

Board of Education Regular Meeting
Monday, December 9, 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
 - * Visa check register is not attached- waiting on a couple of PO's
 - 3.3.
 - Resignations: Eric Daigle, End of First Semester
 - Hires:
 - Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
 - AQUESTT Report--
 - English Language Arts
 - 3rd Grade
5. REVIEW OF ANNUAL DISTRICT PLAN
6. PRINCIPALS' REPORTS
 - 6.1. Mr. Pfingsten's Secondary Report
 - 6.2. Dr. Morgan's Elementary Report
 - 6.3. Mr. Shada's Activity Report
7. SUPERINTENDENT'S REPORT
 - 7.1. Enrollment Report
 - 7.2. NASB and NRCSA Reports
 - 7.3. Legislative Preview 12/11
 - Watching several items this session
 - Half Day in Lincoln
 - 7.4. Superintendent Contract Reminder
 - 7.5. Discussion of Strategic Planning and Community Engagement Meeting
 - 7.6. Discuss and Schedule Board Retreat
8. COMMITTEE AND REPRESENTATIVE REPORTS
 - 8.1. Buildings and Grounds Committee
 - 8.2. Finance Committee
 - 8.3. Negotiations Committee
 - 8.4. Professional Development Sharing
9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.1. Discuss, Consider, and Take Necessary Action to Accept the Annual Financial Statements/Audit of the 2023-2024 Fiscal Year

10.2. Review Updated Policy 3132- Internal Controls on First Reading

10.3. Discuss, Consider, and Take Necessary Action to Enter Into Interlocal Agreement with the Ag Society for the Baseball Complex at the Fairgrounds

10.4. Discuss and Consider Superintendent Evaluation

11. EXECUTIVE SESSION

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

Board of Education Regular Meeting

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

Monday, November 11, 2024 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

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

1.2. Roll Call

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

Dawn Lewis, Superintendent, Aaron Pfingsten, James Shada, Jacque Morgan, Principals and Jennifer Arp, recording secretary, were also 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 Jason Arp.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Matt O'Daniel 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: Molly Kment, First Grade

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

Dr. Lewis presented a slide show on a new student services project - Room of Requirements. She updated the board on the progress that was made on the program that will be available to all students. Items have been donated and grants have been awarded, making it possible to purchase all the items needed for the project. This service will allow our students and families to get the daily necessities they may need and not able to afford to help make their learning experience the best it can be while here at APS.

Items are available at this time while the room is being renovated. Once the room is done, it will all be housed there and students will be able to access the items needed daily.

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. SUPERINTENDENTS REPORT

6.1. Superintendent Evaluation Reminders

6.2. NASB and NRCSA Report

6.3. Financial Statement/Audit Update

The board will have the finance committee meet with the auditor to go over the annual audit. The committee will meet and discuss with the auditor first and then a workshop will be held for the whole board prior to the December Board meeting. Dr. Lewis will contact the Auditor to make sure that date will work.

6.4. Supt Leave Log Review

6.5. Discussion of the Village Board decision to discontinue the baseball complex inter-local agreement with the school and the Ag Society

Dr. Lewis discussed that the Village has sent us an official 60 days' notice that they will be discontinuing the inter-local agreement of the fairgrounds baseball field. The Ag Society is still interested in maintaining the inter-local agreement with the school for the field. Dr. Lewis and those parties involved will have a discussion to get the details set up and rework the legality and wording of the agreement. The majority of the agreement pertains to mowing and electrical upkeep.

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Negotiations Committee

- Meet again Nov 12
- 2025-2026 Insurance Rates released, Increase of 5.9%

A negotiation committee met on October 22nd, 2024 with the new teachers' group. They had a great meeting and will meet again in November. Item to note: is that insurance rates have raised again for this upcoming year, and the committee is working with the teachers' committee to make the best outcome for the 2025-2026 school year. The board committee was very positive and feels they are moving in the right direction.

8. UNFINISHED BUSINESS

8.1. Discuss, Consider and Take Necessary Action to Adopt Policy 3241- Emergency Response Mapping on Second Reading

Motion to to Adopt Policy 3241- Emergency Response Mapping on Second Reading as presented Passed with a motion by Shanon Willmott and a second by Cassie Flesner.

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

8.2. Discussion of Paving of South Parking Lot Update

The board discussed the update on paving the south parking lot at the football field. The B&G committee is working to get bids for the project. They currently have one local bid, and are working with the Equalis group to get more bids. The committee will meet again when more bids have come in and then present it to the board as a whole, when they have things to compare.

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

The board discussed the community engagement meeting- an agreement has been signed with NASB for the strategic planning. The board has decided that Wednesday Feb 5th would be the date set for the community engagement meeting. A board retreat will be scheduled for a date after the community engagement at the December meeting.

10. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 7:45pm

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

**Arlington Public Schools
November 30, 2024**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
General Fund - 864	\$ 2,764,366.82	\$ 347,816.28	\$ 694,489.21	\$ 6,385.80	\$ -	\$ 2,424,079.69
Activities - 109	\$ 213,813.59	\$ 53,519.85	\$ 36,038.14	\$ 358.30	\$ -	\$ 231,653.60
Hot Lunch - 487	\$ 115,470.19	\$ 52,086.12	\$ 5.00	\$ 119.23	\$ -	\$ 167,670.54
Depreciation Fund	\$ 852,676.44		\$ -	\$ 2,801.42	\$ -	\$ 855,477.86
Depreciation CD - 5826	\$ 271,809.61		\$ -	\$ -	\$ -	\$ 271,809.61
					Total Depreciation:	\$ 1,127,287.47
2017 Bond Refunding	\$ 697,105.84	\$ 7,972.26		\$ 1,736.69	\$ -	\$ 706,814.79
QCPUF	\$ 513,439.88	\$ 4,852.64		\$ 1,279.13		\$ 519,571.65
Spec Bldg Fund	\$ 722,491.27	\$ 3,466.11	\$ -	\$ 1,799.94	\$ -	\$ 727,757.32
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
					Total Spec Bldg:	\$ 727,757.32
Total Special Funds	\$ 3,057,523.04	\$ 16,291.01	\$ -	\$ 7,617.18	\$ -	\$ 3,081,431.23
Total SF minus CD's	\$ 2,785,713.43					\$ 2,809,621.62

CHECK REGISTER FOR November 2024
(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT	
		\$	-
American Broadband	Telephone service	\$	-
Airgas	Welding gas tank rental	\$	74.95
AKRS Equipment	Mower Repair	\$	184.08
Arbor Family Counseling	Onsite Services for October	\$	1,312.50
Jill Brown	Speaker for Jan Inservice	\$	750.00
Border States	Lights for classrooms and Gyms	\$	378.28
Blue Door Ped Therapy	OT Services	\$	2,065.50
Capital One (Wal-Mart)	Supplies for school classrooms - various	\$	668.25
College Board	PSAT Fall testing	\$	114.66
CountrySide Repair	F250 tire and repairs	\$	63.23
D & T Shirtified	Shorts for Girls Wrestling	\$	800.00
Dietz Music	Horn Repair and music	\$	235.36
DB Nebraska	Motor for HV/AC Maintenance & 2 ignitions	\$	1,960.00
Egan Supply	Custodial Supplies	\$	4,461.53
Eagle Auto Repair	Bus 2020 tire balancing beads	\$	47.58
ESU 2 Independnet School	Services for student attending & Speech Contract	\$	36,608.13
ESU 3	6th grade Quiz bowl & Vison Services	\$	560.38
Enterprise Publishing	Mulntes and Leagals for paper	\$	210.52
Follett Contentet Soultions	MS?HS Library book order	\$	1,000.00
5th Season	Blow out sprinkler systems	\$	279.50
Fremont Lock Shop	S Keys for Elementary	\$	60.00
Hansen Tire	Bus 2019, 2015, 2017 repairs	\$	1,228.58
Jacob Haight	Travel to BMIT curricuum Conference	\$	43.55
Hugh O'Brien Youth Leadership	HOBV Registration	\$	300.00
Hometown Leasing	Copier Lease	\$	1,810.93
IXL Learning	Science License for 3rd grade	\$	160.00
Integrated Life Choices	Student Services for October	\$	998.12
Jeredith Brands	City Wide Cleaning for Gym Clean up - post games	\$	760.00
Knudsen Oil	Fuel at bus barn (2 Fills)	\$	5,831.77
KSB School Law	Leagal services (repose to audit letter)	\$	75.00
LE Learn to Move	PT Services	\$	488.08
Menards	Supplies for school classrooms - various	\$	242.31
McKinnis Roofing	Inspection and repair of roof leak	\$	1,842.97
McGill & Co	Nurlng supplles from 23-24 (Never got an Invoice)	\$	505.31
Methodist Fremont Health	Physical Traininer services	\$	3,349.00
Martin Clausen	Pest Control services	\$	92.64
Midwest Movement	DOT Physical	\$	85.00
NCS Pearson	Digital Testing Supplies	\$	115.85
NASB	Board Members State Conve Registration	\$	2,256.00
NCSA	Legislative Preview for Superintendent	\$	120.00
Omaha Truck Center	Various Repalrs and Parts on Buses (10 invoices)	\$	2,602.43
OPPD	Electricity	\$	9,780.53
One Source	Background Check	\$	82.00
JW Pepper	Music for MS/HS	\$	93.93
Scholastic	Classroom magazines for MS/HS	\$	934.07
Shawna Koger	Perston travel to BMIT Conference	\$	103.07
Shaw Hall Navarrette	Agreed upon procdedures for 23-24 Audit	\$	19,422.70
Total Fire	Service Call for Doors	\$	270.00
Thermo King	Parts and Def for buses	\$	599.60
Unite Private	Internet Provider	\$	568.32
Vernier Software	Soil Molsture tool	\$	447.00
Virco	Table and Chairs for Elementary q	\$	845.00
Zaner Bloser	Superkids Grade 1 Consumables (Extrs)	\$	203.60
VISA	Reoccurring For supplies	\$	2,531.00
Village of Arlington	Water	\$	-
Waste Connections	Trash service	\$	808.65
Wood River	Natrual Gas	\$	-
		\$	-
Total Payables (GF checks not mailed until approved by the BOE)		\$	111,421.34
HANDPAYABLES (GF Paid and mailed after previous board meeting but before this board meeting)			
Notable	Kami District Plan for 24-25	\$	3,071.25
Village of Arlington	Water bill (was not here by last board meeting)	\$	1,501.05
Fastwyer	Phone bill	\$	448.36
Waste Connection	Trash	\$	808.65
		\$	-
Total Hand payables		\$	5,829.31
Total General Fund		\$	117,250.65

Check not cut yet, waiting on PO

SPECIAL FUNDS (Building, Bond, QCPUF, Dep checks)		
BKOF	Bond Payment and Interest	\$ 525,403.75
BOKF	QCPUF Payment and Interest	\$ 347,011.25
Total Special Funds		\$ 872,415.00

Hot Lunch Expenses

CDW	Food order	\$ 9,516.99
Jackson Service	Kitchen supplies and service (Towels, aprons, mops)	\$ 381.09
Earthgrains	Bakery Items for hot lunch	\$ 892.65
Hiland	Milk and dairy products	\$ 3,201.44
US Foods	Food order	\$ 892.65
Pegler	Food Order	\$ 3,610.36
Echo Group	Breakers for kitchen	\$ 560.10
		\$ -
		\$ -
	Hot Lunch Total	\$ 19,055.28

**General Fund
2024-2025**

<u>Receipts</u>	<u>Budgeted</u>	<u>Actual Receipts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 7,192,766.00	\$ 1,976,673.31	27.48%	31.12%
Carline Taxes	\$ 3,000.00	\$ 855.48	28.52%	25.79%
Motor Vehicle	\$ 400,000.00	\$ 117,847.65	29.46%	30.21%
PreSchool Tuition	\$ 20,000.00	\$ 7,805.00	39.03%	46.53%
County Sources	\$ 40,000.00	\$ 319.70	0.80%	0.52%
State Aid	\$ 2,279,755.00	\$ 692,425.00	30.37%	30.00%
Sped SA Revenue	\$ 936,000.00	\$ -	0.00%	0.00% None received in yet
Federal & all other	\$ 390,000.00	\$ 311,358.85	79.84%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$3,107,284.99	27.59%	30.83%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
General Fund Totals				
Elementary	\$ 4,943,736.10	\$ 1,144,690.75	23.15%	24.34%
Secondary	\$ 4,433,518.09	\$ 1,081,925.39	24.40%	23.26%
District	\$ 2,449,663.01	\$ 526,818.60	21.51%	22.31%
Total	\$ 11,826,917.20	\$ 2,753,434.74	23.38%	23.48%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ 192,293.09	\$ 22,433.20	11.67%	15.41%
Elem Transportation Maint.	\$ 84,044.32	\$ 18,074.55	21.51%	14.88%
Secondary	\$ 107,789.87	\$ 16,394.66	15.21%	15.73%
HS Transportation Maint.	\$ 29,261.08	\$ 15,722.46	53.73%	61.34%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Building	\$ 670,084.08	\$ 81,067.88	12.10%	19.20%
Building Maint.	\$ 463,189.00	\$ 102,571.18	22.14%	20.43%
Grounds Maint	\$ 98,500.00	\$ 14,377.50	14.60%	29.33%

Source Code:	Activity Balances as of		11/30/2024		YTD 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	\$5,483.65	\$5,606.09	\$ 26,315.02
702	HS Always for Kids	\$ 2,234.61	\$1,328.66	\$261.48	\$ 3,301.79
703	Art Class	\$ 5,853.15	\$70.00	\$1,553.82	\$ 4,369.33
704	Art Club	\$ 1,632.03	\$50.00	\$85.34	\$ 1,596.69
705	Athletics	\$ (40,258.80)	\$33,334.83	\$49,453.27	\$ (56,377.24)
706	Band	\$ 4,339.15	\$2,290.35	\$1,418.79	\$ 5,210.71
708	Book Club	\$ 270.55	\$325.30	\$0.00	\$ 595.85
709	Cheerleading	\$ 1,106.90	\$4,508.84	\$1,736.95	\$ 3,878.79
710	Welding	\$ 1,592.95	\$30.00	\$0.00	\$ 1,622.95
714	SKILLS	\$ 1,272.76	\$960.00	\$568.00	\$ 1,664.76
716	GIRLS WRESTLING	\$953.50	\$550.00	\$284.14	\$ 1,219.36
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ (884.02)	\$18,547.38	\$16,077.27	\$ 1,586.09
721	Dance Squad	\$ 3,638.52	\$0.00	\$500.00	\$ 3,138.52
722	Drama	\$ 2,084.54	\$836.30	\$675.00	\$ 2,245.84
723	MS STEM	\$ 74.75	\$0.00	\$0.00	\$ 74.75
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
726	FBLA	\$ 11,841.51	\$10,005.93	\$9,588.12	\$ 12,259.32
727	Football	\$ 16,043.85	\$330.00	\$4,482.73	\$ 11,891.12
728	Reimbursement (general)	\$ 589.97	\$641.96	\$502.66	\$ 729.27
732	Fam Cons Science	\$ (1.56)	\$385.00	\$326.20	\$ 57.24
733	Wrestling	\$ 567.02	\$2,193.30	\$1,126.18	\$ 1,634.14
735	Honor Society	\$ 1,059.07	\$205.00	\$0.00	\$ 1,264.07
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	\$1,622.41	\$2,168.01	\$ 993.26
740	Industrial Tech / Woods	\$ 2,611.82	\$220.00	\$615.96	\$ 2,215.86
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	\$5,309.70	\$5,286.25	\$ 12,028.55
749	Student Council	\$ 3,775.88	\$1,613.75	\$1,267.08	\$ 4,122.55
750	Student Vending	\$ 1,403.01	\$0.00	\$0.00	\$ 1,403.01
751	Swing Choir	\$ 3,284.13	\$0.00	\$1,795.81	\$ 1,488.32
753	Yearbook	\$ 1,763.65	\$420.00	\$0.00	\$ 2,183.65
756	Pepsi	\$ 783.71	\$149.94	\$75.78	\$ 867.87
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	\$28,886.50	\$7,240.83	\$ 40,534.59
768	RR Store	\$ 8,500.00	\$2,500.00	\$2,743.30	\$ 8,256.70
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	\$2,063.00	\$471.50	\$ 3,589.10
782	Volleyball	\$ 8,295.82	\$689.00	\$1,336.64	\$ 7,648.18
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	\$836.00	\$2,947.59	\$ 5,909.72
786	Track Fund	\$ 4,640.54	\$0.00	\$30.71	\$ 4,609.83
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 2,204.27	\$631.50	\$538.72	\$ 2,297.05
789	Baseball Fund	\$ 4,061.84	\$0.00	\$0.00	\$ 4,061.84
790	Boys Basketball	\$ 2,254.76	\$1,500.00	\$2,681.07	\$ 1,073.69
791	Girls Basketball	\$ 3,529.80	\$2,794.75	\$400.00	\$ 5,924.55
792	MS Girls Basketball	\$ 23.50	\$0.00	\$0.00	\$ 23.50
793	Striv	\$ 1,559.11	\$350.00	\$2,023.94	\$ (114.83)
794	Sped	\$ 626.95	\$1,018.65	\$619.27	\$ 1,026.33
795	Wellness (District)	\$ 0.03	\$6,295.00	\$2,191.90	\$ 4,103.13
796	Elementary Activity	\$ -	\$559.00	\$562.34	\$ (3.34)
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	\$885.00	\$215.00	\$ 670.00
200-800	HS Unified School	\$0.00	\$815.00	\$150.42	\$ 664.58
300-801	Hospitality	\$0.00	\$1,300.00	\$0.00	\$ 1,300.00
	Totals	\$198,491.38	\$144,409.25	\$131,319.09	\$211,581.54

District Snapshot

Student Membership



Student Membership
709

State 328,649 Peers 702



Teachers
59

State 23,792 Peers 55

Program Participation



English Learners

State 9% Peers 5%



Free/Reduced Lunch
24%

State 52% Peers 33%



Gifted
14%

State 13% Peers 10%



Special Education
14%

State 17% Peers 17%

Metrics



Attendance Rate
96%

State 93% Peers 94%



Dropout Rate

State 2% Peers *



Graduation Rate
97%

State 88% Peers 96%



College-Going Rate
92%

State 72% Peers 76%

Financial



State Aid
State Aid Data Not Available

State Peers



Per Pupil Expenditures
Per Pupil Expenditure Data Not Available

State Peers



Other State Receipts
Other State Receipts Data Not Available

State Peers



Expenditures
Financial Expenditure Data Not Available

State Peers

Performance



NSCAS English Language Arts
72%

State 59% Peers 68%



NSCAS Mathematics
81%

State 58% Peers 70%



NSCAS Science
86%

State 74% Peers 82%



ACT (11th Grade)
67% **64%** **62%**
ELA Math Science

State ELA 45%	State Math 42%	State Science 49%
Peers ELA 58%	Peers Math 55%	Peers Science 62%

AQuESTT

Beginning Status

EXCELLENT

NSCAS English Language Arts &
Mathematics Proficiency

SUCCESS, ACCESS, AND SUPPORT



Positive Partnerships, Relationships, and Success

Students Without Out of School Suspension or Expulsion **98%**

TEACHING, LEARNING, AND SERVING



Postsecondary, Career, and Civic Ready

In Development!



Transitions

Four Year Graduation Rate **98%**

Extended Graduation **100%**

AQuESTT uses 2022-2023 graduation rates



Student Achievement & Growth

Individual Score Growth **62%**

Non-Proficiency Reduction **No**

Science Proficiency Status **80%**



Educational Opportunities and Access

Chronic Absenteeism Reduction Score **0%**

Progress Towards EL Proficiency **50%**



Educator Effectiveness

In Development!

Final AQuESTT Classification

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE
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Arlington Public Schools



Arlington Public Schools
705 North 9Th



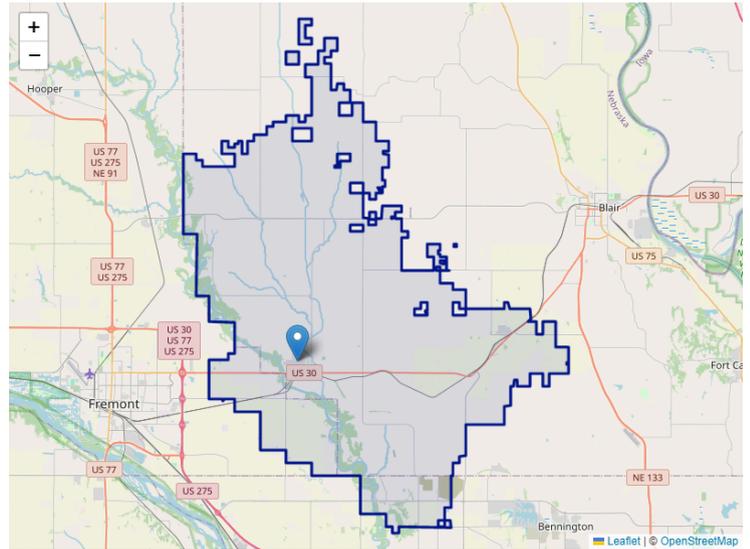
(402)478-4173



(402)478-4176



89-0024-000



Schools in District	2
State Board District	3
Educational Service Unit	3
Legislative District	16

District Description

The Arlington School District #24 serves PK-12 students in portions of Washington, Dodge, and Douglas counties which include the communities of Arlington, Kennard, and Elk City and surrounding areas. The district's instructional facilities are located in Arlington on one site. The present 7-12 building was completed in 1962 and the K-6 building and gym were dedicated in 1973. In 2009, the district completed a renovation project of 20,000 sq. ft. and 49,000 sq. ft. of new construction. A 10,000 sq. ft. addition was completed in 2022, adding 6 classrooms. Arlington is classified as a Class III (K-12) district by the Nebraska Department of Education and a Class B/C school by NSAA. This district is a member of the Nebraska Capitol Conference for activities programs.

This description was provided by the district

Language Arts Curriculum Report

December 2024

A. What do we want students to learn?

1. **Essential Learnings:**

Each teacher has identified essential learnings in each unit taught. These essential learnings are aligned with Nebraska State Standards and identify the primary outcomes for each grade level and course. We are continuing to look at how these fit with the ACT state testing. ELA standards were updated in 2021 and focus on reading prose and poetry, reading informational text, vocabulary, writing, and speaking and listening skills.

2. **Curriculum Alignment:**

This summer we worked to align novels and literary terms to make sure canonical and contemporary works are represented as well as to make sure important literary terms are taught and reviewed before testing years. We continually work to improve differentiation by including a wider variety of literature to help students meet rigorous academic goals, while keeping their college and career plans in mind. We also as a department have aligned four major writing types (research, informative/explanatory, argumentative, and creative) with our current available novels and textbooks.

3. **Marzano's Instructional Framework:**

We continue to focus on implementing Marzano's Framework through the new observation templates. Marzano strategies are included to help students interact with new knowledge as well as review and reflect on their learning.

4. **SLO Goals:**

Each teacher has now developed a Student Learning Objective to help identify learning objectives and track student progress, as well as develop strategies to reach all learners.

5. **Grammar:**

Grammar consumables have allowed for grammar practice at all grade levels 7th through 12th. There are periodic assessments for students to apply declarative knowledge. Middle school students utilize No Red Ink (an online grammar program) to practice grammar skills. It is a highly engaging platform with immediate individualized feedback.

B. How do we know students are learning?

1. **Standardized assessments:**

MAP is taken by the 7th and 8th grades in the fall, winter, and spring. FastBridge testing is also completed for 7th and 8th graders to offer more data on reading fluency, word recognition, automaticity, and comprehension. MAPS is taken by the 9th grade three times a year. The Pre-ACT is taken by 10th graders, and the ACT is taken by 11th graders. Teachers utilize this standardized data to make adjustments to curriculum and teaching to better suit the needs of our students.

2. **Classroom assessments:**

Our teaching is aligned to state standards, and we use formative and summative assessments within the classroom to identify students who have successfully mastered the material as well as those who might need additional assistance.

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

1. GRIP

Students with an average of D or F who are also missing work or need to redo work are assigned to GRIP. This provides extra time as well as computer access needed to complete assignments. In addition, students can opt to spend that time with the teacher for reteaching.

2. MTSS:

Students who might need additional assistance are referred to the MTSS (Multi-Tiered Systems of Support) to be considered for accommodations or special education services.

3. Daily Evaluation:

Daily evaluation of a student's or a class's needs allows teachers to reteach or slow down as necessary.

4. Parental Contact:

Parents are contacted with regards to failing grades, missing work, or behavioral issues.

5. General Classroom Strategies:

Strategies include but are not limited to reteaching, reading aloud, modeling, additional time provided to students before and after school, and peer teaching.

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

1. Enrichment Opportunities:

Students are provided the opportunity to take more rigorous courses such as honors courses, dual credit courses, creative writing, and journalism. Additionally, research projects allow students in any class to further investigate topics they are interested in which allows for differentiation and individualization.

2. Cross-curricular Research Opportunities:

The ELA department openly works with other departments on all aspects of writing. We assist as necessary with formatting, research, and citations.

E. Other educational opportunities:

1. John Baylor ACT prep:

All juniors are currently offered lessons during English 11 to ensure student engagement with the prep course.

3rd grade
Board Report
December 9th, 2024

1. Multi-cultural aspect:
 - a. Stories in our reading curriculum (MyView)
 - b. We also incorporate multiculturalism into social studies lessons by teaching about people who originated in our country.
 - c. Holidays around the world
2. What do we want students to learn
 - a. Multiplication/division - we use technology to sing songs, practice facts, ice cream math to celebrate multiplication facts being mastered/popcorn division for mastered facts
 - b. Cursive
 - c. Social-emotional skills/citizenship
 - d. SLO goals are focused on MAPS reading data. We progress monitor weekly to monitor students on fluency and comprehension.
 - e. Writing and Reading standards- Myview reading curriculum used for whole group reading and writing, more rigor and comprehension skills
3. How do we know students are learning
 - a. Math tests
 - b. NSCAS/MAP/FastBridge scores
 - c. Boddle/Zearn
 - d. Class participation (kahoot, notecards, homework)
 - e. Reading and spelling tests
 - f. Small group instruction for math and reading
4. How do we respond when students are not learning
 - a. MTSS process/SOAR
 - b. Leveled Math and Reading groups with teacher
 - c. Repeat/review lessons
 - d. Sped teachers, reading interventions, math interventions
5. How do we extend or enrich the learning for students who exceed proficiency
 - a. Literature circles/novel studies
 - b. Differentiated homework in math
 - c. Advanced spelling list
 - d. Math and Reading groups based on present levels (changes several times throughout the year)
6. Other Info
 - a. Science, social studies, and writing 4x a week, rotate for an hour/20min per class (Gill-writing, Dobson-science, Peetz- social studies)

ANNUAL DISTRICT GOALS

March 2024

June 2024

September 2024

December 2024

GOAL AREA: BUDGET

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

OBJECTIVES:

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

STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. Coordinate the financial planning with the Facility Plan that is developed.
4. Inquiring with Education Foundation for some projects
5. Neutral Levy--budget reserves in rebuilding year(s)
6. Minimizing unnecessary expenditures
10. Per Pupil Cost below state average, in the lowest spending 15% of schools across the state
 - Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Master Agreement Prioritizes staff benefits to aid in teacher recruiting and retention
 - Budget Carryover/Necessary Reserve Increased
 - 23-24 Budget expended at 92% compared to 87% previous year (taxpayer stewardship)
 - Stable levy, within authority, below postcard threshold
 - Final Payment to QCPUF Bond made

ANNUAL DISTRICT GOALS

GOAL AREA: COMMUNITY ENGAGEMENT

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

OBJECTIVES:

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

STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).
 2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
 3. Provide education and training for parents and guardians to promote school readiness.
 4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
 5. Education Foundation Outreach
 6. Annual Title I Parent Meeting
 7. Monthly Supt Article in the Citizen
 8. Use of STRIV to broadcast meeting to reach more citizens
13. Planning next meeting in January with NASB to facilitate
- Roll into a full strategic plan
- Student group drives for organization (stuffed animal drive, food drive, etc.)
- Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - New digital scoreboards recognizing the sponsors and donors
 - Working with AEF on recognizing their award winners during homecoming week
 - Seeing the potential for video boards in promoting our sponsorships and student activities
 - Room Of Requirement Complete, has been used to assist students/families 21 times to date

ANNUAL DISTRICT GOALS

GOAL AREA: FACILITIES

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

OBJECTIVES:

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

STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.
 2. Examine existing transportation program and plan for future comprehensive needs.
 3. Maximize the use of energy efficient technology to address financial challenges.
 4. Examine current space to gain additional educational spaces for addition of sections if needed prior to any new facility project
 5. Maintaining current facilities to improve parking conditions at football field
 6. Develop practical use of "office space" in Bus Barn facility
18. Added weekly facilities update to admin team meeting
- Visit with DLR again regarding next possible phase of renovation
- Ag, Industrial Tech, Gym Entrance/Curb appeal/drainage
 - Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Addition of new Digital Video Boards to the main gym.
 - Update both gym floors and repair exterior concrete
 - Kitchen and Weight rooms repairs complete
 - Walk off carpet added
 - Work at the bus barn to eliminate unused stored items, add space for a donated golf simulator, and vision for the remaining space

ANNUAL DISTRICT GOALS

GOAL AREA: STUDENT PERFORMANCE

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

OBJECTIVES:

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

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

STRATEGIES:

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

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

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

- New Math Curriculum Implementation
- Adjusted Curriculum Adoption to align with state completion of standards updates
- Added US Military History, Introduction to Sports Medicine, and Natural Resources courses to match student interest and grow our course offerings.
- Addition/adjustments to course expectations regarding digital media, advertising, real-time multimedia related to the use of the digital video boards.
- Reviewing test systems for better assessment system
- Preparing for first NE Frameworks Accreditation visit in 2025-2026
- NEP rated Excellent (top rating) 2 years
- Improved excessively absent student rate

ANNUAL DISTRICT GOALS

GOAL AREA: BEHAVIORAL AND MENTAL HEALTH

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

Objectives:

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

STRATEGIES

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

Secondary Principal Report

For the December 2024 Board Meeting

Metro Numbers - Student Enrollment Profile

	Unduplicated Headcount	Total Credit Hours	Concurrent Enrollment Credit Hours	GtC Credit Hours	Career Academy Credit Hours	CollegeNow! Credit Hours	Kickstart Online Credit Hours
2019-20	52	896	639.5	13.5	13.5	229.5	N/A
2020-21	59	1,105	513.5	22.5	27	132.5	409.5
2021-22	72	1301.5	625	0	12	16.5	648
2022-23	75	1279.5	676	0	0	185	418.5
2023-24	83	1462.5	544.5	0	19	120.5	778.5

- **Career Academy** provides an opportunity for high school juniors and seniors to learn specific career knowledge and skills prior to high school graduation. Career Academy programs culminate in a career certificate or specialist diploma.
- **CollegeNOW!** is designed for high school students to offer a jumpstart on their college education. Students enroll into sections taught by MCC faculty on campus or online.
- **Kickstart Online** is a series of MCC general education courses for high school students. KSO courses count toward most MCC degrees and are transferable.
- **Concurrent Enrollment** is a partnership between MCC and high school districts. Concurrent Enrollment courses are taught by MCC approved High School faculty who meet postsecondary faculty requirements. Students earn both high school credit and college credit simultaneously while attending their scheduled course in the high school classroom.
- **Gateway to College** is a nationally recognized dual-credit high school diploma completion program. The program serves students ages 16-20 years old who would like an educational setting that is individually tailored for student success.

Arlington Concurrent Enrollment Offerings

Teacher	Course
Hart	EDUC 1110
Koger	FINA 1000; ENTR 1050; ECON 1000/1100; BSAD 1000/2000
Tierney	MATH 1425, 1430, 2410
Klein	<i>Nebraska Math Readiness</i>

HOBY Selection

The HOBY selection committee has made its final decision on Arlington's HOBY candidate. Congratulations to Ethan Hilgenkamp for being selected to attend HOBY this summer. (youth leadership)

End of Semester

Finals are December 19th and 20th with a 8:05 start time and a 1:30 dismissal time on both days.

Vocal Music - All State

Congratulations to our All-State Vocal Music honorees:



Staff Fundraiser

This November, staff members participated in a “no shave November” fundraiser to raise awareness for cancer research. Mr. Hallstrom was the winner!



December Elementary Principal Board Report 2024

Carnival- Students and families participated in fun games, activities, food, bounce houses, face painting, and so much more! It was a great night for all and we raised around \$2,000.



All-State Children's Choir

Arlington students participated in the All-State Children's Choir held in Lincoln, NE this year! Congratulations on a great event!

Fastbridge Testing – We have begun our second round of Fastbridge K-6 testing. We look forward to analyzing the results and creating a plan of intervention for all students going forward with the second semester.

Kinder-1st-2nd Grade Concert - Students will be performing many holiday songs for the audience. Families will be able to cheer on their budding musicians on Thursday, December 12th!

Preschool Family Day – The Preschool held their annual Thanksgiving program with a twist. Families came and enjoyed songs and participated in a craft and snack with their students.

S.O.A.R (Safe, Owning It, Active Learning, Respect) team - Has been working hard on initiative to get common language and behavior expectations for all students PreK-6! We have celebrated many different ways! Recently, we honored our first winners of the SOARing Eagle Award.

Our November honorees were: Colton Smith, Brody Overholt, Chase Hasenauer, Taya Vogt, Janie Fullner, Lily Kuester, and Remington Daigle!



James Shada
December
Board Report

Student Participation in Winter Activities

We currently have 17 Girls out for Wrestling, 21 Boys out for Wrestling, 30 Boys out for Boys Basketball, and 14 girls out for Girls Basketball. We also have 15 cheerleaders and 10 dance team members. The middle school boys' basketball team has 26 student-athletes out.

Fall Wrap Up

- Activity passes: The fall (2023-2024) school year we sold \$7,450. This year (2024-2025) school year we sold \$13,155. That is an increase of **\$5,705** in Family, Adult, and Student Passes this school year.
- On 11/29 the band played in the Village Point Lighting Ceremony
- On 12/9 @ 7:00 will be the High School Winter Concert and the Middle School Winter Concert is on 12/16 @ 7:00pm.
- One Act Play is at David City for Districts on Friday, December 6th!







Grade Level	12/2/2024	9/6/2024	10/1/2024	10/1/2023	2/7/2024	Final June 2024
PS	26	26	26	26	29	30
KG	47	45	45	53	52	53
1ST	51	52	52	43	43	42
2ND	48	47	47	47	47	47
3RD	52	51	51	53	54	53
4TH	56	56	56	39	39	38
5TH	40	39	39	55	54	55
6TH	56	57	56	52	53	52
PS-6 TOTAL	376	373	372	368	371	370
7TH	55	56	56	49	49	49
8TH	50	51	50	65	65	64
9TH	66	67	66	62	60	58
10TH	61	61	61	57	57	57
11TH	57	56	56	46	45	45
12TH	44	44	44	62	62	62
7-12 TOTAL	333	335	333	341	338	335
PK-12 TOTAL	709	708	705	709	709	705

OPTION ENROLLMENT

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

14% Net Option

	1-Oct-23	Net Change
7/1	6	-2
11/5	6	1
11/4	7	2
11/0	11	2
5/6	-1	14
11/2	9	-11
12/2	10	0
5/2	3	7
10/1	9	-7
14/3	11	-2
13/5	8	5
16/7	9	-1
13/8	5	3
TOTAL	93	11

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

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>

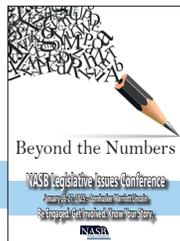


2024 NEW BOARD MEMBER WORKSHOPS

New Board Member Workshops



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



Legislative Issues Conference - January 26-27 - Lincoln

The 2025 Legislative Session is set to begin Wednesday, January 8

School Board Member Week - January 26 to February 1



President's Retreat - February 16-17 - Kearney

Continued on Page 2



Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

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

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PAGE 2



Federal Advocacy Fly In - March 16-19 - Washington D.C.

NAEP State Convention - March 19-20 - Kearney

Warmest wishes for a Merry Christmas and a Happy New Year from the NASB Board & Staff!



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>

ALICAP

AMERICAN FIDELITY
a different opinion

BCDM
architects

Boyd Jones

BISHOP
BUSINESS

BVH
ARCHITECTURE

CP CARLSON
WEST
POVONDRA
ARCHITECTS

CMBA
ARCHITECTS

CROUCH
RECREATION

DAVIDSON
FIXED INCOME CAPITAL MARKETS
D.A. Davidson & Co. member SIPC and FINRA

envise

Facility
Advocates
Dave Raymond

HAMITON

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construction

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of Nebraska Company

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



Nebraska Rural Community Schools Association

Member Update

December 5, 2024



Photo Credit: Lawrence-Nelson Public Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

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

January 2025, date & time TBD
Via Zoom

NRCSA Scholarship & Recognition Committee

February 19 & 20, 2025
In conjunction with the NRCSA Legislative Forum

NRCSA/UNO Closing the Achievement Gap Research Team

December 6, 2024, 9:30 AM
Via Zoom

NRCSA Legislative Committee

Every Thursday during Bill Introduction & Hearings,
9:30 AM, Via Zoom

NRCSA Search Service



Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.



Boyd County Schools
Search Complete



Lawrence-Nelson Public Schools
Application Process Complete
Finalists Selected: **Nov. 25, 2024**
Interviews: **Dec. 4 & 5, 2024**
Contract Begins: **July 1, 2025**

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

Login: member Password: learning

The password to the ‘Members’ Only section of the NRCSA website has chaged. The new login and password are:

Login: **member**

Password: **learning**

NRCSA SPRING CONFERENCE/PRE-CONFERENCE

The NRCSA Spring Conference is just around the corner! The conference will be held at the Younes Conference Center North in Kearney on March 20 & 21. We are expecting another great conference, highlighted by Thursday’s keynote speaker: Joe Sanfelippo. You will not want to miss his presentation!

For the second straight year, we are also offering a free pre-conference. Franklin-Covey has provided NRCSA with the opportunity to provide a very valuable experience, centered around the work of Steven Covey. The pre-conference will take place on Wednesday, March 19, 2025 from 10:00 a.m. to 2:00 p.m. A free lunch will also be provided. A little information about the pre-conference from Sam Stecher of Franklin-Covey, Client Partner for Franklin-Covey Education:

*“Leadership is the cornerstone of thriving schools, especially in rural communities like ours. In partnership with NRCSA we are excited to invite you to the 7 Habits of Highly Effective People pre-conference on **March 19**, an inspiring session designed specifically for leaders shaping the future of small, rural districts.*

This interactive workshop will equip you with actionable strategies to:

- *Foster collaboration among your team.*
- *Cultivate a school culture where everyone’s capacity to lead is enhanced- from the boardroom to the classroom.*
- *Drive sustainable results, even with limited resources.*

Don’t miss this opportunity to invest in yourself and your school community. Together, let’s turn challenges into possibilities.”

More information will be provided in the coming months, but we encourage you not to miss this great opportunity!

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

2025 NRCSA Spring Conference

The 2025 NRCSA Spring Conference will be held on March 20 & 21, 2025, at the Crowne Plaza and Younes North Convention Center in Kearney.

There will be many informative and timely sessions regarding law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference.

As usual, there will be many opportunities for networking and informal discussions with attendees from other schools!

Be sure and make plans to attend!!

Room Reservations

There are several hotels in and around the area. Attendees will need to make room arrangements for the conference.

These hotels participate in group rates for Spring Conference

Crowne Plaza (308) 238-7000
Hampton Inn (308) 234-3400

These hotels do NOT participate in group rates

Holiday Inn (308) 237-5971
Comfort Inn & Suites (308) 236-3400
La Quinta Inn & Suites (308) 237-4400
America Inn & Suites (308) 234-7800
Fairfield Inn (308) 236-4200
Holiday Inn Express (308) 234-8100
Microtel Inn & Suites (308) 698-3003
New Victorian Inn & Suites (308) 237-5858
Wingate Inn (308) 237-4400

Program Highlights

Wednesday March 19, 2025

10:00 AM Pre-Conference: The Seven Habits of Highly Effective People

Presented by:



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

7:00 PM Early Registration and Hospitality Rooms Open

Thursday March 20, 2025

7:15 AM Registration & Exhibit Hall Open

8:00 AM General Session

11:00 AM – 11:50 AM Select-a-Session I

12:00 PM General Session

2:20 PM - 3:10 PM Select-a-Session II

3:35 PM - 4:25 PM Select-a-Session III

6:00 PM Country Buffet

7:00 PM Hospitality Rooms Open

Friday March 21, 2025

7:30 AM Registration Open

8:00 AM- 8:50 AM Select-a-Session IV

9:00 AM – 9:50 AM Select-a-Session V

10:00 AM Brunch

10:50 AM Closing Session

12:50 PM Gifts, Prizes, & Giveaways

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@nrca.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 Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

NRCSA's annual membership drive is virtually complete. Last year we had 221 school districts, ESU's, and State colleges. This year we will have 224 members, the most in NRCSA history! We are excited to welcome **Osmond, ESU 1, and Shelby-Rising City** to NRCSA! Thanks to all of our members, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

Jeremy Braden, Superintendent at Doniphan-Trumbull, has developed a useful agenda for onboarding new Board of Education members. Many of our districts will bring on new Board members in January. Jeremy's instrument could be a nice template for Superintendents and Board Presidents to use in working with new Board members. It may be accessed here:

[Board Member Onboarding](#)

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 Schruck (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)



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. NRCSA Executive Director Jack Moles traveled to David City to present her with her award, an inscribed teacher’s bell. Also pictured are David City Superintendent Chad Denker and High School Principal Cortney Couch.

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 were due on Monday, Dec. 2. The NRCSA Scholarship and Recognitions Committee will select the three Spring semester scholarship winners. An announcement of the spring semester winners will be announced shortly.

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

NRCSA Scholarships & Awards. Each year NRCSA honors excellence in our member schools through a series of scholarships and awards. The application and nomination forms are now available for these scholarships and awards. Winners will be announced at the 2025 NRCSA Spring Conference March 19 to 21, 2025.

Scholarship Forms

[**2025 NRCSA Scholarship Form**](#) (MS Word document)

[**2025 Gary Fisher Fine Arts Scholarship Form**](#) (MS Word document)

Awards Forms

[**Gary Fisher Outstanding Music Teacher**](#) (MS Word document)

[**NRCSA Outstanding Board Member Award**](#) (MS Word document)

[**NRCSA Outstanding Classified Staff Member Award**](#) (MS Word document)

[**NRCSA Outstanding Elementary Teacher Award**](#) (MS Word document)

[**NRCSA Outstanding ESU Staff Member Award**](#) (MS Word document)

[**NRCSA Outstanding Principal Award**](#) (MS Word document)

[**NRCSA Outstanding Secondary Teacher Award**](#) (MS Word document)

[**NRCSA Outstanding Superintendent Award**](#) (MS Word document)

Application & Nomination Deadline: **February 7, 2025.**



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). By approving Initiative 435, Nebraskans also voted to repeal LB 1402, which provided public money to be used by Nebraska’s private schools

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 \(Edwards, Westerhold, & Moore\)](#)

From Governor Pillen’s website:

Governor Jim Pillen is providing state senators with the newly published 2024 School Property Tax Collection Report, aimed at providing historical context for funding of the state’s school districts, the impact of recent legislation in reigning in property tax increases and a request to state senators to consider legislation that will finally address inconsistencies in state aid to schools. The report, compiled by the Governor’s Policy and Research Office (GPRO), compares data across each of the state’s 244 school districts, accounting for the impact of state aid and property tax increases to taxpayers in those districts.

“We have newly elected state senators who may not have a complete understanding of how the state’s funding formula has worked historically, nor the impact of recent legislative initiatives when it comes to setting caps and also providing state funding to those districts,” said Gov. Pillen. “This document helps illustrate the impact of those changes and hopefully, inform discussions as we embark on the next legislative session and resume efforts to provide additional property tax relief to Nebraskans.”

There are three key findings from the report:

Caps are working to slow the growth of school property taxes. It is estimated that in 2024 growth will be 2.7%, the smallest percentage increase since 2018.

Cuts in state aid are negatively impacting property tax relief delivery, especially for certain districts.

State revenues can eliminate property tax increases enacted by school districts, through the creation of a stable school aid formula.

“The majority of a taxpayer’s property tax bill is tied to their local school district – an average of 60 percent,” said GPRO Director Kenny Zoeller. “One hundred and eleven school districts have had a reduction in state

aid in the current year. Some have increased property taxes to help meet that decrease and others have far exceeded it. We need to find a way to better help districts budget for the aid they do get, thereby creating some predictability and hopefully, further reduce what Nebraskans end up paying in property taxes year over year.”

The analysis calls for Nebraska lawmakers to provide greater funding certainty through the Tax Equity and Equalization opportunities Support Act (TEEOSA). That formula has undergone multiple adjustments since its creation in 1990, which has also made it more confusing and has created disparities among districts in how they manage predicting budget shortfalls that are subsequently made up through property tax increases.

“The formula is inconsistent and hits taxpayers hard. It is not fair to them or the schools. Providing certainty to school districts will allow Nebraska to have sustained property tax reductions for the first time in history,” concludes the report.

[2024 Property Tax Collection Report](#)

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

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

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

[NRCSA School Programs](#)

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

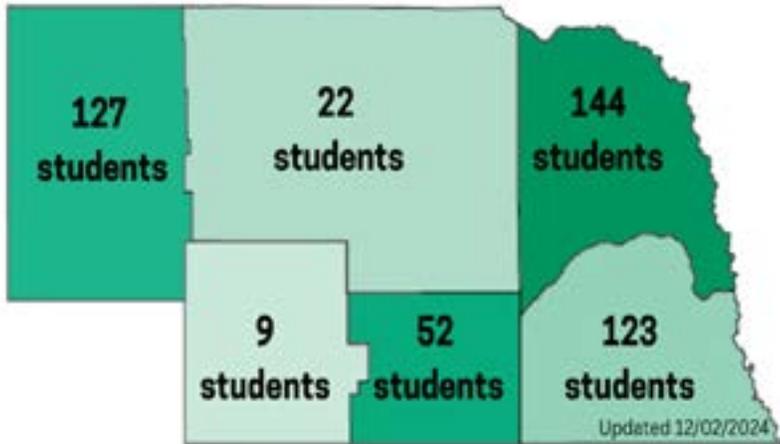
- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school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

Nebraska SMART Free Online Tutoring for K-12 Students

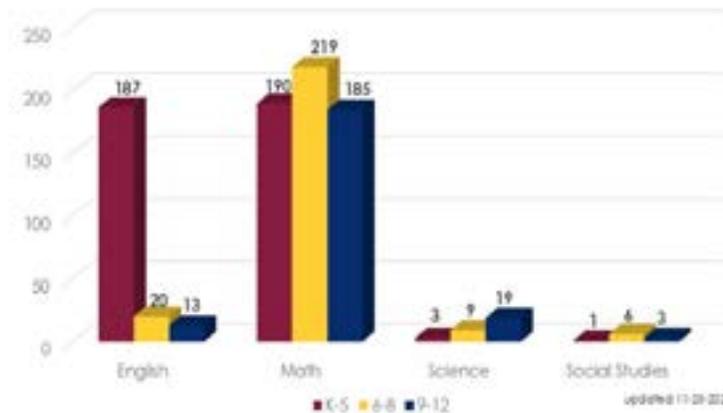
Nebraska SMART End-of-Semester Feedback Survey

As we approach the end of the semester, Nebraska SMART would like to gather feedback to support ongoing improvement of the Program. Would you take a few minutes to complete the Nebraska SMART [End-of-Semester Feedback Survey](#)? Please feel free to share this survey with principals, teachers, counselors, and other district staff.

Since the end of the Spring 2024 Semester, over 335 new students have registered, bringing the total to 477 students, 75% of whom attend NRCSA member school districts.



Our Tutors have been conducting an average of 50-60 sessions each week. Since the start of the current semester in September, 641 sessions have been completed, totaling 855 sessions since tutoring began in February. Our Tutors have spent over 350 hours this semester helping students across rural Nebraska. Below is a breakdown of tutoring sessions completed by subject and grade level since February.



Tutoring Hours

Tutoring for the Fall 2024 Semester is available Monday through Thursday, from 3:30 to 7:30 PM local time. Fall tutoring will end on December 12, tutoring will resume January 13, 2025.

How can school districts help?

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

Share about Nebraska SMART

- In school/district/classroom parent newsletters
- During Parent/Teacher Conferences
- With Teachers, Counselors, Parent/Teacher Associations, and district staff

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

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

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

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

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

Julie Dickerson, Nebraska SMART Director

nebraskasmart@nscs.edu

From Rebecca Vogt, UNL

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

Well Being of Rural Nebraskans

From Jay Martin, NDE Director of School Safety & Security

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

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

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

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

Take care and have a safe school year!

School Safety Newsletter - Fall 2024

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

Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening

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

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

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

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

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

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

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

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with

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

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

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

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

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

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

[Adopted copy](#)

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

[Why Rural Matters](#)

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

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

[Understanding REAP](#)

NRCSA is pleased to announce a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there

does not appear to be that same capability when looking at staff services.

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

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

[New Leaf PowerPoint Presentation](#)



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

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



[Read the Full Blog](#)

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 117 such meetings. I most recently attended the Board meetings at Stuart and West Holt on Monday, Nov. 11, ESU 17 in Ainsworth on Tuesday, Nov. 12, and Valentine on Wednesday, Nov. 13.

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

Monday, December 9: Boone Central and Newman Grove

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.



STUART BOARD OF EDUCATION AND ADMINISTRATION



WEST HOLT BOARD OF EDUCATION AND ADMINISTRATION



ESU 17 BOARD OF EDUCATION AND ADMINISTRATOR GERALDINE ERICKSON



VALENTINE BOARD OF EDUCATION AND ADMINISTRATION

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

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

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

Improving Cardiac Response in Schools. Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop [Cardiac Emergency Response Plans](#). These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: Tim.Nikolai@heart.org.

[Learn CPR in 60 Seconds](#)

A note from Mr. Nikolai:

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

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

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

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

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

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

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

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

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program.*

They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.

- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

[American Heart Association Service Summary](#)

Farm to School Network Takes Root in Nebraska

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

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

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

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

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

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

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

[Superintendent Check List](#)

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

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

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2023-24, 98 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2023-24, the rebate was over \$30,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrca.net) or Jeff Bundy (jbundy@nrca.net).



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.

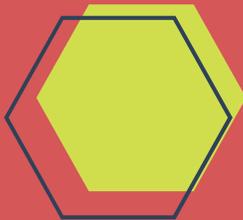
Book your School's Presentation

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

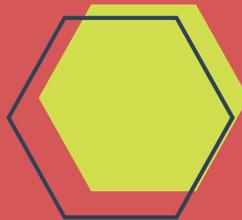


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

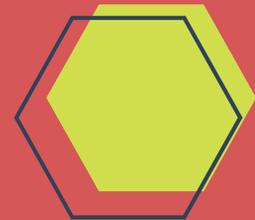


During the Game/Event

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.

December 2024:

- * Minden won the Class C1 State Volleyball Championship.
- * Superior finished as the Class D1 State Volleyball Champion.
- * Shelton won the Class D2 State Volleyball Championship.
- * Reagan Meyers, a sophomore at Superior, broke the 20-year old state Volleyball record for kills in a season with 834.
- * Athletes from NRCSA-member schools who were chosen to the State Volleyball All Tournament Team were:
 - Class C1: Nora Herian (Pierce), Shayla Rautenberg (Milford), Mattie Kamery (Minden), Myla Emery (Minden), Aubree Bules (Minden)
 - Class C2: Emma Bruggemann (Thayer Central), Ella Bruggemann (Thayer Central)
 - Class D1: Reagan Meyers (Superior), Kaydence Haase (EMF), Campbell Bohling (BDS), Halle Bargaen (Superior), Faith Butler (Superior), Taylin Schluter (EMF)
 - Class D2: Erin Gegg (Shelton), Jalyn Branson (Shelton), Daisy Ryan (Overton), Shawnee Gamble (Leyton), Zaili Benish (Leyton)
- * Several athletes from NRCSA-member schools were named first team All-State in Softball by the Omaha World-Herald (OWH) and/or the Lincoln Journal-Star (LJS). They include:
 - SUPER STATE: Reyse Zobel, Northwest (LJS), Sydney Atkins, DC West (LJS)
 - CLASS B: Reyse Zobel, Northwest (LJS/OWH), Adi Farhrnbruch, Aurora (LJS/OWH), Kyra Ray, Northwest (LJS/OWH)
 - CLASS C: Sydney Atkins, DC West (LJS/OWH), Maddison Zach, DC West (LJS/OWH), Kaylee Taylor, Ft. Calhoun (LJS/OWH), Maya Dolliver, NEN–cooperative of Pender & Wisner-Pilger (LJS), Taylor Scholting, NEN (OWH), Izzabella Zach, DC West (OWH), Tracey Belina, Ft. Calhoun (OWH)
- * The Jet Award Foundation has established the Jordan Larson Girls Athlete of the Year Award which will go to the state's outstanding high school girl athlete. Jordan Larson is a graduate of NRCSA-member Logan View. Among the nominees for the first award are athletes from two NRCSA-member schools: Reagan Meyers of Superior (Volleyball) and Karsyn Leeling of Sidney (Track and Field).

* Melissa Polonic, Superintendent at Douglas County West, was honored as the 2024 NASA Nebraska Superintendent of the Year.



* Stuart won the 6-man State Football championship. S-E-M finished as the runner-up.

* Riverside was the runner-up in Class D2 State Football.

* Sandy Creek was the Class D1 Football State Champion. Stanton finished as the runner-up.

* Brad Wilkins of Ainsworth was honored by the Nebraska Association of School Boards with the Ann Mactier School Board Member of the Year Award.



BRAD WILKINS, AINSWORTH BOARD OF ED, AND FAMILY

* 155 Nebraskans received American FFA Degree this fall. Of those, 142 are graduates of NRCSA-member school districts. Almost 92%!

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: NREA seeks preservation of critical federal funding for rural schools.

2) REAP FUNDING: NREA 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: NREA supports efforts to ensure any infrastructure proposal in Congress must include funding for modernizing or maintaining rural school facilities.

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

5) SCHOOL SAFETY: NREA 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: NREA 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.

NREA Legislative Committee 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 in November's elections. 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.

FY2025 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.

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

[NRCSA Principal Search Brochure](#)

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

All of NRCSA's corporate exhibit at the NRCSA Spring Conference.

This month we recognize:



Proactive Roof and Building Envelope Maintenance: Maximizing School District Budgets and Infrastructure Lifespan

It is often said that “the only thing constant is change” – a truth that underscores the importance of proactive roof and building envelope maintenance in school districts. No one ever wants to deal with leaks or other moisture issues in a school. Tremco Roofing and Building Maintenance has partnered with school districts nationwide, offering budget-friendly solutions that protect critical infrastructure and extend asset life. Since ESSER funding is no longer available, many schools may be challenged by limited resources to address deferred maintenance.

Tremco solutions are designed to meet challenging budget constraints while protecting your roofing and building envelope assets, extending performance life for as long as possible, and helping you plan for long-term needs while addressing your most urgent roofing and building envelope problems today.

The True Cost of “Run-to-Failure” Maintenance

It’s a familiar story: a roof starts leaking, and by the time the issue is investigated, warranties have expired, leaving only one solution—an expensive total roof replacement. Allowing roofs to “run to failure” is both costly and disruptive. By maintaining and restoring your roofs before they reach the point of failure, you can avoid emergency repairs and extend the life of your assets.

The Power of Proactive Maintenance

Routine inspections, diagnostics, and timely repairs are essential to prolonging roof life. By catching minor issues early and restoring rather than replacing roofs, schools can save significantly. Roof restoration is not only more cost-effective but also less disruptive. Unlike roof replacement, which involves tearing off the old roof and generating significant waste, restoration uses fluid-applied systems that extend the roof’s life by 20 years or more—often with minimal odor or disruption to the learning environment.

Scheduled roof maintenance is essential to avoid premature roof failures. Routine maintenance helps prevent small issues, like cracks or blisters, from escalating into costly damage. Roof systems should be inspected and maintained regularly and include:

- **Inspection and Cleaning:** roofs should be inspected for surface damage, pooling water, debris accumulation, and signs of leaks or compromised seals, especially around roof penetrations, and cleaned annually.
- **Drains and Curbs:** Flat roofs are more prone to pooling water, which can lead to leaks, mold, and structural damage. Cleaning drain assemblies and possibly installing new drains may alleviate this problem.
- **Joint Sealing:** Extreme weather changes, age and other problems can create cracks or open joints in your parapet walls and concrete surfaces. This can allow water to infiltrate your roof and building. Early detection of cracks in the roof membrane protects the building’s interior and structural integrity.
- **Flashings:** The most common reason for premature roof failure is flashing problems. Simply repairing or replacing failing flashings with reinforcement membranes designed to be compatible with your roof system can help you avoid major problems down the road.
- **Patch and Repair:** As roofs age, minor problems such as tears and splits in the membrane, as well as cracks and deterioration of the walls may occur. Left unrepaired, they can become major problems and lead to large capital expenses.



Tremco/WTI for Your Maintenance Needs

Limited budgets and vast responsibilities often mean that roofing and building envelope maintenance is reactive rather than proactive; only addressed when leaks or damage appear.

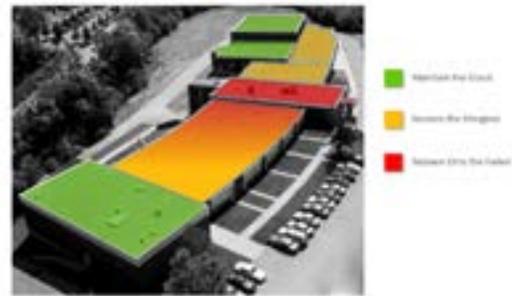
Through Tremco Roofing's affiliated construction services company, WTI (Weatherproofing Technologies, Inc.), school districts in Nebraska can obtain comprehensive maintenance, repair, roof management, and general contracting services for the entire building envelope. From simple patch and repair to ongoing maintenance to roof restoration or even replacement, Tremco and WTI have you covered. Taking a proactive approach to managing facility infrastructure can prevent costly emergencies, reduce disruptions, and stretch your budget much further.

Tremco even offers the TremSource® leak management program. One call to our 24/7 hotline sends qualified roofing technicians to find and repair roof leaks anywhere at your facility.

Asset Management Methodology: A Roadmap for Success

Tremco takes roof maintenance a step further with its asset management program. An effective facility asset management program consists of three parts: expert inventory assessment, prioritized construction, and scheduled maintenance—so you know what you have, spend wisely and keep your building enclosures operational for as long as possible. With this approach, you can optimize both your budget and your operations.

The first step in effective asset management is assessing the condition of your roof and other building envelope components. Categorize them using a simple triage system:



- **Green (Maintain):** These areas are in good condition and require routine maintenance.
- **Amber (Restore):** These areas need restoration to prevent further degradation.
- **Red (Replace):** These areas have reached the end of their useful life and require replacement.

This categorization allows you to develop a long-term (10-20+ years) maintenance and repair plan. Applying this methodology to all aspects of your building envelope—roofs, walls, windows, and foundations—can save time and money in the long run.

Beyond Roofing: A Holistic Approach to Asset Management

While roofing is an essential starting point, the asset management approach should extend to the entire building envelope. Walls, windows, doors, and foundations all play a role in maintaining the building's integrity and energy efficiency. By understanding the condition of these assets, prioritizing repairs, and developing a structured plan, districts can achieve predictable budgets and long-term cost savings.

Conclusion: The Payoff of Proactive Maintenance and Asset Management

For rural school districts in Nebraska, proactive maintenance and asset management offers a clear path to optimizing performance, extending the life of critical infrastructure, and avoiding costly emergency repairs. By investing in routine maintenance and timely restorations, facility managers can safeguard their buildings, protect their budgets, and ensure a safe, comfortable learning environment for years to come.

Contact Jim Wolfsohn at 816.801.7844 or jwolfsohn@tremcoinc.com to discover how **Tremco** can help your district implement cost-saving, proactive maintenance strategies



Purple Ribbon Partners



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Purple Ribbon Partners



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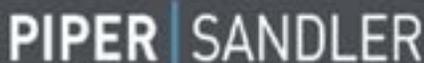
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MEMBER SPOTLIGHT

Alliance Public Schools



Mascot: Bulldogs

Enrollment: 336

Location(s): Alliance, NE

Interesting Fact: Minnesota governor and vice presidential nominee Tim Walz is a former teacher at Alliance High School.

Superintendent: **Dr. Troy Unzicker**



Principals(L to R): **Brenda Mills** – Emerson Elementary, **Chris Bailey** – Grandview Elementary, **Troy Mach** – Alliance Middle School, **Chris Stein** - Alliance High School, **Anita James** – Asst. High School Principal



Board of Education: **Tim Kollars, Shanna Brown, Tim Richey, Edison Red Nest, Jake Sylvester, Dave Rischling**

Programs

Program 1. – During the 2023/2024 school year, Alliance Public Schools focused on improving our chronic absenteeism rate in a movement spearheaded by Alliance High School assistant principal Anita James. APS partnered with NDE to identify reasons for chronic absenteeism by working with our students and patrons. In addition, each building focused on incentives with students and increasing awareness amongst the community. By the end of the year, the district saw a 15% drop in chronic absenteeism.

Program 2. – Grandview Elementary, led by Principal Chris Bailey, has implemented their BARK UP program to address Tiers 2 and 3 behaviors. The mission of the BARK UP program is to provide individualized, structured, and continuous behavior interventions for students grades 3-5 at Grandview Elementary.

Goals of the program:

- Identify and address the underlying causes of challenging behaviors.
- Teach individuals new skills and strategies for managing their behavior.
- Create a positive and supportive environment that promotes prosocial behaviors.
- Collaborate with families and other stakeholders to develop and implement effective interventions.

MEMBER SPOTLIGHT

Sandy Creek Public Schools



Mascots: Cougars

Enrollment: 425 K-12

Location(s): 3 Miles east of Fairfield; 6 miles south of Clay Center

Interesting Fact: Our High School has no classrooms...we operate with an “open concept” floor plan that serves our NCAPS program well.

Superintendent: Stephen Grizzle

Principals:

Elementary Principal - **Joe Wiechman,**

Secondary Principal - **Jason Searle**



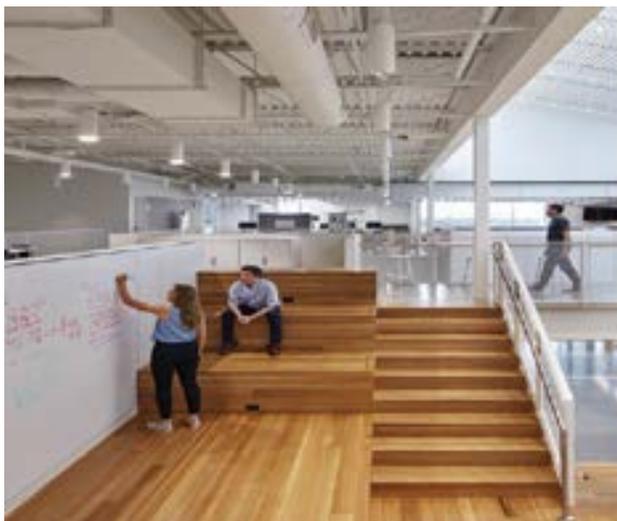
Board of Education: Chad Dane, Ryan Petr, Donita Furman, Brian Shaw, Sara Hemberger & Cheryl Brockman



Class D1 Football State Champions



Class D1 Cross Country Runner-Up



Programs:

Program 1. - NCAPS

In 2019 the Sandy Creek facility opened the newly renovated Nebraska Center for Advanced Professional Studies. The program is a nationally recognized, innovative high school program where students fast forward into their future and are immersed in a professional culture, solving real world problems, using industry standard tools and mentored by actual employers, while receiving high school and college credit. NCAPS is an example of how business, community and public education partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs. NCAPS students can study in the fields of Agriculture; Business; Communication Arts; Construction; Culinary Arts; Education; Engineering; Government & Law; Health Sciences; Manufacturing and Transportation.

Program 2. - Preschool NeMTSS

Sandy Creek has a long standing partnership with Head Start of Hastings and the Early Development Network to provide extended services to students and families. The partnership also provides transportation, para education positions, family engagement opportunities, and staff professional development.

The Sandy Creek Preschool operates specifically around the early intervention approach developed around the MTSS Framework. The program is built around four fulltime classrooms with four full time teachers and nine paraeducators along with on-site speech language, occupational therapy, and physical therapy services. The program can accommodate up to 80 students with a regular attendance level of around 60 students. Students have the option to attend full days or half days Monday through Thursday in mixed age group classrooms during the morning hours. Following the lunch hour, students transition to other rooms with specific lessons designed around their needs. The program also supports early enrollment for students transitioning from IFSPs to IEPs at age three. The staff utilizes the MTSS framework and GOLD data to structure common planning times on Friday to attend professional development, prepare common lessons, and differentiate instruction for small groups.

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

Big Red Leader Website

Big Red Leadership Flyer

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

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

GOLD Highlights:

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

GOLD Includes:

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

To Learn More:

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

Chadron State College Special Education Para-Teacher Program Initiative.

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

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

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

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

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement

in PK-12 Special Education. Chadron State's education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate's Degree or the equivalent in college credit hours. (CSC will work with those applicants to provide them with the needed coursework leading up to program entry).
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

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

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

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

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

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

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

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

For more information, please visit our clinic website:

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

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

[NRCSA Spending Study](#)

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

Contact Information

NRCSA

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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](#)

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[Terrell McKinney, Dist 5](#)

[Fred Meyer, Dist 41](#)

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[Dave Murman, Dist 38](#)

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[Julie Slama, Dist 1](#)

[Tony Vargas, Dist 7](#)

[Brad Von Gillern, Dist 4](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Anna Wishart, Dist 27](#)



NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program



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



www.nrca.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

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MID-YEAR 2024 POLICY UPDATE

Recently, the Nebraska Department of Education notified schools about updates to federal guidance and regulations. These changes require updates to Policy 3132 (“Internal Controls”). As a reminder, Policy 3132 is one of the key policies required and reviewed during federal audits. Although most of the updates are technical, these updates include:

1. Add a reference to “cybersecurity” to the District’s obligation to protect sensitive information;
2. Clarify the monetary threshold (now \$10,000) for the disposition of property acquired with federal funds;
3. Include the required contract terms for contracts with federal awards;
4. Add a requirement for federal interest reporting and recording;
5. Update the suspension and debarment language to now provide three options to confirm a contractor has not been suspended or debarred from performing federal work;
6. Increase the capital expenditure threshold from \$5,000 to \$10,000; and
7. Update the conflict-of-interest language.

The new regulations also increase the single audit threshold from \$750,000 to \$1,000,000.

Please let us know if you have any questions.

Business OperationsInternal Controls

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

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

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

Legal Reference: 2 C.F.R. § 200.303.

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

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a control system to ensure safeguards for preventing property loss, damage, or theft;
- 4) Implement adequate maintenance procedures for the equipment; and
- 5) Implement sales and disposition procedures for the equipment to ensure the highest possible return.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value of \$10,000 or less (per unit) may be retained, sold, or otherwise disposed of in accordance with the Board's Sale and Disposal of Property Policy.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value in excess of \$10,000 (per unit), may only be sold or otherwise disposed of in accordance with the provisions of 2 C.F.R. § 200.313(e)(2)-(3).

Legal Reference: 2 C.F.R. §§ 200.313 & 200.303.

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

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for small purchases (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids (over \$250,000);
- 4) A procedure for competitive proposals (with an explanation for why sealed bids were not accepted if over \$250,000); and
- 5) A procedure for noncompetitive bids.

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

Cross-Reference: Policies 3130 & 3131.

Contract Terms: All contracts funded (in whole or in part) by federal funds and/or federal awards must contain the following terms or, via this Policy, the following terms are required and incorporated into any such contracts:

- 1) An assurance that minority business enterprises and labor surplus area firms are used, when possible;
- 2) An Anti-Lobbying clause for all contracts, including an Anti-Lobbying Certification, for contracts exceeding \$100,000;
- 3) A Suspension and Debarment clause;
- 4) A provision for termination for cause and for convenience, including the manner by which it will be affected and the basis for settlement;
- 5) A clause that addresses administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and a provision for sanctions and penalties;
- 6) For contracts in excess of \$150,000, a clause addressing the Clean Air Act and the Federal Water Pollution Control Act;
- 7) A provision maintaining contract oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders;
- 8) A provision addressing the District's conflict of interest policies; and
- 9) A requirement that the contractor maintains records related to the contracted work.

Legal Reference: 2 CFR § 200.319(d); 2 CFR § 200.321; 2 CFR § 200, Appendix II(I); 2 CFR § 200, Appendix II(H); 2 CFR § 200, Appendix II(B); 2 CFR § 200, Appendix II(A); 2 CFR § 200, Appendix II(G); 2 CFR § 200.318(b); 2 CFR § 200.318(c)(1); 2 CFR § 200.318(i); 2 CFR § 200.324(a); 2 CFR § 200.324(b).

Federal Interest Reporting: The District will follow the required federal interest reporting and recording requirements, if applicable, for any real property or improvement interest financed, in whole or in part, with federal funds.

Legal Reference: 2 CFR §§ 200.310-200.313.

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

For all other records, the District will retain such records for the length of time as required by law.

Legal Reference: 2 C.F.R. § 200.333, 2 C.F.R. § 200.34 & 34 C.F.R. § 81.31.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will either: (1) verify that a vendor has not been debarred, suspended or otherwise excluded via SAM.gov, (2) collect a verification from that vendor; or (3) add a clause to the contract with the vendor. The District will maintain a copy of said verification or documentation.

Legal Reference: 2 C.F.R. § 200.213.

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

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Maintaining records and documentation that sufficiently identify the amount, source, and expenditure of funds for federally funded activities;
- 4) Ensuring effective controls over accountability and safeguards for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

Any leave and/or fringe benefits charged to a federal award must satisfy all criteria set forth in 2 C.F.R. § 200.431(b) and/or (c).

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

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

Federal Funds for Construction Projects: If the District is granted the authority to use federal funds for a construction project, the District will follow the Davis-Bacon and Related Acts, including the payment of “prevailing wages” to those who work on the job site, as well as the contractor bonding requirements.

Legal Reference: 40 U.S.C. § 3141, et seq; 2 C.F.R. § 200.326.

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

- 1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- 2) Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$10,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- 3) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.
- 4) Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.
- 5) When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the federal awarding agency.
- 6) If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

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

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

Conflict of Interest: No District employee, agent, or Board Member with a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by or with federal funds. A “conflict of interest” includes, but is not limited to, a financial or other interest in or a tangible personal benefit from federal funds that would directly or indirectly benefit either (1) the employee, agent, or board member; (2) any member of their immediate family; or their spouse or partner, or (3) an organization that employs or is about to employ those individuals. District employees, agents, and Board Members may only accept gratuities, favors, or anything of monetary value from federally funded contractors in accordance with the District’s Conflict of Interest Policy. Any District employee, agent, or Board Member who knowingly violates these terms may be subject to discipline, up to and including termination of employment and/or referral for possible criminal prosecution.

Legal Reference: 2 C.F.R. §§ 200.112 & 200.318.

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

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

Date of Adoption: [Insert Date]

INTERLOCAL AGREEMENT BASEBALL COMPLEX

This Interlocal Agreement ("Agreement") is made and entered into under the provisions of the Nebraska Interlocal Cooperation Act, NEB. REV. STAT. §§ 13-801 to 13-827 ("Act"), between **Washington County School District 89-0024**, commonly known as **Arlington Public Schools** ("School"), and the **Washington County Agricultural Society (Ag Society)**". The parties are referred to collectively as "Parties."

WHEREAS, the Act provides that two or more public agencies may enter into an agreement for joint or cooperative action, and this Agreement is made and entered into pursuant to the provisions of that Act; and

WHEREAS, the Parties are public agencies and political subdivisions of the State of Nebraska;

WHEREAS, the Parties desire to make the most efficient use of their taxing authority and other powers to enable them to cooperate with each other and other entities as further agreed on the basis of mutual advantage to provide goods, services, and facilities in a manner and pursuant to forms of governmental organization that will accord the best results in terms of geographic, economic, population, and other factors that will influence the needs and development of the Parties; and

WHEREAS, the Parties have passed resolutions authorizing each party to approve and enter into this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, it is agreed by the parties as follows:

1. No Separate Legal Entity. This Agreement does not establish a separate legal or joint entity.

2. Purpose. The purpose of this Agreement is to share certain real property and its improvements owned by the School and Ag Society (hereinafter "Facility"). The real property is legally described and displayed in **Exhibit A** which is attached hereto and incorporated herein by this reference.

3. Term. This Agreement shall commence on January 1, 2025, and shall continue through Dec 31, 2030, unless terminated by the Parties as provided herein. This Agreement shall automatically renew for additional one-

year periods unless at least one of the Parties gives written notice to the other Parties of nonrenewal at least sixty (60) days before the conclusion of the term.

4. Administration. The School's Superintendent and the Ag Society's President (collectively "Administrators") shall be jointly responsible for administering the cooperative undertaking described in this Agreement. The Administrators may take any action authorized, either explicitly or implicitly, by the Interlocal Cooperation Act, including any action that may be necessary to perform the duties and functions as provided in this Agreement. Either Party may change their Administrator and shall provide the other Parties with the name of the new person.

5. Control and Supervision. During their respective use of the Facility, the Parties shall exercise that degree of control and supervision as is necessary for the effective management and use of the Facility. Such control and supervision will include the enforcement of any rules and regulations adopted by the Parties for the safety of persons engaged in use of the Facility.

6. Operations and Use.

The School shall have the right and responsibility for the control of the use of the Facility, owned by the School. The Ag Society shall have the rights and responsibility for the control of the Facility owned by the Ag Society. The use of the Facility shall be subject to the following:

- A. The right of the School to use the Facility for its baseball and/or other programs, provided that such use is properly coordinated the Ag Society;
- B. The right of the Ag Society (or such other entity or body duly appointed by the Ag Society) to use the Facility, provided that no automobiles, farm machinery, animals, livestock, temporary building(s), or any and all other items of personal or inter-mixed property are placed in, on, or within the fenced boundaries of the ball diamond located on the; and
- C. The general right of all parties to access or enter upon the Facility for any reasonable purpose as long as it does not interfere with any use granted by this Agreement to any other Party.

7. Easement. The Ag Society grants and conveys an easement to the School with regards to the Facility for the ingress, egress, regress and

parking associated with the operations of use under paragraph 6, and the Ag Society hereby reserves unto itself a like and similar easement with regard to the Facility.

8. Use of Facility by Other Persons or Organizations. The Parties may allow other individual, entities, or organization not subject to this Agreement to use the Facility, provided that the use by others does not interfere with the rights granted to the Parties in this Agreement.

9. General Care. The Parties responsible for the general care of the Facility are as follows:

A. School - from March 1st through the May 31 each year for the baseball field fenced area and related concession/restroom structures. The School will be responsible for fertilizer and broadleaf control applications, aerating, and seeding each year.

B. Ag Society – mowing and care of grass areas outside of the fenced ball field year round with the exception of March 1 through May 31.

“General care of the Facility” means mowing, fertilizing, watering, and otherwise maintaining the ball fields (baselines, bases, etc.); weed control; cleaning the concession stand (including its appliances, sinks, grandstands, dugouts, batting cages, and other concession stand equipment); providing maintenance and supplies for the Facility restrooms and press box.

10. Facility Improvements and Maintenance. The school may make such alterations, improvements, and repairs to the Facility as it desires, and will inform the Ag Society of such improvements if it is determined that such improvements may impact the typical usage of the facility by the Ag Society. The School agrees to be responsible for the payment of any and all repairs, alterations, improvements, and replacements it makes to the Facility except as otherwise agreed to by the parties in writing. All improvements made to the Facility shall be and remain the personal property of the Party that owns the real property on which the improvements are located.

11. Utilities. The school shall pay for all electricity, gas, water, sewer, water and sewer connections, light, heat, and power used, rendered, or supplied upon or in connection with the Facility and shall indemnify the Ag Society and School against any liability on such account.

12. Manner of Acquiring, Holding, and Disposing of Real and Personal Property. The Parties’ respective governing boards shall determine the manner of acquiring, holding, or disposing of real property in the event

that such a need arises. In no event shall the Administrators have the authority to acquire real property on behalf of the Parties. The Administrators shall have the authority to acquire and hold any personal property that is needed or required for the implementation of any purpose of this Agreement. The title to all such personal property shall be held in the name of the acquiring party for the benefit of all Parties. The Parties shall have the authority to dispose of such personal property, provided that (a) any such disposal shall comply with state law, and (b) any funds raised from such sale shall be shared by the parties in proportion to their contribution made to obtain the property.

13. Financing and Budgeting. Each party will budget separately to pay the costs and expenses that it will reasonably and necessarily incur to fulfill its obligations under this agreement.

14. Damage or Destruction. The Parties agree that in the event of the damage or destruction of the Facility, they shall be restored to the same use to the extent possible with insurance proceeds. No party shall be obligated to restore the Facility beyond what can be provided with insurance proceeds. In the event that insurance proceeds are insufficient to repair or replace the Facility, this Agreement shall terminate.

15. Taxes. This Agreement does not grant the Parties any authority to levy, collect, or account for any tax authorized under sections 13-318 through 13-326 or 13-2813 through 2816. The Party owning the Property will be liable for any real estate tax or assessment on such Property.

16. Nondiscrimination. The Parties shall not discriminate against any employee or applicant who is to be employed for performance of this Agreement with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.

17. Employment Eligibility Verification. The Parties shall use a federal immigration verification system to determine the work eligibility status of employees hired on or after October 1, 2009 and who are physically performing services within the State of Nebraska. If a party employs or contracts with any subcontractor in connection with this Agreement, the contracting party shall include a provision in the contract requiring the subcontractor to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.

18. Termination. The Parties may terminate this Agreement prior to its scheduled termination date only if each of the Parties' governing boards passes a resolution and submits a copy of it to the other Parties. Any funds or property in possession of the Parties as a result of this Agreement shall be divided and distributed to the party that contributed it or funded its purchases. Termination shall not relieve a Party of any obligation for its share of any outstanding indebtedness or expense incurred under this Agreement.

19. Default. A Party shall be in default under this Agreement if it breaches, defaults on, or otherwise fails to perform or satisfy any agreement, obligation, term, covenant, condition, or provision set forth herein or arising hereunder, and such breach, default, or failure to perform continues for a period of thirty (30) days after the Party receives written notice of such breach or failure to perform from the other Party; or, if such breach cannot reasonably be cured within such 30-day period, and the breaching party fails to commence to cure such breach within such thirty (30) days after notice from the non-breaching Party or fails to proceed diligently to cure such breach within a reasonable time thereafter. Upon default by a Party, the remaining Parties may pursue any remedy provided by law.

20. Insurance. Each Party shall obtain and maintain liability insurance coverage for any personal injuries to any person or person on or about the Facility during the terms of this Agreement in the amounts of \$1,000,000 for one accident and \$5,000,000 in the aggregate. The insurance required in this paragraph, through a policy or endorsement, shall include a provision that the policy and endorsements may not be canceled or modified without thirty (30) days prior written notice to the other Parties. Each Party's liability policy shall name the other parties as additional insureds. Each Party shall furnish a certificate of insurance to the undersigned representatives of every other Party prior to commencement of this Agreement. The parties shall otherwise obtain and pay for such other insurance it deems necessary and appropriate or as otherwise required by law.

21. Indemnification. To the extent permitted by applicable law, but without waiving any rights under any applicable state governmental immunity act, the Parties hereto agree to indemnify each other from any and all liabilities, claims, expenses, losses or damages, including attorneys' fees, which may arise in connection with the use of the Facility and which are caused, in whole or in part, by the negligent act or omission of the indemnifying party.

22. New Members. The Parties may add additional parties to this Agreement by the unanimous consent of the then current member Parties. The Administrators shall establish the fees, costs, charges, assessments, and other conditions required for participation by the new member.

23. Notice. Each Party giving any Notice ("Notice") under this Agreement must give written Notice by personal delivery, registered or certified Mail (in each case, return receipt requested and postage prepaid), or electronic mail (to the School's Superintendent, and the Ag Society's President with receipt confirmed). Notice shall be sent to the following addressees at the following addresses:

School: Arlington Public Schools
Attn: Superintendent
705 N. 9th Street; PO Box 580
Arlington, NE 68002-0580

Fair Board: Washington County Agricultural Society
Attn: Jason Cloudt
PO Box 1
Arlington, NE 68002

Notice is effective only if the party giving the Notice has complied with this section.

24. Amendments and Modifications. The Parties may amend or modify this Agreement only by a signed, written unanimous agreement that identifies itself as an amendment or modification to this Agreement. No other alterations in the terms of this agreement shall be valid or binding.

25. Severability. If any provision of this Agreement is determined to be unenforceable, the remaining provisions of this Agreement remain in full force, if the essential terms and conditions of this Agreement for each party remain enforceable.

26. Counterparts. The Parties may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the Parties need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile or other electronic means is as effective as executing and delivering this Agreement in the presence of the other Parties to this Agreement. This Agreement is effective upon delivery of

one executed counterpart from each party to the other party. In proving this Agreement, a party must produce or account only for the executed counterpart of the party to be charged.

27. Assignment. The Parties shall not assign or otherwise dispose of this Agreement or any duty, right, or responsibility contemplated in this Agreement to any other person or entity without the previous written consent of the other Parties.

28. Entire Agreement. The Agreement is the complete and exclusive expression of the Parties' agreement on the matters contained in this Agreement. All prior and contemporaneous negotiations and agreements between the Parties on the matters contained in this Agreement are expressly merged into and superseded by this Agreement.

**WASHINGTON COUNTY SCHOOL
DISTRICT NO. 89-0024, A/K/A
ARLINGTON PUBLIC SCHOOLS**

By: _____

Name: _____

Title: _____

Date: _____

WASHINGTON COUNTY AGRICULTURAL SOCIETY

By: _____

Name: _____

Title: _____

Date: _____

EXHIBIT A

Tax Lot 110-111, and Tax Lot 112-113, and Tax Lot 106 North of Tax Lot 111, lying in the Southeast Quarter of the Southwest Quarter (SE1/4 SW1/4) of Section Twelve (12), Township Seventeen (17) North, Range Nine (9), East of the 6th P.M., Washington County, Nebraska. In the event that these legal descriptions are modified for any reason and this Agreement is not amended to reflect such change, the legal description modification shall automatically be made a part of this Agreement.

