for regularly exhibiting SOARING behavior.
  - Kendyl Mackey, Kellyn Mruz, Aubrey Engelbart (not pictured), Sylvie Black, Harper Christensen, Aspen Fairhead, and Tatum Christensen.



- **Veterans Day** - Elementary students participated in the Veteran's Day program. They sang a song and provided decorations for the event! This is a great way that we honor those who have served our country!

# Secondary Principal's Report

## November 2024 Board Meeting

### Veterans Day Program

This morning we hosted a Veteran's Day program to honor local men and women who have served our country in the armed forces. Here is the Striv.tv link: <https://striv.tv/channel/arlington/>



### Parent-Teacher Conference Attendance

7th: Wed 42%, Thurs 19%, TOTAL: 62%  
8th: Wed 28%, Thurs 24%, TOTAL: 52%  
9th: Wed 28%, Thurs 12%, TOTAL: 40%  
10th: Wed 34%, Thurs 14%, TOTAL: 49%  
11th: Wed 24%, Thurs 10%, TOTAL: 35%  
12th: Wed 22%, Thurs 15%, TOTAL: 38%  
Total - Approx 47%

### FBLA:

#### Food Drive Numbers

Thanks to the leadership of Arlington FBLA and the participation of our students and community, AHS delivered 2,712 pounds (nearly 4,000 items) of food to the Washington County Food Pantry! Of note, we learned that the food pantry served 12,000 meals last month to 800 families. Twenty percent of those families come from Arlington. We are the largest single donation they have had this year.



### NFLC

Eleven students just returned from the fall leadership conference in Columbus, Ohio.

## WISE Recognition

Arlington has been named a W!se Platinum Star award winning school for our financial literacy education thanks to the efforts of our Business department. Congratulations! Here is the link to the press release: <https://wise-ny.org/blog/wse-announces-2023-2024-blue-star-and-platinum-star-schools/>



### 2023-2024 Platinum Schools

Arlington High School  
*Arlington*

High Technology  
High School  
*Lincroft*

Peninsula Catholic  
High School  
*Newport News*

## FFA:

### National Convention

Five Arlington students went to Indianapolis, Indiana and competed in the Horse Judging competition. The team earned recognition as a Silver Emblem Team.

## Local Leadership Night

This event was held on November 4 and allowed fall award recipients to be recognized. Additionally, students who are competing in LDE's had a chance to practice with an audience.

## NHS:

The Arlington Chapter of the National Honor Society inducted 18 new members on Friday, November 1. Students were inducted based on their scholarship, character, service, and leadership.



## Believers and Achievers:

Dathan Hansen, Kolby Tighe, and Callee Shearer were recognized by the NSAA with the Believers and Achievers award. Believers & Achievers is a statewide program designed to give recognition to Nebraska's future leaders.

James Shada  
November  
Board Report

### Fall Sports Come to a Close

We had a successful fall sports season. In girls golf the girls made great progress on their game. Our young team make great improvement each and every week. In cross country our team continued to improve week by week. The season was capped off with our boy's teams qualifying for the state meet! Hailey O'Daniel 1<sup>th</sup> place at the Class C State Championship, and Kolby Tighe with a 6<sup>th</sup> place finish! The football team battled through a tough year and made great improvements each week. They finished with a 4-5 record. Volleyball team continued to work hard each week and made great strides throughout the season. Softball had a fine season and finished with a record of 12-18. I would also like to thank our staff, students, and fellow administration for their help running all five sports during the fall sports season. Special thanks to Mr. Reed and his staff for all their help in keeping the facilities in great shape throughout the season. It is truly a school wide effort to make these events successful.

### Winter Activities

The winter athletic practices start November 18<sup>th</sup> for Boys and Girls Basketball, Boys and Girls Wrestling, and Swimming. We also have several performances that we will be hosting and competing in before Christmas.

- December 9<sup>th</sup> High School Winter Concert and December 16<sup>th</sup> Middle School Concert.
- November 19<sup>th</sup> One Act Play Public Performance at 7:00pm
- November 25<sup>th</sup> One Act Play Nebraska Capitol Conference Competition at DC West High School.
- One Act Districts at David City High School on 12/6.

## A Monster Calls Cast List

Conor O'Malley \_\_\_\_\_ Kolby Tighe  
Monster \_\_\_\_\_ Wyatt Flesner & Rafa Magnino  
Mom \_\_\_\_\_ Honora Andreasen  
Grandma \_\_\_\_\_ Valeria Carvajal  
Dad \_\_\_\_\_ Zadyn Lambert  
Lily \_\_\_\_\_ Sofie Lewis  
Hailey \_\_\_\_\_ Maddie Martens  
Sally \_\_\_\_\_ Hayley Arp  
Anna \_\_\_\_\_ Katie Moss  
Miss. Godfrey \_\_\_\_\_ Katy Douglas  
Mr. Marl \_\_\_\_\_ Jax Tighe  
King \_\_\_\_\_ Garrett Hager  
Prince \_\_\_\_\_ Austin Hill  
Queen \_\_\_\_\_ Jenna Molzahn

### Monster Ensemble/Various Roles:

Ethan Woods, Gabrielle Hill, Addison Hill, Jensen

Lorsch, Kynlea Kleveland

TECH Crew: Mana Rhea, Riley Woods

Directors: Sara O'Connell & Faye Kreikemeier



## **Eagles Soaring to Excellence through Activities**

- Nebraska Capitol All Conference Softball team: 1<sup>st</sup> team Britt Nielsen, Kallan Reed, 2nd team Lydia Schaapveld, Honorable Mention Tessa Spivey
- Nebraska Capitol All Conference Volleyball team: Honorable Macy Wolf, Mylee Hayden, Peyton Timm.

**2024-2025**

### **Believers & Achievers Information**

**Sponsored by Currency**

**A Partner of the Nebraska School Activities Association**

The Nebraska School Activities Association (NSAA) and Currency are proud to sponsor Believers & Achievers, a state-wide awards program that recognizes Nebraska's future leaders. Believers & Achievers was designed to reward high school students in Nebraska for their excellence in academics and participation in NSAA activities. Those students who show a commitment to citizenship, school involvement and community projects will be honored in the Believers & Achievers program.

NSAA member schools will be asked to nominate individuals to be honored. From those nominees submitted, Currency and the NSAA will select and honor 48 high school seniors throughout the 2023- 24 academic year. A poster will be produced and sent to each member high school for display. The 48 individuals selected will be honored with an award at an NSAA Championship contest during the 2023-24 school year. All 48 Believers & Achievers will be invited to attend an end-of-the-year banquet, celebrating their achievements. During the banquet, Currency will announce individual scholarship winners.

### **Who is eligible?**

Seniors to be, who have a minimum cumulative grade point average of 3.50 (on an unweighted 4.0 scale) and participate in NSAA sponsored activities are eligible for nomination.

### **Arlington's 2024-2025 Believers and Achiever Winners**

**Callee Shearer**

**Dathan Hansen**

**Kolby Tighe**

**\*See pictures below!!\*\***



# 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>

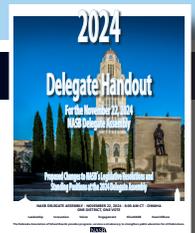


Last Day To Register For The State Education Conference Is FRIDAY, November 8!

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>



2024 NEW BOARD MEMBER WORKSHOPS

New Board Member Workshops

CALL TO ORDER:

WELCOME TO THE BOARD TABLE

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

December 2 - Norfolk

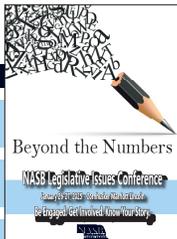
December 3 - Kearney

December 4 - Gering

December 5 - North Platte

December 10 - York

December 11 - La Vista



2025

Legislative Issues Conference - January 26-27 - Lincoln

School Board Member Week - January 26 to February 1

President's Retreat - February 16-17 - Kearney

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](http://www.NASBonline.org)

# NASB BOARD QUICKS

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## PAGE 2

### Educators Health Alliance Sets 2025-26 School Year Rates

Overall premium increase of 5.49% continues single-digit streak

There will be an overall increase of 5.49% in premiums next year for the medical and dental insurance plans used by nearly every Nebraska school district, following action by the Educators Health Alliance (EHA) Board of Directors. The EHA is a consortium of three statewide public school groups that manages the plan. All medical insurance rates and dental insurance rates for active employees and retirees will increase 5.49% from the 2024-25 rate level.

"While our medical claims have increased in the most recent months, we are comfortable approving a rate increase below some of the industry surveys we have seen," said Trish Guinan, EHA Board Chair and NSEA Executive Director. "Given the rate of inflation over the last few years, we are pleased we've been able to maintain our streak of more than 20 years without a double-digit increase in rates, and to average an increase of 4.77% for the last decade."

Read the full release now at [www.ehapan.org/sites/default/files/2025-26-insurance-rate-news-release.pdf](http://www.ehapan.org/sites/default/files/2025-26-insurance-rate-news-release.pdf)

## 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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NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)



# Nebraska Rural Community Schools Association

*Member Update*

*November 8, 2024*



*Photo Credit: Osmond Community Schools*



# NRCSA Calendar

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## **NRCSA Events**

### **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 Legislative Committee**

November 20, 2024, 1:00 PM  
CHI Center in Omaha, Room 206-207

### **NRCSA Rural Teacher Committee**

November 20, 2024, 3:00 PM  
CHI Center in Omaha, Room 206-207



## *NRCSA Search Service*

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**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**

Application Process Complete

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

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

Contract Begins: **July 1, 2024**



### **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](http://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

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### **SUPERINTENDENT SEARCH & PLANNING**

We are in the midst of the time in which we see movement of Superintendents. NRCSA has an outstanding Superintendent Search Service and I would encourage your Board of Education to closely consider these services if you are in need of a Superintendent.

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.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education.

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](mailto: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.

### **NRCSA Leadership**

Dr. Heather Nebesniak, President.  
Ord Public Schools

Mark Lenihan, Past President.  
Wayne Community Schools

Chris Kuncl, Pres-Elect.  
Mullen Public Schools

Chris Prosocki, Secretary.  
Southern School District # 1

### **District Representatives:**

Eugene Hanks, West  
Crawford Public Schools

Dale Hafer, North Central  
Ainsworth Community Schools

Daryl Schrunk, Northeast  
Randolph Public Schools

Paul Sheffield, Southeast  
Exeter-Milligan Public Schools

Jon Davis, South Central  
Alma Public Schools

Jane Davis, Southwest  
Hershey Public Schools

### **Executive Director:**

Jack Moles

### **Lobbyists:**

Jon Edwards  
Scott Moore  
Russell Westerhold

### **Legislative Co- Chairs:**

Dr. Jason Dolliver  
Pender Public Schools

Bryce Jorgenson  
Southern Valley Schools

### **Scholarship & Recognition Co Chairs:**

Tim Heckenlively,  
Falls City Public Schools

Jim Widdifield  
Minden Public Schools



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

### [NRCSA Search Service Experience](#)

### [NRCSA Planning Support Brochure](#)

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**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.

---

**Nebraska was well represented at the National Rural Education Association’s “National Forum to Advance Rural Education” in Savannah, GA.** Members of NRCSA’s Executive Committee, NRCSA’s administrative staff, and other Nebraska educators attended the conference on Oct. 31 and Nov. 1



*L-R: Daryl Schrunk (Supt at Randolph), Laurie Smith (Elem Teacher at Sumner-Eddyville-Miller/2021 National Rural Teacher of the Year), Heather Nebesniak (Supt at Ord), Andrew Easton (ESUCC), Jeff Bundy (NRCSA Office Manager), Jane Davis (Supt at Hershey), Jack Moles (NRCSA Executive Director), Paul Sheffield (Supt at Exeter-Milligan)*

**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 for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. Applications are due on **December 2, 2024**. The NRCSA Scholarship and Recognitions Committee will the three scholarship winners.

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



*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*



**FOLLOWING IS A REPORT FROM NRCSA’S LOBBYIST, RUSS WESTERHOLD:**

Nebraska voters turned out at historic levels Tuesday during the statewide General Election. Preliminary figures from Nebraska Secretary of State Bob Evnen indicate that 74 percent of all registered Nebraska voters participated in this year’s election, breaking the previous turnout record set in 2020.

All members of Nebraska’s incumbent Republican congressional delegation were reelected. Senator Deb Fischer fended off a tough challenge from Dan Osborn for another six year term, and Republican Congressman Don Bacon again narrowly won reelection to Nebraska’s Second Congressional District seat.

Nebraska voters approved ballot initiatives proposing a constitutional 12 week abortion ban (Initiative 434), paid sick leave (Initiative 436), and legalizing medical marijuana (Initiatives 437 and 438).

Nebraska voters also filled 25 of the Legislature’s 49 seats. From unofficial results, it appears that Republicans will hold 33 seats in the officially nonpartisan body, and that a total of 18 new senators will be sworn in when the Legislature reconvenes in January.

You can view our full report on elections to the Nebraska Legislature by clicking on the button below.

**[2024 General Election Results \(Edwards, Westerhold, & Moore\)](#)**

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**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 \(Jack Moles\)](#)

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**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](#)

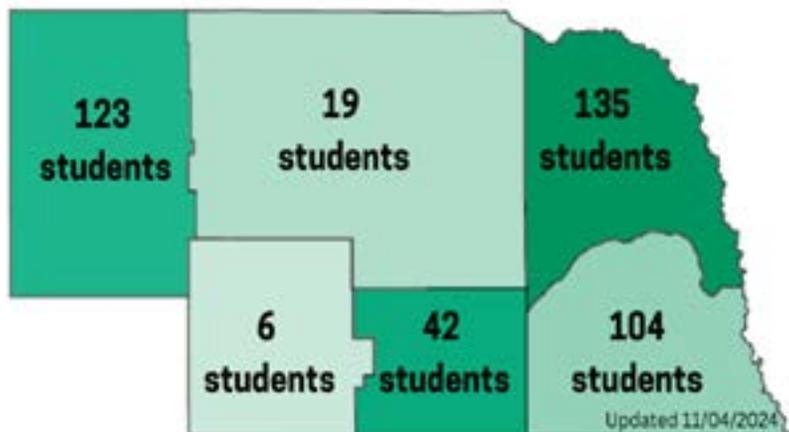
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**From NRCSA Executive Director Jack Moles:** *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program 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!*

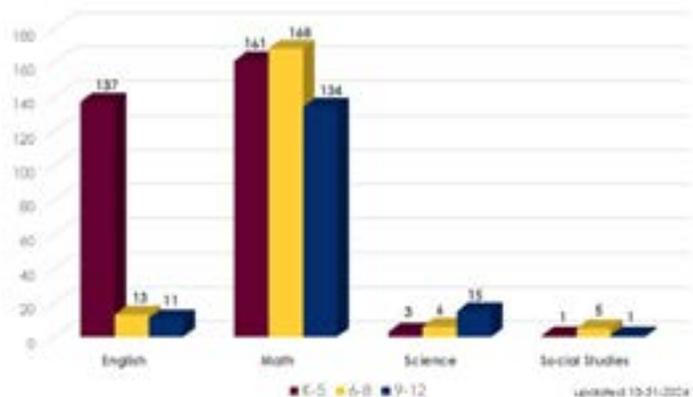
### **Nebraska SMART Free Online Tutoring for K-12 Students**

Since the end of the Spring 2024 Semester, over 286 new students have registered, bringing the total to 429 students, 74% of whom attend NRCSA member school districts.



Our Tutors have been busy, conducting an average of 50-60 sessions each week. We have seen a steady increase

in both student registrations and tutoring sessions. Since the start of the current semester in September, 445 sessions have been completed, totaling 655 sessions since tutoring began in February. Our Tutors have spent over 237 hours this semester helping students across rural Nebraska. Below is a breakdown of tutoring sessions completed by subject and grade level.



Thank you for your efforts to raise awareness and promote this valuable program!

### How to Access Tutoring

To access tutoring, parents need to register their student(s) through our website. After registering, parents and students can log in to schedule tutoring appointments or request on-demand tutoring with a Tutor. Students are encouraged to provide the homework or assignment for which they need help. Assignments can be uploaded to the secure classroom, sent to the Tutor in advance via message, or a picture can be taken of the assignment when connected to the Tutor in the classroom.

### Fall Tutoring Hours

Tutoring for the Fall 2024 Semester is available Monday through Thursday, from 3:30 to 7:30 PM local time.

### No Tutoring November 26-28

Tutoring will not be available from Tuesday, November 26 through Thursday, November 28, due to the State Colleges' Fall Break.



### 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.

## 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](http://www.nscs.edu/nebraskasmart)

Questions, comments, or concerns? Email: [nebraskasmart@nscs.edu](mailto:nebraskasmart@nscs.edu)

School districts can request additional promotional supplies by emailing [nebraskasmart@nscs.edu](mailto: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](mailto:nebraskasmart@nscs.edu)

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### 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](#)

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### 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](#)

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

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

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

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet ([tmittelstet@unl.edu](mailto:tmittelstet@unl.edu)) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit ([bailey.feit@unl.edu](mailto: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.

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**The College & Career Success Team is led by Dr. Dawn Lindsley ([dawn.lindsley@unl.edu](mailto:dawn.lindsley@unl.edu)) at the State 4-H Office and Jacie Milius ([jacie.milius@unl.edu](mailto: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.

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**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](mailto:thenrichs@openskypolicy.org).

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**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](#)

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**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](#)

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**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](#)

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**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](#)

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**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 113 such meetings. I most recently attended the Board meetings at Fullerton and St. Edward on Monday, October 14.

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

**MONDAY, NOV. 11:** Stuart and West Holt

**TUESDAY, NOV. 12:** ESU 17

**WEDNESDAY, NOV. 13:** Valentine

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.



*FULLERTON BOARD OF EDUCATION AND ADMINISTRATION*



*ST. EDWARD BOARD OF EDUCATION AND ADMINISTRATION*

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**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](mailto: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\*\*](#).

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

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

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**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\*\*](#)

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**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@nrdsa.net](mailto:jmoles@nrdsa.net)) or Jeff Bundy ([jbundy@nrdsa.net](mailto:jbundy@nrdsa.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.

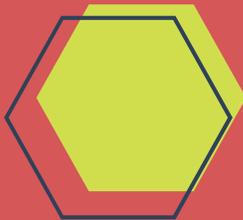
Book your School's Presentation

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

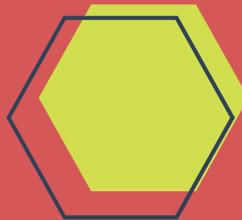


### Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

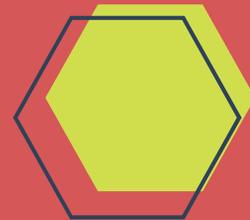


### During the Game/Event

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.**

**November 2024:**

\* The Nebraska Art Teachers Association recently announced its 2024 award winners. Teachers from NRCSA-member districts who were recognized include:

- Kylie Kubicka of Kenesaw–NATA Outstanding Art Educator of the Year and NATA K-12 Art Educator of the Year
- Mike Trotter of Schuyler–NATA Secondary Art Educator of the Year.
- Carissa Hill of Southwest–NATA Francis Thurber Preservice Educator of the Year.

\* Tiffany Heins of David City Public Schools was a finalist for the National Rural Education Association’s “Rural Teacher of the Year Award”. She was NRCSA’s nomination for the award.



*TIFFANY HEIMS, DAVID CITY PUBLIC SCHOOLS*

\* Kara Suchsland of Minden was the Class C Individual State Champion in Girls Golf.



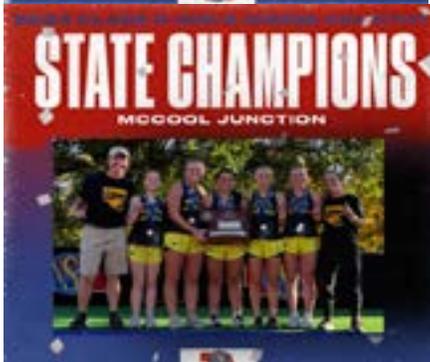
\* Wayne won the Class C State Championship in Girls Golf. Minden finished as the runner-up.



\* DC West finished as the Class C Runner-up in Girls Softball.

\* Cross Country teams from NRCSA-member schools had strong State Meets.

- Holdrege was the Class C State Champion in Boys Cross Country.
- Auburn was the Class C State Champion in Girls Cross Country.
- Perkins County was the Class D Boys State Champion.
- McCool Junction was the Class D Girls State Champion and Sandy Creek was the Class D Girls Runner-up.
- Hailey O'Daniel of Arlington was the Class C Girls Individual Champion.
- Mason McGreer of Perkins County was the Class D Boys Individual Champion.
- Kayleigh Betka of McCool Junction was the Class D Girls Individual Champion.



\* Hailee and Hannah Greiner (freshmen twin sisters) of Johnson-Brock placed first in the Plant Systems Division of the Agriscience Fair at the FFA National Conference. Their project was the study of Color of Light vs Plant Growth.



\* Palmyra was the Class 1A State Champion in the Nebraska State Bandmasters State Marching Band Competition.

\* Currency and the Nebraska School Activities Association (NSAA) announced the 2024-25 Believers & Achievers honorees. Believers & Achievers is a statewide program designed to give recognition to Nebraska's future leaders. Students at NRCSA-member schools include: Evan Frink (Adams Central), Emma Kennedy (Ainsworth), Miley Whitney (Alma), Ava McFarland (Bloomfield), Aidyn Bonifas (Blue Hill), Brooklyn Eckert (Boyd County), Kit Brooks (Central City), Jorja Yocom (Cozad), Ava Cramer (Cross County), Addyson Hintz (Deshler), Taylor Burge (Gothenburg), Gavin Bell (Hemingford), Mattie Kamery (Minden), Cecilia Barron (Morrill), Peyton Paxton (Mullen), Ashley Sidak (O'Neill), Madison Enstrom (Oakland-Craig), Parker Walahoski (Overton), Skylar Scholting (Pierce), Jolie Dix (Plattsmouth), Allison Vavricek (Schuyler), Lane Lund (Twin River), Gavin Redden (Wayne), Cash Keslar (Wilber-Clatonia), Cara Bunger (Wilcox-Hildreth), and Eliza Lange (Wynot).

\* The Nebraska Coaches Association and Custom Sports announced the 2024 Super State and Class All State teams for Girls Golf and Boys and Girls Cross Country. Athletes from NRCSA-member districts who were recognized included:

- GIRLS GOLF SUPER STATE: Mia Hiebner (Heartland), KayLynn Jorgensen (Minden), and Kara Suchsland (Minden).
- GIRLS GOLF CLASS C ALL STATE: Joslyn Johnson (Wayne)
- BOYS CROSS COUNTRY SUPER STATE: Trevor Zurn (Alliance), Mason McGreer (Perkins County), Elijah Goodell (Perkins County)
- BOYS CROSS COUNTRY CLASS C ALL STATE: Avery Carter (Milford), Tyler Hetz (Gothenburg), Haven Hauxwell (Chase County), Dayton Graves (Syracuse), Kolby Tighe (Arlington)
- BOYS CROSS COUNTRY CLASS D ALL STATE: Kaser Johnson (Doniphan-Trumbull), Jobjosiah Muthiani (Freeman)
- GIRLS CROSS COUNTRY SUPER STATE: Mallory Robbins (Plattsmouth), Hailey O'Daniel (Arlington), Kayleigh Betka (McCool Junction)
- GIRLS CROSS COUNTRY CLASS C ALL STATE: Brenna Benjamin (Holdrege), Scout Bell (Gothenburg), Liston Crotty (Auburn), Olivia Crotty (Auburn), Autumn Gasper (Boone Central)
- GIRLS CROSS COUNTRY CLASS D ALL STATE: Sage Holtmeier (Tri County) Angela Frick (North Central), Ashley Robertson (Wallace), Madison Shaw (Sandy Creek), Mazzy Kuchar (Elkhorn Valley), Ava Brennan (Ponca)

\* Laura Barrett, Administrator at ESU 13, was honored by the University of Nebraska-Lincoln with the Educational Administration Impact Award.



\* Many students from NRCSA-member districts were selected to Nebraska All State music ensembles. Included were:

- **ALL STATE BAND:** Landon Hergert (Plainview), Claire Vincent (Gothenburg), Elsie Gilliland (Randolph), Connor Holmstedt (Fort Calhoun), Gunner Lippold (Falls City), Lizzy Walton (Northwest), Aubrie Zimmerman (Pierce), Michael Tophof (Ogallala), Jorja Pohlmeier (Aurora), James Adle (Chase County), Aiden Bohnert (Wayne), Payton Ebmeier (Pierce), Lylla Sabata (Fullerton), Benjamin Johnson (Creighton), Katie Abbott (Hershey), Timothy Richey (Alliance), Alex Schuler (Fort Calhoun), Tyler Koenke (Auburn), Sutton LaBrie (McCook), Michael Maxon (Fort Calhoun), Calvin Miller (Aurora)
- **ALL STATE CHORUS:** Hadleigh Collison (Pierce), Amara Funk (Gordon-Rushville), Anna Guthner (Plattsmouth), Addie Hayman (Northwest), Sydney Hochstein (Bloomfield), Kristin Holcomb (Arapahoe), KristyAna Linder (Ord), Madyson Miller (Northwest), Delilah Qualset (Elkhorn Valley), Morgan Stevens (Crofton), Norah Armstrong (Wayne), Nix Johnson (Wisner-Pilger), Chelsea Kment (Stanton), Mallory Mackin (Blue Hill), Alicia Mueller (Lakeview), Shirley Cotant (Mitchell), Olivia Hanson (Wayne), Cadence Lambert (Chase County), Willing LilyAnn (Tekamah-Herman), Emilee Olson (Randolph), Marissa Sahagun (Bloomfield), Ava Thornton (Plattsmouth), Erin Wagner (Osmond), Miley Whitney (Alma), Adrienne Anderson (Wayne), Jordyn Clinchard (Wayne), Joslyn Hochstein (Wynot), Sienna Klinetobe (Wayne), Clara Ladman (Malcolm), Lillian Lang (Arlington), Hannah Strizek (East Butler), Will Bergsten (DC West), Landen Claussen (Wayne), Braydon Hoesing (Wausa), Henry Holtmeier (Tri County), Grayson Kester (DC West), Michael Ney (Ponca), Ethan Rosenthal (Tri County), Jax Tighe (Arlington), Kolby Tighe (Arlington), Peyton Conroy (Pender), Jacob Cover (Weeping Water), Austin Fletcher (DC West), Cole Huffman (Maxwell), Bradley Lentz (Ponca), McKinnley Mogus (Wakefield), Quinnlan Mosher (Crofton), Aaron Panning (Wilber-Clatonia), Micah Panning (Wilber-Clatonia), Lael Rathbun (Arapahoe), Ashten Schwarz (Northwest), Beau Weiss (Chase County), Gavin Anderson (Wayne), Gabriel Armstrong (Wayne), Blake Hochstein (Bloomfield), Clayton Coe (Arlington), Michael Dodge (Bloomfield), Braeden Guenther (Bloomfield), Tyler Kirk (Northwest), Zach Miller (Heartland), Brock Paul (Tekamah-Herman), Colby Raulston (Wayne), Matthew Rosenlund (Northwest), Grant Schieffer (Crofton), Benjamin Dodge (Bloomfield), Julian Duplessis (Northwest), Talon Gilfert (Weeping Water), Kaden Haverkamp (Bloomfield), Braden Janzen (Heartland), Ezekiel Larsen (DC West), Rafa Magnino (Arlington), Riley Morgan (Northwest), Revin Nyberg (Cross County), Kevin Salcido (Wilber-Clatonia), Jack Schieffer (Crofton), Caden Sheffield (Northwest)
- **ALL STATE JAZZ BAND:** Spencer Sindt (Pierce)
- **ALL STATE ORCHESTRA:** Ceilus Ibarra (Wayne), Omar Barrios (Schuyler), Ella Schlake (Ogallala), Riley Best (Alliance)

**The National Rural Education Association's Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level.** NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA 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](#)

**The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with.** Sarah Abernathy, CEF's Executive Director, provided an update following Tuesday's elections. Please bear in mind that this was written prior to all races being called. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

*FROM SARAH:*

*I. The election and CEF's mission to support investments in education*

*Dear CEF Members:*

*As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused*

on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.

Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and how likely they are to happen. Key things to keep in mind:

Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.

It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.

Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with

executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.

Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next? Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not

*bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.*

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**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](#)**

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**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.***

This month we recognize:





# School Shoutout

## Cody-Kilgore's Circle C Market

How one rural Nebraska district is serving their community and giving students hands-on learning experiences

If you're ever driving through Nebraska's sprawling Sandhills, you'll come across something very special in the small village of Cody. Just off Highway 20 is a sign inviting you to shop at "Nebraska's Only Straw Bale Supermarket!" But Circle C Market's building isn't the only thing that makes it unique—it's actually a fully stocked grocery store run by the students of Cody-Kilgore Unified Schools (CKUS). It's also the only grocery store serving residents of the large rural district.

As food insecurity becomes a growing problem nationwide, the story of Circle C Market illustrates how the deep, necessary relationship between a community and its schools can be leveraged to make lasting change.

## A Community in Need

Cody-Kilgore Unified Schools is a remote district in a massive county. Cherry County, Nebraska, is so large—encompassing nearly 6,000 square miles—that it takes up more land than the entire state of Connecticut. The people of Cody and Kilgore have a deep connection with that land, too. Many of the district's families have been farming and operating ranches there for generations.

But Cody and Kilgore together have a population of fewer than 250 people—and around 160 of them are students. So living and learning in the area presents a unique set of challenges, especially when it comes to finding jobs and resources. On top of all that, the school district itself serves a whopping 553 square miles of Cherry County, which includes three area codes. That means long commutes for many of the district's families and staff.

Sadly, the district's sole grocery store closed in 1995, forcing residents to drive long distances for food and other household goods. "Some of our kids travel over an hour to get here from their ranches," says Secondary Administrative Assistant Carrie Ford, who helps run the store outside of school hours. "One of the things that parents were always saying was: *If I'm going to enroll my kids in Cody-Kilgore, I need to be able to get groceries when we come to town.*" It became clear that CKUS needed a solution—one that would benefit the district and the entire community. And so the Circle C Market was born.

## A Community Response

Circle C Market was the brainchild of Cody-Kilgore teachers Stacey Adamson and Tracee Ford, who started the planning process in 2008. To kick things off, they assembled a team of student volunteers who dubbed themselves the GRIT Committee—short for "Growing, Revitalizing, Investment, and Teamwork." These students helped spread enthusiasm around town about a student-operated store—one that would simultaneously serve the community and help teach students business practices and skills. And when the Circle C planning team discovered that a USDA Rural Development grant could help pay for the project, a town board member was so impressed with the idea that they helped write the application.

After securing the USDA grant and additional funding from independent organizations, there were still more hoops to jump through before construction could begin. First and foremost, they needed a location. Fortunately, there was an unused plot of land in Cody not far from the high school—but procuring it wouldn't be so easy. The land was owned by the Nebraska Game and Parks Department. So what did the GRIT Committee do? "The kids had to go five-and-a-half hours to Lincoln to give a presentation pleading their case for the store," Carrie Ford says. Their efforts were a success, and the students were granted a 99-year lease for the land.

And student involvement didn't stop there. The GRIT Committee played a part in everything from helping craft the business plan to building the actual store. Because straw is plentiful in the Nebraska Sandhills, the team decided to build the market in the energy-efficient "straw bale" technique, using donated straw for insulation. Students and other community volunteers broke down 1,300-pound straw bales into smaller square bales and placed them within the building's frame. There's even a viewing window inside the store where you can get a peek at the straw in its walls.



After a few hiccups, Circle C Market eventually found a supplier willing to travel to the area and stock its shelves. It also formed a partnership with a grocery store in nearby Valentine, Nebraska, to keep fruits and vegetables in

stock. And the unique market doesn't just sell the basics, either. It actually looks much more like a Trader Joe's than a typical grocery store, with shelves full of thoughtfully curated products and home goods, often chosen by the student workers themselves. "We have a really good selection to help our community out," says teacher and store manager Liz Ravenscroft. The store even sells locally crafted fruit and wine vinegar made at another of Cody's straw bale businesses.

Now the 3,500-square-foot market and "entrepreneurial learning laboratory" has been a staple of the Cody-Kilgore community for a decade, providing residents with a wide selection of food choices and students with unique, hands-on learning experiences.

## More Than a Store

From the beginning, Circle C Market has been all about the students—and, for the most part, they're the ones keeping the store up and running. Student workers do everything: ordering products and supplies, managing inventory, stocking shelves, working cash registers, maintaining clean facilities, and even using bookkeeping software. "This teaches them so much more than just working in a grocery store, like how to work with others and how to handle the business side of things," Ravenscroft says. "The goal is to grow more future business people."

During the school year, students earn grades for their work, and they get paid hourly for working after school and on weekends. In the summertime, students have the opportunity to be paid for even more hours. "The kids run the store during the summer, too," Carrie Ford tells us. "We only default to adults if all our kids are absolutely busy." Some even work as "student managers," but overall operations are managed by Ravenscroft, who also serves as the district's business, accounting, and entrepreneurship teacher. "Part of the agreement with the district is that the business teacher is always the manager of the store," she tells SchoolCEO. "My main classroom is actually at the market, and it's set up like an official classroom. But there are also work-based learning classes where students come down to the store for an hour at a time and learn various skills."

Kate, a Cody-Kilgore student who will be a junior in the fall, just began training as an office assistant at the market. She approached Ravenscroft because she wanted to learn the software it takes to run a business. "I've always been interested in doing things like Quickbooks for a career, maybe being an accountant," Kate tells us. "And I live 40 miles away, so I get to come over for sports and then come to work, too."

The impact on the district's students is multifaceted—they're getting the opportunity to work and earn money in a rural area, to have hands-on learning experiences, and to support their community while growing as people. "The store has a good impact on the community, especially the students," Kate says. "It teaches us a lot of social skills, like how to talk to people and communicate better."

The market also helps the district in more ways than one. "The big challenge of being in a rural community is getting our kids to come back," says Ravenscroft. "But ranchers

need their books kept, too. So learning in the store can help students with many different things, even if they want to come back and start their own businesses. We're always trying to see where we can make this even better and help even more kids."

Because of this student-centered endeavor, area residents no longer live in a food desert, and they're also able to support their local schools by shopping at the store. "There's a lot of community support here that really understands the need on both levels," Ravenscroft explains. Customers can even round up their purchases to the nearest dollar to contribute to annual scholarships for high school seniors who have worked at the market.

When customers enter Circle C Market, they see big, bold orange letters painted on the far wall that read: "It's more than a store. It's our future!" In so many ways, this statement rings true. What started as an idea between two dedicated teachers has become an inspiring reminder that no community is too small for big ideas. No school district is too far out of the way to give its students the opportunity to grow their futures. "Not only is Circle C Market important for the kids," says Ravenscroft, "it's important for the community, and for everyone to see what we're doing here. You've got to come visit our store."

*SchoolCEO is a research and perspectives magazine for school superintendents, communications professionals, and other K-12 leaders. Published quarterly in print and online, it is the only magazine focused on marketing in K-12 public education. With more than 20,000 readers, SchoolCEO is leading the conversation on communications, recruitment, and branding in public education.*

*SchoolCEO was launched in 2018 by Aptegey, an education technology company based in Little Rock, Arkansas. As a burgeoning startup, the company didn't want to just sell school apps and websites. They wanted to become a true thought leader in the world of school communications and marketing, providing value to clients and non-clients alike.*

*The result was an independent quarterly magazine full of high-quality journalism and research, all devoted to exploring high-level ideas in school leadership and marketing. The best part? It's completely free for K-12 school leaders and school communication directors.*

***Subscribe for free or learn more at [schoolceo.com](https://schoolceo.com).***



# 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



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Dave Raymond  
3738 S 149th St, Suite 102  
Omaha, NE 68144  
Phone: (402) 206-8777  
draymond@facilityadvocates.com



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3131 Cornhusker Hwy  
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Phone: (402) 304-4016  
russ.folts@cornhuskerinternational.com



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



# Purple Ribbon Partners



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



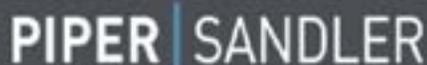
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3735 Green Road  
Beachwood, OH 44122  
Phone: (909) 302-0617  
tpetersen@tremcoinc.com



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



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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



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# MEMBER SPOTLIGHT

## Cozad Community Schools



**Mascot:** Haymakers

**Enrollment:** 950

**Location(s):** Pre-K - 5 building and 6 - 12 building in Cozad, NE

**Interesting Fact:** Cozad is the boyhood home of Robert Henri. Henri was originally born Robert Cozad and became a famous American artist known for both his use of color and his fluid and original draughtsmanship.

Superintendent: **Dr. Dan Endorf**



Principals: **Corey Fisher (9-12), Brian Regelin (6-8), Justin Dowdy (PK-5)**

Board of Education: **Ann Burkholder, Joel Carlson, Will Geiger, Kiley Goff, John Peden, Michele Starman**

### Programs

**Community Support:** The district passed a \$26 million dollar bond issue in 2022 and will soon complete the accompanying construction project

**Fine Arts:** Cozad High School is a consistently high performer and four-time state play production champion



# MEMBER SPOTLIGHT

## Cross County Community Schools



**Mascots:** Cougars

**Enrollment:** 366

**Location(s):** Stromsburg & Benedict NE

**Interesting Fact:** We are located in the country surrounded by cornfields.

Superintendent: **Brent Hollinger**



*Principals:* Elementary Principal- **Ken Booth**

HS/MS Principal- **Justin DeWitt**



Board of Education: **Kurt Moore, Marla Tegerstrom, Quinn Peterson, Jason Fellows, Cindy Nyberg and Aaron Phillips**

## **Programs:**

### Program 1- Robotics

Cross County Schools participates in the VEX Robotics Program. Each year, a new game is announced and teams must build robots that best accommodate the game. Teams also keep an engineering notebook where they document their building process. This year, the game is High Stakes. In this game, points are scored by placing rings on poles which count for one point each. However, there are mobile goals that can be placed in a corner. Two corners double the score of the goal, and two subtract it. There are three main components of competition. In competition, teams of two are placed on the field and compete to get the most points in a match. In skills, a team plays by themselves to try to score as much as they can within a one minute time limit. In judging, judges decide who will get special awards based on the engineering notebook and in-person interview. This year, there are four VEX teams participating with seven people between the teams. The robotics program has seen a lot of success in the recent years at Cross County, having at least one team make worlds each of the last four years. So far this year, there is one team that is qualified for state in Omaha North this March. Our Robotics team is lead this year by Mr. Andrew Steskal.



### Program 2.- FCCLA

Our FCCLA program continues to thrive under the direction of Mrs. Sarah Hubel. We have a large group of students participating every year, with many of them presenting in Local, State, and National competitions! We had a group of three students travel to Seattle, Washington in July of 2024 – Paxton Burke, Korah Hier, and Julia Stewart, to demonstrate cougar excellence at the 2024 National FCCLA Leadership Conference through Challenge Tests competitions. Congratulations Korah on placing 3 in the Early Childhood Challenge and Paxton for placing 3rd in Consumer Math and 1st in Nutrition Challenges! Last year was the third year in a row being recognized as a gold chapter. Our officer team does an awesome job planning a comprehensive program of work that includes member recognition, competitive events, public relations, and community.



# MEMBER SPOTLIGHT

## *Weeping Water Public Schools*



**Mascot:** Indians

**Enrollment:** 281 students

**Location(s):** Weeping Water, NE

**Interestign Fact:** Weeping Water Public Schools is dedicated to fostering a cradle-to-career educational experience, ensuring students are supported from infancy through their professional journeys. The district boasts an on-site childcare facility, partially funded by Sixpence, serving children from 6 weeks old to Pre-K, providing a strong foundation for early learning. This commitment to comprehensive education continues with the recent addition of the Jobs for America's Graduates (JAG) program at the middle and high school levels. Students engage with local employers, such as medical pathfinders through Syracuse Area Health and the region's limestone quarries, gaining valuable career exposure and practical skills that prepare them for future success.



**Superintendent: Kevin Reiman**

**Principal(s): Amy Kroll**, Director of school improvement & SPED/Secondary Principal; **Mary Mozena**, PreK-8 Principal; **Michelle Heath**, Assistant Principal / Activities Director

**Board of Education: Adam DeMike**, Board President; **Haley Dehne**, Vice President; **Neil Huskey**, Treasurer; **Jason Brack**; **Betty Harms**; **Doug Meyer**; **Mark Rathe**

**FFA.** Since its founding in 2022, Weeping Water High School's FFA program has quickly become a hub of leadership and innovation, blending agricultural education with practical experience. Notably, the chapter launched Limestone Coffee, a student-run business that teaches real-world skills in entrepreneurship and management. Beyond business success, the FFA chapter has excelled in district and state competitions, highlighted by reaching the finals of the state parliamentary procedure competition in 2023. Through hands-on projects, leadership training, and community involvement, the program has shaped students into future leaders equipped for both academic and professional success, setting a high standard for agricultural education at the school.



**Circle of Friends.** The elementary school has launched a program named Circle of Friends to address the growing mental health challenges faced by students. In response, the district has dedicated lessons focused on social, emotional, and behavioral learning. By organizing students into multigrade level groups, the program offers tailored lessons aimed at meeting the specific needs of each group. These sessions occur every Wednesday for the last thirty minutes of the school day. Additionally, the district has expanded this initiative to middle and high schools through Positive Action lessons, ensuring that the social-emotional learning (SEL) needs of all students are being addressed. This comprehensive approach aims to foster a supportive educational environment where students can better navigate their mental health challenges and develop essential social and emotional skills.



## **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 NCEES 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](mailto: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/>

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## **Chadron State College Special Education Para-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](mailto:afette@csc.edu).

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**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/>

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**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

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### NRCSA

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

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

### Legislative Contacts

#### U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

#### U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### Nebraska Governor

[Jim Pillen](#)

#### NE State Senators

[Raymond Aguilar, Dist 35](#)

[Joni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carol Blood, Dist 3](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Bruce Bostelman, Dist 23](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Danielle Conrad, Dist 46](#)

[Jen Day, Dist 49](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[Steve Erdman, Dist 47](#)

[John Fredrickson, Dist 20](#)

[Steve Halloran, Dist 33](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Kathleen Kauth, Dist 31](#)

[Lou Ann Linehan, Dist 39](#)

[Loren Lippincott, Dist 34](#)

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

[Mike McDonnell, Dist 5](#)

[Terrell McKinney, Dist 5](#)

[Fred Meyer, Dist 41](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Rita Sanders, Dist 45](#)

[Julie Slama, Dist 1](#)

[Tony Vargas, Dist 7](#)

[Brad Von Gillern, Dist 4](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Anna Wishart, Dist 27](#)



## *NRCSA Programs*

**New Leaf Teletherapy**

**Planning Support Service**

**Scholarship and Awards Programs**

**Superintendent Search Service**

**USBank OneCard Program**



*NRCSA Rural Community Schools Association*  
*440 S 13th St, Suite B*  
*Lincoln, NE 68508*



[www.nrdsa.net](http://www.nrdsa.net)



[www.twitter.com/NRCSA1980](https://www.twitter.com/NRCSA1980)



[www.facebook.com/nrdsa/home/](https://www.facebook.com/nrdsa/home/)

**Superintendent Leave Log 2024-2025**

		<b>Sick Days</b>	<b>Bereavement Days</b>	<b>Vacation Days</b>	<b>Floating Holidays</b>
<b>Carryover</b>		<b>36</b>	<b>per contract per occurrence</b>	<b>9 (unpaid carryover previous years)</b>	
<b>Starting Balance</b>		<b>46</b>		<b>20</b>	<b>3</b>
<b>Date</b>	<b>Description</b>				
7-5-2024	4th holiday travel			0.5	
7/19/24	vac			0.5	
8/1/24-8/2/24	vac			2	
09/24/24	vac			0.5	
10/10/24	sick/appt	0.5			
10/9/2024	stokely appt	0.5			
11/01/2024	vac			1	
<b>Ending Balance</b>		<b>45</b>		<b>15.5</b>	<b>3</b>
<b>On Duty Out of Town</b>					
July 8-11	NASA/AASA Advocacy Conference	Washington DC	4 Days		
July 12	Alicap Safety Meeting	Lincoln	1 Day		
July 17	Commissioners Council	Lincoln	1/2 day		
July 23-25	Admin Days	Kearney	3 Days		
Sept 16	Commissioners Council	Scottsbluff	1 Day		
Sept 26	NSCA Mock Committee Hearing	Lincoln	.5 Day		
Oct 21	ESU3/NASA Rg 2	Omaha	.5 Day		
Oct 23	NCSA Exec Board	Lincoln	.5 Day		

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]

Personnel -AllRecruitment and Selection

The Board of Education authorizes the Superintendent to recruit and recommend for employment the best qualified personnel to implement and fulfill the goals and policies of Arlington Public Schools. All applicants so selected and recommended must satisfy the standards as set by the Board and/or the laws of the State of Nebraska.

All personnel applying for employment shall be recommended for hiring by the Superintendent with the final approval by the Board of Education prior to hiring. Final approval must be made by formal motion of the Board of Education. The final approval by the Board of Education should generally follow closely the recommendation of the Superintendent whenever possible, but such approval of recommendation is not mandatory on the Board of Education.

Where required by law or deemed essential by the school district, employees must be duly licensed and/or certified.

Reference §79-501

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021

Personnel - All EmployeesEqual Opportunity Employment

It is the policy of Arlington Public Schools to employ the best qualified applicant for each position without regard to 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 status, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's 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 status.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

Date of Adoption: August 24, 2020

Reviewed: November 8, 2021

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The Arlington Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public Schools does not discriminate 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 status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Dawn Lewis, Superintendent, 705 N 9<sup>th</sup> Street, Arlington, NE 68002, 402-478-4173  
dawn.lewis@apseagles.org.

Employees and Others: Dawn Lewis, Superintendent, 705 N 9<sup>th</sup> Street, Arlington, NE 68002,  
402-478-4173 dawn.lewis@apseagles.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The [Name] Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's 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 status, that is

sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's 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 status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

## **2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

## **3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

*i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.

- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary,

and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

**5. Training:**

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to

complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each

building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;  
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)  
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.  
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: August 24, 2020

Reviewed: July 12, 2021, November 8, 2021

## Notice of Nondiscrimination

The Arlington Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Students, Employees and Others: Secondary Principal, 705 North 9th Street, PO Box 580, Arlington, NE [68002] (402) 478-4173

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, MO 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8399 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**Complaint Form  
Discrimination, Harassment or Retaliation**

The Arlington Public School District does not discriminate 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 status, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Dawn Lewis, Superintendent, 705 N 9<sup>th</sup> Street, Arlington, NE 68002, 402-478-4173  
dawn.lewis@apseagles.org.

Employees and Others: Dawn Lewis, Superintendent, 705 N 9<sup>th</sup> Street, Arlington, NE 68002, 402-478-4173  
dawn.lewis@apseagles.org.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_.

(4) Confidentiality: I \_\_\_ do\_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.  
\_\_\_\_\_  
\_\_\_\_\_.

(5) Relief requested (what I want done in response to this complaint):  
\_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Personnel - All EmployeesDuty Hours of Employees

- A) Administrative personnel shall be on duty when and at such times as the responsibilities of their position dictates. The Superintendent shall set the duty hours of administrative staff.
- B) Unless otherwise provided, teachers shall be on duty one half hour before their respective school convenes classes and one half hour after classes dismiss. Teachers shall be provided with a one half hour duty free lunch period.
- C) All other staff shall be on duty as determined by the Superintendent.
- D) No teacher or other school employee shall accept any other employment or carry on any business or activity for profit that interferes with the complete discharge of his or her responsibilities to the school district.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021

Personnel - All Employees

Absence of Employees

- A) An employee who finds it necessary to be absent from duty shall notify the office of the employee's immediate supervisor in advance of such absence and give (1) the reason for the absence; and, (2) the anticipated length of absence.
- B) Employees requesting leave in order to perform other duties for which they will be compensated (court duty, consulting, etc.) shall be required to remit to the District either the compensation received beyond expenses or their district wages for the time missed.
- C) Absence or suspension from duty of any employee shall result in loss of pay for the period of absence or suspension except as otherwise provided by these policies or law.
- D) A substitute may not be hired by any employee to take over his/her duties. In no instance may an employee make personal arrangements to pay a substitute.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021

Personnel - All Employees

Absence From Building

- A) Employees may not be absent from their respective assignments during duty hours except by permission of their immediate supervisor or Superintendent.
- B) Employees may be excused from the building at the approval of their immediate superior officer or Superintendent for matters of personal business which cannot be completed after regular school hours.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021

**Application for Leave  
Family and Medical Leave Act**

Employee Name: \_\_\_\_\_ Position: \_\_\_\_\_

Send notices to me at: \_\_\_\_\_

**FMLA Leave Requested** From \_\_\_\_\_

To \_\_\_\_\_

If leave is requested on an intermittent or reduced leave schedule, describe the requested leave schedule: \_\_\_\_\_  
\_\_\_\_\_.

**Reason for Leave Request** (check and complete as appropriate):

1. \_\_\_\_\_ For birth of a son or daughter, and to care for the newborn child.
2. \_\_\_\_\_ For placement with the employee of a son or daughter for adoption or foster care.
3. \_\_\_\_\_ To care for the employee's spouse, son or daughter, or parent with a serious health condition.

Name of family member: \_\_\_\_\_

Describe reason employee needs to provide the care and the nature of the care: \_\_\_\_\_  
\_\_\_\_\_.

4. \_\_\_\_\_ Because of a serious health condition that makes the employee unable to perform the functions of the employee's job.

Briefly describe condition and job functions that employee is unable to perform: \_\_\_\_\_  
\_\_\_\_\_.

5. \_\_\_\_\_ Because of a qualifying exigency arising out of the fact that the employee's spouse, son or daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation.

Name and relationship of family member: \_\_\_\_\_

Describe the qualifying exigency: \_\_\_\_\_  
\_\_\_\_\_.

6. \_\_\_\_\_ To care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember.

Name and relationship of family member: \_\_\_\_\_

Describe reason employee needs to provide the care and the nature of the care: \_\_\_\_\_  
\_\_\_\_\_.

I certify that the above information given by me is correct and that I have read the foregoing and understand my rights under the FMLA.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Personnel - All EmployeesFamily and Medical Leave Policy

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993 (FMLA) as amended.

The “leave year” for purposes of the FMLA shall be a “rolling” twelve-month period, measured backward from the date of any FMLA leave usage.

Substitution of accrued paid leaves for otherwise unpaid FMLA leaves may be required in the discretion of the Superintendent or the Superintendent’s designee, or the Board. The employee may also have paid leave run concurrently with unpaid FMLA leave entitlement, provided the employee meets applicable requirements of the leave policy.

Employees shall be required to submit medical certifications to support a request for FMLA leave because of a serious health condition, or a sick leave, when such leave is for a duration in excess of five (5) successive days, and in such other cases as deemed appropriate by the Superintendent or the Board based on the nature of the illness or other circumstances surrounding the leave. Second and third medical opinions may, in the Superintendent or the Board's discretion, be required. Employees shall be required to report periodically, at such times as requested by the Superintendent or the Board, on their intent to return to work from FMLA leaves and other leaves. Employees shall be required to submit a fitness-for-duty certification from their health care provider as a condition of returning to work from a FMLA leave taken because of the employee’s serious health condition, or from a sick leave taken by reason of the employee's illness, when such leave was of a duration in excess of five (5) successive days, and upon request of the Superintendent or the Board when such is deemed appropriate by the Superintendent or the Board based upon the nature of the illness or other circumstances surrounding the leave.

An “equivalent position” for FMLA restoration purposes shall, in the case of certificated employees, be any administrative, teaching, or instruction related position for which the employee is qualified by reason of endorsement, college preparation, or experience, or other indicia; in the case of coaching or other similar extracurricular duty assignments, be any extracurricular duty assignment, and in the case of other employees or positions, be in a position with or at equivalent pay, benefits, and working conditions, involving similar or related duties, as determined by the Superintendent or the Board.

Legal Reference: 29 USC Sections 2611 to 2618 and  
29 CFR Part 82

Date of Adoption: December 12, 2011

Reviewed: November 9, 2015; October 8, 2018, July 12, 2021

Personnel - All EmployeesAdoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as soon as possible.

**Legal Reference: LB 134, Laws of 1999**

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the [Name] Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

**Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.

6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

### **Section 2 Alcohol and Drug Testing**

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, the Moving Ahead for Progress in the 21<sup>st</sup> Century (MAP-21) Act, and all regulations and rules promulgated pursuant to such Acts. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707  
49 U.S.C. §§5331(b) and 31306; 49 CFR Part 382

Date of Adoption: June 9, 2022

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:  
FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOLS' COMPLIANCE POLICIES  
AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

**(A) The persons designated by [Name] Public Schools to answer employee questions about these materials are:**

Superintendent of Schools  
Secondary Principal

**(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:**

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

**(C) The term "safety-sensitive functions" means:**

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

**(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:**

1. **Alcohol concentration.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**  
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**  
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**  
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**  
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**  
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**  
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

**(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:**

1. **Pre-employment testing.**  
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.
2. **Post-accident testing.**
  - (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
    - (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or

- (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such cannot reasonably be done, and not more than eight hours following the accident.
- (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

### 3. **Random testing.**

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

### 4. **Reasonable suspicion testing.**

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:
  - (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
  - (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

**(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:**

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

**(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.**

**(H) A "refusal to submit" to an alcohol or controlled substance test includes:**

*Refuse to submit* (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

**The consequences for refusing to submit to an alcohol or controlled substances test are as follows:** A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

**(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:**

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

**(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include:** Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

**(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected:** Information will be made available by the counselor to employees upon request.

Date of Adoption: June 9, 2022

**REQUEST FOR PAST TEST RESULTS**

To: \_\_\_\_\_ *[Insert name of previous employer]*  
From: \_\_\_\_\_ *[Insert name and title of school representative]*  
Subject: Request to obtain past drug and alcohol test results  
Date: \_\_\_\_\_ *[Insert date]*

\_\_\_\_\_ *[Insert applicant's name]* has advised us that he/she  worked for your company as a driver or that he/she  applied to your company for work as a driver, during the previous two (2) years.

Regulations of the Department of Transportation (DOT) (49 C.F.R. § 40.25) require us to obtain from your company, and **require your company to provide** to us, information concerning the above-named driver's past drug and alcohol test results (including refusals to be tested).

In accordance with DOT's regulations, therefore, we are providing you with the driver's written consent directing your company to provide us with the past drug and alcohol testing results, as set forth in the consent. A Report form to provide the requested information is also enclosed for your convenience.

Please send this information to

Arlington Public Schools  
705 N 9<sup>th</sup>, Box 580  
Arlington, NE 68002-0580

as soon as possible, either by facsimile (FAX # (402) 478-4176) or by mail. As required by the DOT, the information which you furnish will be treated as strictly confidential.

Enclosures:

- Document No. 1. Applicant's Consent to Obtain Past Drug and Alcohol Test Results.**
- Document No. 4. Report of Past Drug and Alcohol Test Results.**



**APPLICANT'S CONSENT  
TO OBTAIN PAST DRUG AND ALCOHOL TEST RESULTS**

I, \_\_\_\_\_ [insert applicant's name], understand that as a condition of hire with Arlington Public Schools ("School District") I must give the School District written Consent to obtain the results of all DOT-required drug and/or alcohol tests (including any refusals to be tested) from all of the companies for which I worked as a driver, or for which I took a pre-employment drug and/or alcohol test during the past two (2) years. I also understand that the School District requires me to consent to access to the same information concerning any non-DOT driver drug and/or alcohol tests which I took during this same period of time. I have also been advised and understand that my signing of this consent does not guarantee me a job or guarantee that I will be offered a position with the School District.

Below I have listed all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test during the past two (2) years. I hereby consent to the School District obtaining from those companies, and I hereby consent to those companies furnishing to the School District, all requested information concerning my drug and alcohol tests, including:

- (i) all DOT and non-DOT alcohol test results of 0.04 or greater during the past two (2) years;
- (ii) all verified positive DOT and non-DOT drug test results during the past two (2) years;
- (iii) all instances in which I refused to submit to a DOT-required drug and/or alcohol test during the past two (2) years;
- (iv) any other violations of DOT agency drug and alcohol testing regulations during the past two (2) years; and
- (v) documentation of successful completion of DOT return-to-duty requirements (including follow-up tests) in the event of a violation of a DOT drug and alcohol testing regulations during the past two (2) years.

I specifically authorize the companies to fully complete the School District's Report of Past Drug and/or Alcohol Test Results form.

The following is a list of all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test, during the past two (2) years:

<u>Company name</u>	<u>Dates worked for/took pre-employment test</u>
_____	_____
_____	_____
_____	_____
_____	_____

**APPLICANT CERTIFICATION**

I have carefully read and fully understand this Consent to release my past drug and alcohol test results. In authorizing the release of my test results, I consent and agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of my drug and alcohol test results. I further release the Company and its medical review officer, and any officer, employee or agent of the Company or medical review officer whose disclosure of the results is in accordance with this release from any and all claims or causes of actions which may result from the disclosure of such test results to the person or persons identified on this release form.

In signing below, I certify that all of the information which I have furnished on this form is true and complete, and that I have identified all of the companies for which I have either worked, or for which I took a pre-employment drug and/or alcohol test, as a driver during the past two years. I understand that this information is material to my hiring and that my failure to provide true and complete information will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination. Further, I understand that in the event of receipt of a report of past drug and/or alcohol violation, any conditional offer of employment will be revoked and in the event I have been hired, any employment will be automatically ended.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

**APPLICANT'S CERTIFICATION OF  
PAST DRUG AND ALCOHOL TEST RESULTS**

During the past two years before this application, I:

Did  Did not  (check applicable blank) test positive or refuse to submit to any pre-employment drug or alcohol test administered by an employer to which I applied for, but did not obtain, safety-sensitive transportation work covered by DOT agency drug and alcohol testing rules.

If I did test positive or refuse to submit, then I further certify that I:

Did  Did not  N/A  (check applicable blank) complete the return-to-duty process of the DOT agency drug and alcohol testing rules. I agree that it is my responsibility to provide the School District with documents establishing completion of such process before I may perform safety-sensitive functions for the School District.

**APPLICANT CERTIFICATION**

In signing below, I certify that all of the information which I have furnished on this form is true and complete. I understand that this information is material to my hiring and that my failure to provide true and complete information concerning the time period in question will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

Personnel - All Employees

Tobacco Prohibition

The use of tobacco products is prohibited in all school buildings, all school vehicles and all school grounds.

Legal Reference: §71-5701

Date of Adoption: March 10,2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021

Personnel - All EmployeesBloodborne Pathogen Compliance Plan**BLOODBORNE PATHOGEN COMPLIANCE PLAN  
FOR THE SCHOOL SETTING**

In December 1991, the Occupational Safety and Health Administration (OSHA) issued safety standard regulations for the handling of bloodborne pathogens (Federal Register, 1910.1030) by entities subject to its control. It is the intent of Arlington Public Schools to eliminate or minimize occupational exposure to bloodborne pathogens including, but not limited to Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).

**EXPOSURE CONTROL PLAN**

Arlington Public Schools establishes this written exposure control plan to eliminate or minimize occupational exposure to bloodborne pathogens. The school district's exposure control officer is the building principal. A copy of the exposure control plan will be available and is located in the School Offices. The exposure control plan will be reviewed annually and includes the following:

- A. Exposure Determination
- B. Training of Employees
- C. Hepatitis B Vaccination
- D. Occupational Exposure
- E. Post-exposure Evaluation and Follow-up
- F. Record keeping
- G. Control Methods

**EXPOSURE DETERMINATION**

All job classifications in which it is reasonable to anticipate that blood or other infectious body fluids will come in contact with an employee's mucous membranes (eye, nose, mouth); skin; or through parenteral contact (piercing mucous membranes or the skin barrier through needlesticks, human bites, cuts, abrasions, etc.) while performing job duties will be included in the plan. Other potentially infectious materials include body fluids such as cerebral spinal fluid, amniotic fluid, semen, vaginal secretions, respiratory secretions and saliva, tears, vomitus, urine, feces, drainage from wounds, and any fluid containing blood.

1. School personnel likely to experience occupational exposure shall be those who are designated to deal with "bloodborne pathogen situations" ("designated employees"); the persons so designated are: school nurses, primary first aid providers, custodians, athletic trainers, coaches, P.E. teachers, bus drivers, playground supervisors, and special education teachers or paraprofessionals who work with exceptional children.
2. School personnel unlikely to have occupational exposure include all employees

not listed in paragraph "1" above ("non-designated employees"). All non-designated employees shall refer bloodborne pathogen situations to a designated employee, and shall not be required to personally render first aid in bloodborne pathogen situations or be disciplined for failure to personally render first aid in bloodborne pathogen situations.

3. An employee who has an employment related bloodborne pathogen exposure incident (an incident in which another person's blood or other potentially infectious material contacts the employee's eye, mouth, mucous membrane, non-intact skin, or pierced mucous membrane or skin barrier) shall promptly give notice of the incident and details of the incident to the superintendent or the superintendent's designee.

### **TRAINING OF EMPLOYEES**

Arlington Public Schools will require all identified employees who, in the performance of their duties, may have occupational exposure to participate in a training program at the time of the initial assignment to such duties. The training program will:

- a. Be provided at no cost to employees.
- b. Occur annually, within one year of previous training.
- c. Be conducted by an individual knowledgeable in the subject area, as it applies to the school setting.
- d. Contain the following elements:
  1. An accessible copy of the regulatory text of this standard and an explanation of its contents.
  2. A general explanation of the epidemiology and symptoms of bloodborne diseases.
  3. An explanation of the modes of transmission of bloodborne pathogens.
  4. An explanation of the employer's exposure control plan and the means by which the employee can obtain a copy of the written plan.
  5. An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials.
  6. An explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, work practices, and personal protective equipment.
  7. Information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment.
  8. An explanation of the basis for selection of personal protective equipment.
  9. Information on the Hepatitis B vaccine, including information on its efficacy, safety, method of administration, and that the vaccine and vaccination will be offered free of charge.
  10. Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.

11. An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available.
12. Information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident.
13. An explanation of the signs and labels and/or color coding denoting containers of regulated waste.
14. An opportunity for interactive questions and answers with the person conducting the training session.

### **HEPATITIS B VACCINE**

Arlington Public Schools will offer Hepatitis B vaccine at no cost to school personnel identified as likely to experience occupational exposure in the performance of their duties. The vaccine will be made available after the employee has received the required training and within 10 working days of the work assignment. The employee may decline to receive the vaccine if he/she wishes to do so, if he/she previously received the complete Hepatitis B vaccine series, if antibody testing has revealed that the employee is immune, or the vaccine is contraindicated for medical reasons. An employee who initially declines the Hepatitis B vaccination may receive the vaccine, at no cost, at a later date if job duties continue to be covered by the standard. Vaccine shall be given under the supervision of a licensed health care professional.

### **OCCUPATIONAL EXPOSURE**

Occupational exposure relates to the reasonable anticipation that blood or other infectious body fluids will come in contact with an employee's mucous membranes (eye, nose, mouth), skin, or through parenteral contact (skin piercing) while performing job duties.

If an exposure would occur by staff or student, the following should occur:

1. Wash exposed area immediately with soap and water.
2. If mucous membrane, irrigate or wash thoroughly.
3. Report exposure immediately. The post-exposure evaluation must occur within 24 hours.
  - a. If a student:
    1. Notify principal and parent or guardian.
    2. Recommend medical provider be consulted.
  - b. If an employee:
    1. Report immediately to the principal.
    2. Complete the post-exposure incident report form.
    3. Follow a post-exposure evaluation and follow-up plan.

### **POST-EXPOSURE EVALUATION AND FOLLOW-UP**

Following the report of an exposure incident, Arlington Public Schools will make a confidential medical evaluation and follow-up available to the exposed employee. This evaluation and

follow-up shall be:

- a. made available at a reasonable time and place within 24 hours of the exposure.
- b. Performed by a licensed physician or trained health care professional.

### **RECORD KEEPING**

Documentation of personnel participation in the training program will be maintained for 3 years from the date on which the training occurred and include:

1. Dates of training sessions.
2. Contents or summary of training sessions.
3. Names and qualifications of persons conducting the training.
4. Names and job titles of all persons attending.

Confidential medical records will be maintained and kept separate from the personnel file for each employee for at least the duration of employment plus 30 years. This record will include:

1. The name and social security number of the employee.
2. Information regarding Hepatitis B vaccination status.
3. Documentation of exposure incident.
4. Medical evaluation and follow-up.

### **CONTROL METHODS**

Universal precautions (UP) are practices and procedures established to assist in the prevention of contact with blood and other body fluids. Although the risk of exposure to bloodborne pathogens (HIV & Hepatitis B) in the educational setting is low, safe work practices require the assumption that all blood or body fluids be considered potentially infectious (blood, any fluid containing blood, cerebral spinal fluid, amniotic fluid, semen, vaginal fluids, feces, urine, vomitus, drainage from wounds, respiratory secretions and saliva).

The following safe work practice and engineering controls are identified to protect students and school personnel from exposure to blood and body fluids which could potentially cause infectious disease. Universal precautions will be employed at all times by employees of Arlington Public Schools. Appropriate personal protective equipment will be provided for personnel.

### **HANDWASHING**

Handwashing is thought to be the most important procedure in preventing the spread of infection.

#### **Hands should always be washed when:**

1. Hands are soiled.
2. Handling or preparing food.

3. Eating.
4. Blowing or wiping nose.
5. Using toilet, assisting students with toileting needs, or diapering.
6. Coming in contact with contaminated equipment.
7. Skin contacts blood or body fluids.
8. After gloves are removed.

**Proper hand washing procedure:**

1. Wet hands with warm water.
2. Apply soap, lather hands & wrists.
3. Scrub all surfaces of hands, between fingers, under fingernails for a minimum of 15 seconds keeping hands and fingers pointed down.
4. Rinse hands and wrists thoroughly with warm water, allowing water to flow from wrist down.
5. Dry hands well and air dry or single-use paper towel, turning off faucet using towel before discarding to prevent recontamination.

**BARRIERS**

When possible, direct contact with blood and body fluids should be avoided. Barriers reduce the risk of contact as well as control the spread of infection between individuals.

1. Wear disposable gloves when direct contact with blood or body fluids, handling soiled clothing or equipment, toileting children, or when regularly exposed to a student's saliva or oral cavity. If unanticipated contact occurs, wash hands immediately following contact. Gloves should be removed without touching the outside or other objects. Dispose after each use.
2. Utility gloves may be decontaminated for re-use if the integrity of the glove is not compromised. They should be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration.
3. During CPR procedures, the use of a one-way protective shield is recommended.
4. Spill-resistant gowns, masks and protective eyewear should be used when splashing, spraying, spattering or airborne droplets of potentially infectious material is anticipated. It is recommended that at a minimum, one set, containing a gown, mask, and protective eyewear, should be available for use in a serious emergency (the size and layout of a building may require greater availability).

Personal protective equipment is available in the following location/s: All classrooms, offices, gyms. Additional materials are available with the custodian.

**BLOOD AND OTHER POTENTIALLY INFECTED MATERIAL SPILL CLEANUP:**

1. Wear disposable or utility gloves. Do not reuse disposable gloves. Disinfect utility gloves after use.
2. Use disposable (paper) towels and other absorbent materials to absorb spill.

3. Saturate the spill with a 1:10 household bleach solution prepared daily or other EPA approved disinfectant and allow to disinfect for 10 minutes **before** agitating the spill.
4. Disinfect the surface after the spill has been removed. Allow the disinfectant to work 10 minutes before wiping dry with disposable (paper) towels.
5. Rugs contaminated with body fluids should be cleaned by applying an absorbent compound. Saturate the spill with an EPA approved disinfectant appropriate for rug/carpet use for 10 minutes. Allow to dry as directed. Vacuum or mechanically remove with dust pan and broom. Apply EPA approved disinfectant appropriate for rug/carpet use for 10 minutes. Revacuum when dry.
6. Dispose of waste (gloves, paper towels, etc.) in leakproof plastic bag.
7. Clean and disinfect reusable equipment (mops, buckets, etc.)
8. Wash hands thoroughly with warm water and soap.

**CLEANUP OF OBJECTS CONTAMINATED WITH BLOOD OR OTHER POTENTIALLY INFECTED MATERIAL (i.e., athletic equipment):**

1. Wear disposable or utility gloves. Do not reuse disposable gloves. Disinfect utility gloves after use.
2. Discard contaminated items that cannot be cleaned or disinfected into lined container.
3. Disinfect the object using EPA approved disinfectant or 1:10 household bleach solution prepared daily.
4. Allow disinfectant to work 10 minutes before wiping dry.
5. Dispose of contaminated materials in leakproof plastic bag.
6. Wash hands thoroughly with warm water and soap after gloves are removed.

**FIRST AID/HEALTH CARE**

Whenever possible and appropriate, employees should practice self-management of injuries and should teach students the same. The principle of self-management includes self treatment, cleaning and disposing of contaminated materials to avoid contact by a second party.

When that is not possible:

1. Wear gloves.
2. Use paper toweling or gauze pads to wipe injury and, if appropriate, allow student to rinse injury with running water.
3. Place soiled materials in a plastic bag lined waste container.
4. Soiled clothing should be removed and placed into a plastic bag, secured, and sent home.
5. Assist in cleaning affected area and applying bandage as necessary.
6. Dispose of gloves along with other soiled materials in plastic lined waste container, secured, and disposed of properly.
7. Wash hands thoroughly after removing gloves.

Contaminated waste is any material which has been soiled with blood or other potentially

infectious material which cannot be disinfected. This waste may be placed in a leakproof plastic bag and placed in the trash unless it meets the definition of regulated waste. Regulated waste is defined by OSHA as liquid or semi-liquid blood or other potentially infectious materials and caked dried blood capable of releasing these materials during handling or contaminated sharps. If regulated waste is generated, it must be properly identified by using a red bag, biohazardous label, or sharps container. This waste must be disposed of according to state and local ordinances.

Contaminated work surfaces in the health office-first aid area shall be decontaminated with an appropriate disinfectant after completion of procedures, immediately or as soon as feasible when surfaces are contaminated and at the end of each school day.

Eating, drinking, storing of food and drink, applying cosmetics or lip balm, and the handling of contact lenses should be prohibited in areas where there is a reasonable likelihood of occupational exposure (areas where first aid is provided).

#### **Contaminated Sharps (broken glass, needles, lancets, knives, blades)**

1. Tongs or dust pan and broom should be used to pick up contaminated sharps such as blood-covered broken glass to avoid direct contact.
2. Gloves should be worn when handling contaminated sharps.
3. Needles, lancets and other contaminated sharps should not be bent, recapped or removed.
4. A student who generates his/her own regulated waste (self glucometer use, self insulin injection, etc.) should transport the waste home daily for disposal.
5. All other sharps should be placed in a puncture-resistant, labeled, leak-proof container, able to be closed after each use. A sharps container should be available and when used, disposed of properly according to state and local ordinances.

#### **Clothing/Laundry**

Student clothing and other nondisposable items soaked with body fluids should be placed in plastic bags and sent home. If rinsing or presoaking is needed for items laundered at school, wear gloves. Clothes contaminated with body fluids, should be washed separately from other items. Wash as usual, add 1/2 cup bleach to wash cycle if bleachable. Add 1/2 cup non-chlorine bleach if unbleachable.

#### **Diaper Changing Procedure**

1. Wear disposable gloves.
2. Place student on a clean changing table using waterproof pad with two lean papers towels for each change.
3. Remove the soiled diaper and place in a plastic bag.
4. If other clothing is soiled, place in a plastic bag and mark with the child's name.
5. Clean skin in diaper area using individual disposable wipes or other cleansers provided by parents when special consideration to skin cleansing is needed for an individual student and apply clean diaper.
6. Wash pad after each change with soap and water and follow with 1:10 household bleach solution prepared daily or EPA approved disinfectant.

7. Remove gloves and place in plastic bag.
8. Wash hands with soap and water before and after diaper change.
9. Never leave child unattended on the changing area.
10. Supplies should be stored close to the changing area and out of the child's reach.
11. Report any abnormal conditions (blood or pus in diaper area, diarrhea, light colored, black or tarry stools, skin rashes, bruises or breaks in the skin).

**Toy Sanitation Technique**

If children drool and mouth toys, special consideration for the sanitation of the toys should follow:

1. Sanitize by putting through a dishwasher cycle.
2. If dishwasher is not available:
  - a. Wear gloves and wash toys with soap and water.
  - b. Rinse with hot water.
  - c. Soak in a 1:100 bleach solution 10 minutes.
  - d. Air dry.

**Dishwashing Sanitation Technique**

If it should be necessary to wash dishes in the classroom, the following should be followed:

1. The dishwashing area should be separate from the handwashing area.
2. Dish pans should be used.
3. Wash in hot soap and water.
4. Rinse with hot water.
5. Soak in a 1:100 bleach solution 10 minutes.
6. Drain and air dry.

**Disinfectants**

1. All cleaning supplies must be kept in labeled containers.
2. All cleaning supplies must be kept out of the reach of students in locked cabinets.
3. Custodial staff will follow guidelines from their department as it relates to disinfectants.
4. If household bleach water is used as disinfectant, it must be prepared daily.
5. The ratio of bleach to water for a disinfectant solution is 1:10. A ratio of 1:100 bleach solution is considered a sanitizing solution.

**INFECTION CONTROL PRACTICES  
OUTSIDE THE CLASSROOM**

The following guidelines should assist specific personnel in practicing good hygiene and helping limit the spread of communicable disease.

**Blood Brother Rites**

It should be noted that some students may practice "blood brother" type rites where they wish to share small amounts of blood from finger pricks with each other. This practice should be discouraged.

### **Bus Drivers**

The potential spread of communicable disease on a school bus is primarily confined to inappropriate handling of body fluids. Bus drivers can play an important role in reducing this risk.

Buses should be equipped with the following supplies:

1. Tissues
2. Dry absorbent compound
3. Disinfectant
4. Large plastic garbage bags
5. Antiseptic towelettes such as hand wipes or liquid alcohol cleansing agents (e.g., Hibistat, etc.)
6. Disposable gloves

In the event that a child vomits or loses bowel or bladder control, the following steps should be followed in handling the body fluids:

1. Assist the child in cleaning his/her face and hands with the use of handiwipes. Wear gloves if direct contact with the body fluid is possible.
2. Segregate the child as much as possible from other children on the bus, but make certain that he/she can be observed by a responsible individual at all times in case additional assistance is needed.
3. Cover the body fluid with dry compound and large plastic garbage bag.
4. Clean hands using handiwipes or liquid alcohol agent.
5. Wearing disposable gloves, completely clean and disinfect the area when the bus arrives at school or other appropriate location. Use a 1:10 solution of household bleach prepared daily or an EPA approved disinfectant. For surfaces where such a solution is not recommended, alcohol may be substituted. Do not use canned aerosol solutions. Solutions in a "pistol grip" hand spray bottle are preferred.
6. Any supplies used to clean the child or the area (towels, paper towels, tissues, disposable wipes) should be placed in a plastic bag, sealed and properly discarded.
7. Finally, wash hands thoroughly with soap and water even if gloves were worn during the cleaning process.

### **Custodians**

Personnel that are involved in the general maintenance and cleaning of the school building play a vital role in controlling the potential spread of disease. It is important that these individuals practice good technique when handling waste materials and cleaning the building.

General guidelines include:

1. Clean and disinfect mop buckets at the end of each day and when there is gross soil.
2. Change wet mops after every 5 hours of use or after mopping gross soil.
3. Use an EPA approved disinfectant in the mop buckets.
4. Hang mops and dust mops so as to not leave them resting with the mop bucket, sink or on the floor.
5. Empty waste cans daily.
6. Wear gloves for pulling trash, cleaning restrooms, or any activity where employees may come in contact with body fluid.
7. Garbage and waste can liners should be changed daily.
8. Restrooms should be cleaned and disinfected daily. Employees should wear utility gloves which should be disinfected after each use.
9. Materials used in body fluid spill cleanups should be discarded into a plastic trash bag. All tools used in the cleaning should be disinfected after each use.
10. Sinks, drinking fountains, and showers should be disinfected with 1:10 bleach solution prepared daily.

**Dietary Workers**

Personnel that prepare or serve food in the school setting play a key role in preventing the contamination of foods or eating utensils; thereby, reducing the spread of certain diseases. Guidelines for individuals that handle foods include:

1. Wear clean clothes and a hair net.
2. Keep fingernails short and clean.
3. Always work with clean hands, and wash them thoroughly after using the toilet or handling raw foods.
4. Never work around food when ill.
5. Keep hands away from mouth, nose, and hair.
6. Cover coughs and sneezes with tissues, follow by handwashing.
7. Never use cooking utensils to taste food while cooking or serving, lick fingers, or eat while preparing foods.
8. Avoid manual contact with unpackaged food by the use of tongs, scoops, forks, etc.
9. Wear gloves when sorting silverware.

Basic principles to follow in the general housekeeping of the kitchen:

1. Mop the floor surface daily and as needed.
2. Clean and sanitize storage areas on a fixed schedule.
3. Clean ranges and grills after each use.
4. Sanitize all work surfaces, utensils, and equipment after each use.
5. Dispose of waste in waste cans with plastic liners.

**Drama**

Make-up equipment such as sponges, eye or lip make-up applicators should not be shared. If student has acne or open lesions on face, eyes, or mouth, this recommendation is especially important. Individual portions of make-up will be most effective at preventing the transmission of bacteria and viruses.

**Ear Piercing**

1. Discourage the practice of ear and other piercing by students. If a student is planning to have this procedure performed, advise that it be done professionally.
2. Discourage the practice of trading earrings.
3. If a student is having gross discharge from a pierced ear opening, he/she should clean the ear with soap and water, rinse with alcohol, dry and apply band-aid. Encourage student to keep hands away from ear after cleaning. Materials used for cleaning should be placed in a plastic-lined garbage receptacle or an individual plastic bag which can be sealed. Student should wash hands after procedure. Encourage student to seek medical attention as antibiotics may be indicated.
4. If minor discharge from ear lobe, encourage student to clean as above and to periodically apply antiseptic solution. Remind student to keep hands away from ear.

**Sciences**

If blood stick procedures are used in science classes for special projects (microscopic exam of student's own blood cells, blood typing, etc.) only single use, sterile lancets should be used. Special precautions should be given to thorough hand-washing before and after procedure, proper cleaning of blood spills, safe disposal of lancets in a puncture-proof container, covering wound with band-aid.

**Sports/Physical Education**

Participation in sports and physical education activities can pose an increased risk for the transmission of communicable disease. The specific risks are related to a number of variables including the type of sport, individual characteristics of students, equipment used, and physical facilities available.

Depending upon these variables, factors that can contribute to the spread of disease are:

- Degree and length of direct physical contact (wrestling versus tennis)
- Sharing of uniforms or equipment
- Using common drinking cups. This does not pose a threat in the transmission of bloodborne diseases, but can perpetuate the transmission of other communicable diseases.
- Contacting uniforms and equipment that has not been adequately cleaned.
- Compromised locker room hygiene

Teachers and coaches in these situations are in a key position to help prevent the spread of communicable diseases. Specific steps that can be taken include:

1. Avoid the use of shared drinking cups.
2. Establish and monitor a regular schedule for students to take uniforms home to be laundered.
3. Assure adequate supply of soap and towels in locker rooms.
4. Insist locker rooms be cleaned and disinfected daily.

**Athletic Situations**

It is recommended that students with open lesions (cuts/sores/acne) do not participate in close physical contact sports unless:

1. The lesions are dry or
2. The lesion can be appropriately dressed (e.g., with band-aid or gauze) in a secure manner.

**Handling of Body Fluid Spills During Sports:**

Items to have on hand:

1. Disposable gloves
2. Garbage bags with seal/twist
3. Paper towels
4. Soap and water
5. Alcohol
6. Bleach or other disinfectant

**General Guidelines:**

1. Do not use a common towel for wiping sweat or secretions during sports.
2. Do not use common water bucket for cleaning wounds.

**Blood Spill On Another Athlete:**

1. If an athlete sustains any open skin lesions which have come into contact with blood or saliva of another athlete, wash thoroughly, scrubbing the skin with soap and running water. Alcohol skin cleansers should be applied.
2. If athlete's skin at area of blood contact is intact, have that athlete wash off his own skin with soap and water.
3. If athlete gets blood in eye or mouth, flood exposed part for 1 to 2 minutes under running water.
4. If vomitus is involved, observe the same procedures (1-3).

**Blood Spill on Clothing of Either Athlete:**

1. Athlete to remove soiled garment. Wash skin under areas of soiling with soap and water and put on clean garment.
2. Placed soiled garment in plastic bag, seal bag, set aside for later attention.
3. Clothing soaked with body fluids should be washed according to procedure. If clothing is to be washed at student's home, a copy of these guidelines should be sent to the home.

**Blood Spill On Surfaces, Equipment (mats, footballs, etc.):**

1. Wear disposable or utility gloves. Do not reuse disposable gloves. Disinfect utility gloves after use.
2. Use disposable (paper) towels and other absorbent materials to absorb spill.
3. Saturate the spill with a 1:10 household bleach solution prepared daily or EPA approved disinfectant and allow to disinfect for 10 minute **before** agitating the spill.
4. Disinfect the surface after the spill has been removed. Allow the disinfectant to work 10 minutes before resuming use. Items may be washed/rinsed again.
5. Dispose of gloves and all other disposable cleaning materials in plastic bag, secure and give to custodian for disposal.
6. Place any non-disposable cleaning materials in separate bag, secure and treat with disinfectant.
7. Wash hands thoroughly.

Soak towels in bleach solution (add 1/2 cup bleach per load) for 10 minutes. Follow with regular washing procedure.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021

Personnel - All EmployeesInfectious Diseases

In the event that a student, employee, or other persons in frequent contact with students, employees or others present in Arlington Public Schools contracts an infectious disease, the determination of whether that person should be permitted to attend school or participate in school activities shall be made on a case-by-case basis. The following factors will be taken into consideration:

- (1) The behavior, neurological development, and physical condition of the student;
- (2) The expected type of interaction with others in the school setting;
- (3) The impact on both the infected person and others in that setting.

The determination of whether or not the infected person remains in the school shall be based on scientific and medical evidence.

When it is determined that an infected student poses an imminent threat to the health and safety of the school community or that the student's conduct presents a clear threat to the physical safety of himself, herself, or others, the provisions of Communicable Disease and Immunization, Physical Examinations and Health Screenings Policies shall be implemented, providing for the exclusion of that student. Any person with an infectious disease will retain the rights of confidentiality and privacy, limited to individuals in a need-to-know position (administrators and board members). The community shall be informed that an infectious disease is present in the school system and that the person will be excluded if the situation warrants such action, based on medical and legal advice. No information will be given out about the individual, his or her specific medical record, or about the family without the written permission of the individual (adult) or parent/legal guardian (student).

Reference: Neb. Rev. Stat. § 79-264 and § 79-265

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018, November 8, 2021