

Board of Education Regular Meeting
Monday, March 10, 2025 7:00 PM
HS CONFERENCE ROOM
705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3.
 - Resignations:
 - Jeff Kment, HS Science
 - 3.4. Hires:
 - Taylor Wakefield, Elementary Classroom
 - Jena Beranek, Elem SPED
 - Frankie Klaussen, Elem Classroom
 - Lindsey Schlosser, HS Science
 - 3.5. Reassignments:
 - Anna Hornung, Early Childhood Inclusive SPED (PK)
4. CURRICULUM/INSTRUCTION REPORTS
 - 6th Grade
 - Art
5. PRINCIPALS' REPORTS
 - 5.1. Mr. Shada's Activity Report
 - 5.2. Dr. Morgan's Elementary Report
 - 5.3. Mr. Pfingsten's Secondary Report
6. SUPERINTENDENT'S REPORT
 - 6.1. Legislative Update
 - 6.2. NASB and NRCSA Reports
 - 6.3. Grading Scale Ad Hoc Discussion
 - 6.4. Enrollment Report
 - 6.5. State Aid Model Report
 - 6.6. Report on Days Missed Due to Weather to Date
 - 6.7. Discussion of Board Retreat
 - 6.8. Reminder of Community Engagement Tuesday March 11
7. COMMITTEE AND REPRESENTATIVE REPORTS
 - 7.1. Negotiations Committee
 - 7.2. Schedule Buildings and Grounds Meeting

- 7.3. Schedule Finance Committee Meeting
8. UNFINISHED BUSINESS
9. NEW BUSINESS
 - 9.1. Review Board Policies 4150-4270:
 - 4150- Evaluation of Certified Staff and Regulations
 - 4160- Reduction in Force Policy for Certified Staff
 - 4170- Leave of Absence and Regulation
 - 4180- Dual Sponsorship of an Activity
 - 4190- Standards of Performance
 - 4200- Qualifications of Non-Certificated Employees
 - 4201- At Will Employees
 - 4210- Hiring-Dismissal
 - 4220- Contract
 - 4230- Assignment and Transfer
 - 4240- Complaint
 - 4250- Non-Certified Staff - Bus Drivers
 - 4260- Standards of Performance for Non-Certified Staff
 - 4270- Staff Payments During Closure
 - 9.2. Discuss, Consider, and Take Necessary Action to Approve Wage Increases for Non-Certificated Staff for 2025-2026
 - 9.3. Discuss, Consider, and Take Necessary Action to Enter Into Contract with ESU2 for a Five-Year Period for Special Education Instruction Services (Ben Dobson) Beginning the 2025-2026 Year
 - 9.4. Discuss, Consider and Take Necessary Action to Approve Curriculum Purchase for Fine Arts (Instrumental and Vocal Music) on Curriculum Adoption Cycle
 - Quavar Music (\$13,377)
 - Music First (\$22,037.65)
 - 9.5. Discuss, Consider and Take Necessary Action to Approve Multi-Year Contract with Agile Sports (HUDL) for \$9200/year for Three Years (\$27,600)
10. ADJOURNMENT

Board of Education Regular Meeting

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

Monday, February 10, 2025 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

Motion to excuse the absence of board member Steve Slykhuis due to prior conflict before joining the board Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

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

Excused absence-Steve Slykhuis

Also Present were Jacque Morgan and Aaron Pfingsten Elementary and Secondary

Principals. Dawn Lewis Superintendent, and recording Secretary Jennifer Arp

Athletic Director James Shada was absent due to athletic activity happening at home this evening.

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 Cassie Flesner and a second by Jason Arp.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

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

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

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

- Includes SPED Training Stipends of \$500 each for:
 - Heather Mueller
 - Hayley McMartin
 - Charlee Bierman
 - Jordan Jenkins
 - Sarah Sharp
- These will be "Get SET" grant reimbursed

3.3.

Resignations:

- Gail Barth, PK
- Marc Rexroad, Industrial Tech

Hires:

- Kortney Daws, MS ELA

- Megan Porras, 9-10 ELA

Reassignments:

- Marcia Kaup, From 2nd Grade to K-6 Art
- Haley McMartin, From El. SPED to 2nd Grade
- Jaden Green, From 4th Grade to 1st Grade
- Anna Hornung, From 1st Grade to 2nd Grade

4. CURRICULUM/INSTRUCTION REPORTS

- FCS (Family Consumer Science)
- 5th Grade

Mrs. Mackenzie Rhoads and Mrs Carla Kaup were present to highlight and report on 5th grade Mr. Doug Hart was here to highlight and report on Family Consumer Science (FCS)

5. PRINCIPALS REPORTS

- 5.1. Mr. Pfingsten's Secondary Report
- 5.2. Dr. Morgan's Elementary Report
- 5.3. Mr. Shada's Activity Report

6. SUPERINTENDENTS REPORT

6.1. Discussion of Community Engagement Meeting, Focus Group Conversations, and Strategic Planning Next Steps

The community engagement meeting was postponed due to icy weather on Feb 5th. The board is looking at alternate dates to host the meeting with NASB.

6.2. NASB and NRCSA Reports

6.3. Supt Leave Log Review

6.4. Legislative Updates

6.5. Update on Recent Title IX Changes

6.6. Review Semi-Annual Arbor Family Usage Report

6.7. Discussion of Final Payment on the Lease Purchase scheduled 2026

The final payment for the lease purchase will come due in February next year.

The board discussed the options for the payment and/or trying to make some money on the interest. The total interest on the actual payment is low, but the interest on the account in the bank is about 3-4 %

The board agreed, It would make sense to keep the money in the account at this time to try and make some money off it.

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Committee for American Civics

The committee met this evening at 6:30 pm just prior to the board meeting and discussed the upcoming curriculum that will be in this year's cycle for the 2025-2026 school year.

Shanon Willmott reported on behalf of the committee. She spoke of the civic duties that are being covered by the school daily and quarterly. They also reported on the curriculum that is up for adoption for the 2025-2026 school year.

7.2. Negotiations Committee

Negotiations met January 28th, there will be action items later on this meeting.

8. UNFINISHED BUSINESS

9. NEW BUSINESS

9.1. Discuss, Consider, and Take Necessary Action to Approve Early Retirement Incentive Program Application and Agreement from Gail Barth

Motion to Approve Early Retirement Incentive Program Application for Gail Barth Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

9.2. Discuss, Consider, and Take Necessary Action to Approve Request for Leave of Absence by Certificated Staff Member

Motion to Approve Request for One Year Leave of Absence by Mrs. Nichole Fairhead Passed with a motion by Chase Kratochvil and a second by Jason Arp.

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

9.3. Discuss, Consider, and Take Necessary Action to Purchase Tomcat Pro Rideable Floor Cleaner as Presented

Motion to Purchase Tomcat Pro Rideable Floor Cleaner as Presented Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

9.4. Discuss, Consider and Take Necessary Action to Approve 2025-2027 Superintendent Contract with Dr. Dawn Lewis as discussed and publicized according to statute

The board discussed the renewal of the contract for Dr Dawn Lewis. A negotiation committee met on January 28th and discussed the contract and went over details, and took into consideration: years of service, and the salaries of other districts Superintendents. One of the board requirements for the superintendent is the superintendent evaluation, and all board members received a copy of the current evaluation. The members felt that there was really good discussion with all contracts that are being proposed for this year.

Motion to Approve 2025-2027 Superintendent Contract with Dr. Dawn Lewis as Presented Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

9.5. Discuss, Consider and Take Necessary Action to Approve Principal Contracts as Presented, with a 3.07% Total Package Increase:

- Aaron Pfingsten, Secondary Principal
- Jacqueline Morgan, Elementary Principal
- James Shada, Assistant Principal/Activities Director

Along with the Superintendent's contract, the negotiations committee also discussed and went over the principal's contracts, arrays and years of service. Again, the committee felt that all of our Administration was very good for our district and felt that they kept the budget in check. There was a lot of consideration for each of the contracts, and they wanted to make sure that the board members knew that they did not take anything lightly in presenting these contracts.

Motion to Approve Principal Contracts as Presented, with a 3.07% Total Package Increase for Mr. Pfingsten, Dr. Morgan, and Mr. Shada as Presented Passed with a motion by Cassie Flesner and a second by Brian Laaker.

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

9.6. Discuss, Consider, and Take Necessary Action to Approve Certificated Director Contracts for 2025-2026:

- Tashia Wolf, Curriculum/Assessment Director
- Sarah Sharp, SPED/Student Services Director

The negotiations also met about these admin contracts for Mrs. Sharp and Mrs. Wolf. These arrays were a little different, as we were quite a bit behind in the arrays and could not catch up anyone in one or two years and will need to be responsible for the districts' money. These contract percentages are a bit higher due to trying to catch them up in the array and among other districts.

Motion to Approve Certificated Director Contracts for 2025-2026 as Presented for Mrs. Wolf and Mrs. Sharp Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.
Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

9.7. Discussion of Special Education Staffing Needs and Consideration of Adding Additional Staff

Sarah Sharp was here to discuss and give background on our Special Education Department program. Mrs. Sharp is looking at our special education population growth over the last 5 years. Our students with IEP have jumped from around 70 in 2021 to anticipating over 100 for the 2025-2026 school year. Not only is the number of students increasing, the current needs of the students are becoming more demanding. We have had numerous students move into the district with highly significant needs in the 2023-2024 school year, and she foresees no decline in the future. Other schools are showing high numbers across the state.

Mrs Sharp is proposing hiring another special education teacher for the next school year
Motion to add a certified staff member to fulfill special education staffing needs Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

9.8. Discuss, Consider, and Take Necessary Action to Adopt 2025-2026 School Year Calendar

The calendar for the 2025-2026 school year looks similar to last year, the end and start dates are close to the same. The late start Fridays are not as effective as the district had hoped and the district will go back to the regular start for all days of the week. There have been 4 professional development days that were added into the calendar to make up for the late starts.

The committee also determined that best way to fulfill those professional developments is also during conferences, so that the 2nd day of PTC will be a professional development day with no students, and there will be an extra day built in around Thanksgiving break as well.

They also felt that the last day of the school calendar would be a professional development day instead of ending the school year on a day with students.

The breaks fell a bit differently different, having to move the spring/Easter break a week up, but it will fill in nicely with giving everyone equal amounts of breaks.

2 snow days are built into the calendar- if no snow days are used, finals will be on May 18 -19 and last day would be the 20th. Teachers would need to report on the 21.

Motion to Approve 2025-2026 School Year Calendar as Presented Passed with a motion by Cassie Flesner and a second by Jason Arp.

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

10. ADJOURNMENT

Chase adjourned the meeting at 8:42 pm

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

**Arlington Public Schools
February 28, 2025**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
General Fund - 864	\$ 2,093,888.61	\$ 745,617.01	\$ 791,475.68	\$ 4,575.25	\$ 78,759.71	\$ 2,131,364.90
Activities - 109	\$ 209,454.33	\$ 33,511.83	\$ -	\$ 334.74	\$ -	\$ 216,209.56
Hot Lunch - 487	\$ 136,537.46	\$ 34,088.44	\$ -	\$ 77.37	\$ (78,759.71)	\$ 91,943.56
Depreciation Fund	\$ 860,821.36		\$ -	\$ 2,154.05	\$ -	\$ 862,975.41
Depreciation CD - 5826	\$ 275,040.58		\$ -	\$ -	\$ -	\$ 275,040.58
				Total Depreciation:		\$ 1,138,015.99
2017 Bond Refunding	\$ 243,089.11	\$ 27,339.66	\$ -	\$ 461.00	\$ -	\$ 270,889.77
QCPUF	\$ 176,708.26	\$ 1,040.87	\$ -	\$ 335.11		\$ 178,084.24
Spec Bldg Fund	\$ 774,793.11	\$ 20,363.86	\$ 370,512.50	\$ 1,469.32	\$ -	\$ 426,113.79
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
				Total Spec Bldg:		\$ 426,113.79
Total Special Funds	\$ 2,330,452.42	\$ 48,744.39	\$ 370,512.50	\$ 4,419.48	\$ -	\$ 2,013,103.79
Total SF minus CD's	\$ 2,055,411.84					\$ 1,738,063.21

CHECK REGISTER FOR January 2025

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Alpha ProSolutions	Drug testing supplies for nurse	\$117.50
American Broadband	Telephone service	
Airgas	Welding gas tank rental	\$92.75
Arbor Family Counseling	Onsite Services for December	
Awards Unlimited	Name plate	\$23.51
Bomgaars	Nozzle for fuel tank at bus barn	\$99.99
Border States	Lights	\$908.00
Blue Door Ped Therapy	OT Services	\$2,146.50
Capital One (Wal-Mart)	Supplies for school classrooms - various	\$458.22
Commercial Lighting	LED Lights	\$580.49
Countryside repair	Snow removal and repairs on Truck	\$1,636.53
Dietze Music	Elementary Band	\$40.00
Douglas County Election	General election fees	\$100.00
DB Nebraska	Supply fan motor	\$1,800.00
Eagle Auto	Transmission oil flush van #9	\$662.15
Enterprise Publishing	Legals and minutes for paper	\$312.69
Egan Supply	Disk Rider (replace old zamboni)	\$14,510.70
ESU 3	Student services	\$7,320.00
ESU 2	Independent school student services & Speech Path contract	\$42,908.13
Follette Content Solutions	Library books for 2nd quarter	\$1,013.85
Frontline Technologies	Applicant tracking renewal	\$2,788.46
Hometown Leasing	Copier Lease	\$1,810.93
Hyvee	Supplies for school classrooms - various	\$524.82
Integrated Life Choices	Student services	\$751.82
Jeredith Brands	Custodial cleaning for events	\$1,010.00
Richelle Jackson	Paid mileage for transporting student to ESU	\$75.60
KSB Law	Legal services	\$77.00
Knudsen Oil	Fuel for bus barn	\$3,028.66
LE Learn2Move	PT services	\$540.70
Wesley Martens	Activity Worker for Basketball games	\$260.00
Menrds	Various repairs and supplies for custodial and classrooms	\$360.90
Martin Clausen	Pest Control services	\$92.64
Methodist Fremont Health	Trainier services for January	\$3,102.50
NCS Pearson	testing supplies for Psych	\$376.95
NASB	Board Mmber workshop registrataion	\$265.00
NCDA	Show Choir registration	\$195.00
One Source	Background checks	\$5.00
OPPD	Electricity	\$11,364.97
O'Reilly Auto	Products for bus barn	\$73.90
Omaha Truck	Bus 2010 part	\$61.07
P& H Electric	Motor for HV/AC	\$147.50
Pave the Way	Concrete work for sidewalk	\$3,500.00
The Paper Corporation	Copy Paper	\$2,872.00
JW Pepper	Music for MS/HS	\$518.08
Rise and Shine	Donuts for staff inservice	\$120.00
Ralston Public School	Student Hearing services for first semsester	\$9,959.20
Sports Facility Maintenance	Install rims for gyms & Rim Repairs	\$1,544.60
Scholastic book fair	Book Fair for spring	\$587.96
Thermo King	Def and batteries for buses	\$205.60
VISA	Various supplies for classrooms	\$3,415.14
Wood River	Natural Gas	\$7,973.97
West Omaha Winsupply	Salt	\$308.74
Unite Private	Internet Provider	\$558.32
Village of Arlington	Water	\$818.42
Waste Connections	Trash service	\$0.00
Wex Bank	Fuel - Shell card	\$50.00

\$0.00
\$0.00
\$0.00

\$0.00
\$0.00

\$0.00

Total Payables (GF checks not mailed until approved by the BOE) **\$133,958.96**

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

Arbor Family	Onsite hours for Jan	\$1,162.50
Stella Lewis	Tech work for December	\$114.75
Shaw Hall Navarrette	Final CPA work	\$2,732.96
Village of Arlington	Water	\$703.29
Nebraska FBLA	Advisor registration	\$142.00
Casey's	Fuel	\$1,705.04

Total Hand payables **\$6,560.54**

Total General Fund **\$140,519.50**

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

\$0.00
\$0.00

Total Special Funds **\$0.00**

Hot Lunch Expenses

CDW	Food order	\$6,988.04
Jackson Service	Kitchen supplies and service (Towels, aprons, mops)	\$378.53
Earthgrains	Bakery Items for hot lunch	\$1,029.12
Hiland	Milk and dairy products	\$2,710.15
US Foods	Food order	\$3,405.56
Pegler	Food Order	\$4,134.64
Hobart	Heater	\$1,129.41
NE Department of Health	Commidies food delivery charges for multiple years	\$1,164.05
VISA		\$8.96

Hot Lunch Total **\$20,948.46**

EFINANCE - POWERSCHOOL
 DATE: 03/06/2025
 TIME: 10:19:46

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 2
 VENCHK11
 ACCOUNTING PERIOD: 7/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
48056			4607	VISA	VOID: MULTI STUB CHECK	
48057	9001	03/06/25	4607	VISA	2650 2 PACK OF 8 PORT POWER ST	46.99
48057	9001	03/06/25	4607	VISA	2610 AMAZON - 20PK MINI STRESS	14.99
48057	9001	03/06/25	4607	VISA	2610 AMAZON - 36 PC STRESS BAL	15.99
48057	9001	03/06/25	4607	VISA	2610 AMAZON - 48 PC STRESS BAL	28.99
48057	9001	03/06/25	4607	VISA	2610 AMAZON - 48 PCS YOUTH TEA	65.99
48057	9001	03/06/25	4607	VISA	2610 AMAZON - KEYCHAINS	14.99
48057	9001	03/06/25	4607	VISA	2610 AMAZON - SHIPPING LABELS	36.59
48057	9001	03/06/25	4607	VISA	2610 AMAZON COAT	26.31
48057	9001	03/06/25	4607	VISA	2610 AMAZON-BOOK	6.74
48057	9001	03/06/25	4607	VISA	2610 AMAZON-BURGUNDY FOLDERS	59.73
48057	9001	03/06/25	4607	VISA	2610 AMAZON-GUEST BOOK	55.51
48057	9001	03/06/25	4607	VISA	2610 AMAZON-SCROLL SAW & BLADE	380.82
48057	9001	03/06/25	4607	VISA	2530 CLEAR LIVE PHONE BILL	80.24
48057	9001	03/06/25	4607	VISA	2330 DAN LARSON NETA CONFERENC	229.00
48057	9001	03/06/25	4607	VISA	2734 EBAY APOLLO 36E-123 PRESS	229.85
48057	9001	03/06/25	4607	VISA	2610 FILING FOLDERS	55.47
48057	9001	03/06/25	4607	VISA	2626 FILL-RITE	42.50
48057	9001	03/06/25	4607	VISA	2626 FILL-RITE	42.50
48057	9001	03/06/25	4607	VISA	2610 HANDHELD POWER SPRAYER	53.43
48057	9001	03/06/25	4607	VISA	2650 HP X360 KEYBOARDS	247.45
48057	9001	03/06/25	4607	VISA	2650 HP X360 TOUCH PAD CABLES	89.97
48057	9001	03/06/25	4607	VISA	2610 LIBRARY-RETURN OF DUPLICAT	27.13
48057	9001	03/06/25	4607	VISA	2610 LIQUID CONTAINER FCS CLAS	29.88
48057	9001	03/06/25	4607	VISA	2650 MAGNETIC CORD ORGANIZERS	15.49
48057	9001	03/06/25	4607	VISA	2810 NE BANDMASTERS DUES	90.00
48057	9001	03/06/25	4607	VISA	2330 NETA SCOTT PARSON	229.00
48057	9001	03/06/25	4607	VISA	2580 SANDHILL SUITES- SUPERINT	138.76
48057	9001	03/06/25	4607	VISA	2610 STAFF MEALS CONFERENCE NI	193.92
48057	9001	03/06/25	4607	VISA	2610 TOMMY'S EXPRESS CAR WASH	5.99
48057	9001	03/06/25	4607	VISA	2610 TOMMY'S EXPRESS CAR WASH	8.99
48057	9001	03/06/25	4607	VISA	2610 TPT - DOMAIN-SPECIFIC VOC	4.95
48057	9001	03/06/25	4607	VISA	2610 TPT - OPINION WRITING PRO	3.00
48057	9001	03/06/25	4607	VISA	2610 TPT - PHONICS ACTIVITIES	19.00
48057	9001	03/06/25	4607	VISA	2734 VIEW SONIC PROJECTORS	823.98
		TOTAL CHECK				3,414.14
		TOTAL FUND				3,414.14
		TOTAL REPORT				3,423.10

EFINANCE - POWERSCHOOL
DATE: 03/06/2025
TIME: 10:19:46

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 7/25

FUND - 06 - FOOD SERVICE

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
676	9001	03/06/25	4607 VISA	2610	AMAZON -BOX CUTTERS FOR K	8.96
TOTAL FUND						8.96

<u>Reciepts</u>	<u>Budgeted</u>	<u>Actual Reciepts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 7,192,766.00	\$ 2,746,584.60	38.19%	47.66%
Carline Taxes	\$ 3,000.00	\$ 855.48	28.52%	25.79%
Motor Vehicle	\$ 400,000.00	\$ 248,781.38	62.20%	60.15%
PreSchool Tuition	\$ 20,000.00	\$ 12,000.00	60.00%	86.13%
County Sources	\$ 40,000.00	\$ 52,375.35	130.94%	152.58%
State Aid	\$ 2,279,755.00	\$ 1,145,949.00	50.27%	60.00% Feb deposited in March in bank
Sped SA Revenue	\$ 936,000.00	\$ 383,760.00	41.00%	80.84%
Federal & all other	\$ 390,000.00	\$ 623,915.33	159.98%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$5,214,221.14	46.30%	55.73%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<u>General Fund Totals</u>				
Elementary	\$ 4,943,736.10	\$ 2,268,798.67	45.89%	47.44%
Secondary	\$ 4,433,518.09	\$ 2,119,638.29	47.81%	37.66%
District	\$ 2,449,663.01	\$ 952,350.26	38.88%	39.90%
Total	\$ 11,826,917.20	\$ 5,340,787.27	45.16%	44.95%

General Fund Categories of Particular Interest

Transportation

Elementary	\$ 192,293.09	\$ 56,487.63	29.38%	27.86%
Elem Transportation Maint.	\$ 84,044.32	\$ 41,257.22	49.09%	30.15%
Secondary	\$ 107,789.87	\$ 46,837.64	43.45%	30.75%
HS Transportation Maint.	\$ 29,261.08	\$ 25,519.73	87.21%	114.82%

District Level Categories of Particular Interest

Facilities and Operations

Operat of Building	\$ 670,084.08	\$ 227,522.62	33.95%	39.36%
Building Maint.	\$ 463,189.00	\$ 129,834.00	28.03%	28.55%
Grounds Maint	\$ 98,500.00	\$ 21,432.81	21.76%	38.25%

	Activity Balances as of		2/28/2025		
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ 2,000.52	\$0.00	\$0.00	\$ 2,000.52
702	Always For Kids ELEM	\$ 26,437.46	\$5,979.06	\$8,425.65	\$ 23,990.87
702	HS Always for Kids	\$ 2,234.61	\$1,796.48	\$658.76	\$ 3,372.33
703	Art Class	\$ 5,853.15	\$735.00	\$1,553.82	\$ 5,034.33
704	Art Club	\$ 1,632.03	\$50.00	\$85.34	\$ 1,596.69
705	Athletics	\$ (40,258.80)	\$61,858.42	\$73,716.54	\$ (52,116.92)
706	Band	\$ 4,339.15	\$3,063.35	\$2,813.56	\$ 4,588.94
708	Book Club	\$ 270.55	\$551.62	\$0.00	\$ 822.17
709	Cheerleading	\$ 1,106.90	\$8,193.02	\$2,412.80	\$ 6,887.12
710	Welding	\$ 1,592.95	\$240.00	\$0.00	\$ 1,832.95
714	SKILLS	\$ 1,272.76	\$1,060.00	\$568.00	\$ 1,764.76
716	GIRLS WRESTLING	\$953.50	\$920.50	\$995.10	\$ 878.90
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ (884.02)	\$35,017.06	\$27,465.05	\$ 6,667.99
721	Dance Squad	\$ 3,638.52	\$3,598.43	\$2,233.77	\$ 5,003.18
722	Drama	\$ 2,084.54	\$836.30	\$675.00	\$ 2,245.84
723	MS STEM	\$ 74.75	\$244.80	\$68.99	\$ 250.56
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
725	WEIGHTS	\$ -	\$2,150.08	\$1,367.50	\$ 782.58
726	FBLA	\$ 11,841.51	\$22,133.11	\$18,831.91	\$ 15,142.71
727	Football	\$ 16,043.85	\$380.00	\$5,432.48	\$ 10,991.37
728	Reimbursement (general)	\$ 589.97	\$716.96	\$1,176.02	\$ 130.91
732	Fam Cons Science	\$ (1.56)	\$845.00	\$806.64	\$ 36.80
733	Wrestling	\$ 567.02	\$5,417.80	\$5,504.07	\$ 480.75
735	Honor Society	\$ 1,059.07	\$305.00	\$49.98	\$ 1,314.09
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	\$2,367.37	\$3,098.58	\$ 807.65
740	Industrial Tech / Woods	\$ 2,611.82	\$4,090.00	\$1,993.01	\$ 4,708.81
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	\$8,936.58	\$9,535.28	\$ 11,406.40
749	Student Council	\$ 3,775.88	\$4,328.99	\$1,423.94	\$ 6,680.93
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	\$4,600.00	\$6,557.68	\$ (194.03)
756	Pepsi	\$ 793.71	\$660.56	\$553.19	\$ 901.08
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	\$29,375.50	\$28,850.87	\$ 19,413.55
768	RR Store	\$ 8,500.00	\$2,680.00	\$4,628.77	\$ 6,551.23
770	K3 Basketball Camp	\$ 2,504.93	\$500.00	\$0.00	\$ 3,004.93
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	\$1,368.15	\$0.00	\$ 4,202.65
776	Class of 2027	\$ 1,997.60	\$2,153.00	\$510.70	\$ 3,639.90
782	Volleyball	\$ 8,295.82	\$689.00	\$1,386.53	\$ 7,598.29
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	\$3,074.28	\$ 5,783.03
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	\$984.16	\$ 1,851.61
789	Baseball Fund	\$ 4,061.84	\$0.00	\$0.00	\$ 4,061.84
790	Boys Basketball	\$ 2,254.76	\$3,408.20	\$5,964.07	\$ (301.11)
791	Girls Basketball	\$ 3,529.80	\$3,923.75	\$5,084.25	\$ 2,369.30
792	MS Girls Basketball	\$ 23.50	\$750.00	\$592.00	\$ 181.50
793	Striv	\$ 1,559.11	\$750.00	\$2,023.94	\$ 285.17
794	Sped	\$ 626.95	\$1,652.60	\$1,465.06	\$ 814.49
795	Wellness (District)	\$ 0.03	\$6,295.00	\$4,041.63	\$ 2,253.40
796	Elementary Activity	\$ -	\$562.34	\$562.34	\$ -
799	Girls On The Run	\$443.75	-\$443.75	\$0.00	\$ -
713	Alpaca	\$7.00	\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$0.00	\$1,755.41	\$656.94	\$ 1,098.47
200-800	HS Unified School	\$0.00	\$1,579.01	\$580.92	\$ 998.09
300-801	Hospitality	\$0.00	\$1,360.00	\$365.91	\$ 994.09
	Totals	\$198,491.38	\$241,871.60	\$242,312.48	\$198,050.50

6th Grade Board Report

Teachers: Erin Reed, Lisa Stork, and Landon Walkenhorst
2024-2025

1. Multicultural aspect:

- Word origins
- Text-to-world connections
- Stories and passages with multicultural subject material
- Responsive essays on multicultural passages and prompts
- Connections between reading passages and social studies curriculum
- Studies of ancient world civilizations
- Studies of cultural differences between ancient civilizations

2. What do we want students to learn?

Language Arts

- NE 6th grade language arts standards
- My Perspectives language arts curriculum
- Savvas grammar skills
- In-depth studies of, discussions on, and application of comprehension, vocabulary, and fluency skills and strategies
- Real-life application of learned skills and strategies
- S.L.O. goals focus

Math

- NE 6th grade math standards
- Application of skills and strategies to real world problems aligned to goals and objectives
- Build upon prior knowledge and apply it to multiple situations and settings
- Spiral and apply skills to different aspects of math/science and real world applications
- Test taking strategies to prepare students and feel confident

Social Studies

- NE 6th grade social studies standards
- My World social studies curriculum
- The diversity of ancient civilizations and their contributions to the world today
- In-depth studies of and discussions surrounding economics
- Real-life simulations (elections, business, etc.)
- Application of more technology in projects for research and application
- Application of what we've learned to today – How does it affect our lives and what life lesson should we learn from our studies?

Science

- NE 6th grade science standards
- Be able to problem solve and find answers to phenomena and problems that are prompted
- Apply skills to complete tasks that answer the problem through a lab-based setting focused on science, engineering, and technology.
- Understand and apply concepts to different situations in science and in real-world settings.
- Base ideas off of facts and testing hypotheses to support claims made.

3. How do we know students are learning?

- My Perspectives weekly assessments and writing compositions
- Envisions 2.0 weekly and unit assessments
- My World social studies topic assessments
- FastBridge math and reading test results
- MAP/NSCAS reading, math, and science test results
- Practice on Savvas, IXL, Blooket, Quizizz, Gimkit, Prodigy, etc.
- Guided reading and math group discussions
- Group labs in science

- Social studies projects with rubrics
- Whole group discussions
- In-class skill and strategy practice
- Teacher observations
- In class activities with checklists
- Partner and group work
- Study guide completion
- Review games
- Readings and note packet completion from power points
- Science labs and interactivities provided from outside resources and district curriculum

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

- Mini lessons
- Weekly intervention and small group re-teaching
- Leveled guided reading program
- Extra one-on-one time
- Graphic organizers and other visuals and sketches in notes
- Check study guides and provide correct answers to study
- Accommodated tests
- Circle main concept in a test question
- Quizlet – adds a visual to key concepts for studying
- Learning Lab study groups and extension activities
- MTSS
- Study Skills class activities
- Monitor progress students to help support learning

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

- Differentiate homework and class assignments to deepen knowledge
- Provide extension activities that build upon related course content
- Leveled guided reading program
- Challenging essay prompts
- DEAR Time
- Cross curricular projects
- Guest speakers (ESU)
- Debates
- Videos and other media connections
- Platforms to study; Blooket, Quizizz, IXL, Prodigy, Gimkit
- Visuals and props in room
- Story book and novel connections
- Movie connections
- Plays and skits
- Tutoring opportunities to work with classmates
- Study Skills class activities
- Learning lab extension activities

6. Other Info.:

Team Teaching Partners

- Reading and Social Studies Teachers - Erin Reed and Lisa Stork
- Math and Science Teachers - Carla Kaup and Landon Walkenhorst

High Ability Learners

- 6th grade HAL math students to Mr. Hilgenkamp for 7th grade math
- 6th HAL students to Gubbels for extension projects

Art Board Report 2024-2025

1. Multicultural Aspect:

- All K-12 classes have influence from different cultures/famous works from around the world.

2. What do we want students to learn:

- Creativity & Problem solving
- Critical thinking & Evaluation
- Risk taking

3. How do we know when students are learning:

- We are able to see student growth throughout the year visually through students' projects.
- We can also assess student growth throughout the year using Artsonia. This shows a student's artwork from each year.

4. How do we respond when students are not learning:

- GRIP
- Redirection/one on one instruction

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

- Brainstorming- students have to come up with multiple ideas for a project prior to beginning the piece.
- Growth mindset - our goal is growth not perfection

6. Other Information:

NCC Art Show - April 16th at Syracuse

Awesome Artists- Student artwork is displayed and changed throughout the year in the library, as well as in the display cases by the high school office. Elementary students receive a certificate when their artwork is displayed.

HS Art Club- The 2024-2025 Art Club consists of seven high school students. This year we have made a couple of different kinds of ornaments. We delivered those to the high school staff before Christmas break. We are currently working on a paint pouring project for the spring.

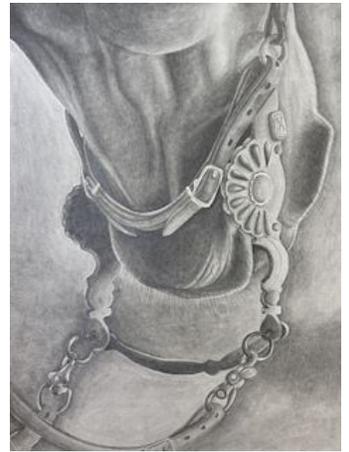
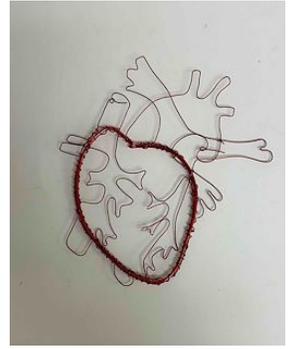
Artsonia Links- [Arlington Elementary](#) & [Arlington Middle & High School](#)

*New this year: Artwork created by elementary students will be displayed at the Arlington Public Library.

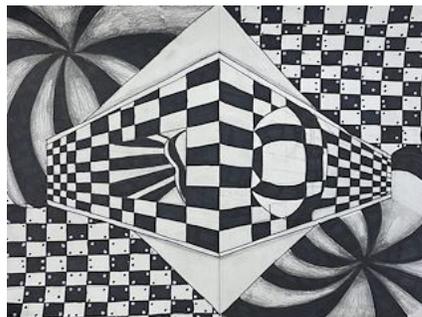
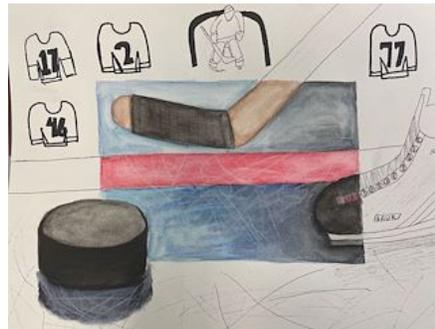
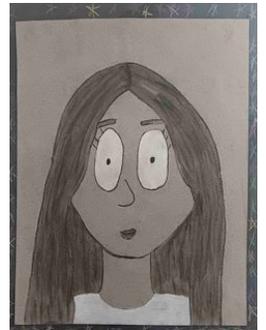
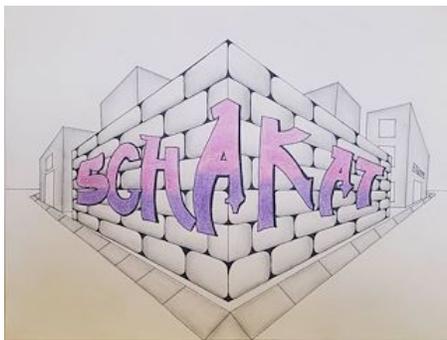
WHAT IS GOING ON IN *the Art Room*



the Art Room

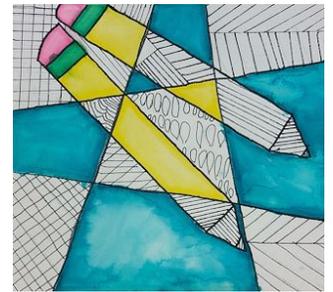
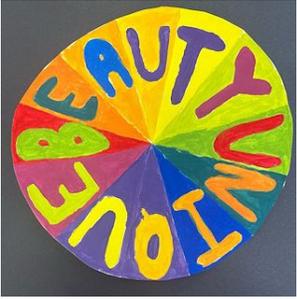
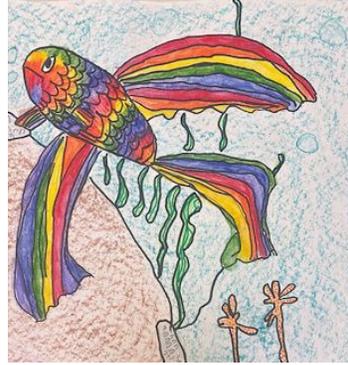


HS



MS

WHAT IS GOING ON IN *the Art Room*



Elem



Art Club

2024 - 2025







Key Up Coming Dates

- The Music Man March 21st at 7pm and 22nd at 2pm and 7pm.
- On May 3rd the NCC track meet will be at Conestoga.
- On May 1st we will host the Arlington Boys Golf Invite.
- On May 8th we will host the Arlington Track Invite.
- On May 9th we will host the Arlington Jr. Track Invite.

March Elementary Principal Report 2025

Valentine's Parties – Elementary students celebrated their Valentine's Day parties in classrooms on February 13th. Many parents were in attendance. Classrooms had organized games, treats, and activities for students.

National Dental Month - February is dental health month. Mrs. Holk, our school nurse, visited every classroom and discussed dental health. Toothbrushes and toothpaste was donated and given to each student! Classrooms participated in activities and projects.

Materials donated for Children's Dental Health Month were from the UNMC Dental College!

S.O.A.R. Student Of the Month - The following students were the February SOAR students of the month: Asher McCoy, Griffen Kallhoff, Madison Peatrowsky, Mason Pavlik, Bianca Rein, Tan Fastenau, and Avery Schaapveld.



If You Give a Super Hero a Pancake Breakfast - In partnership with the PTO and the Kitchen staff we served 218 students and adults a pancake breakfast Friday, March 7th as the culmination of a fun-filled week of celebrating Read Across America Week!



Spread The Word - The elementary and High School had a joint kick-off event for the Spread the Word campaign. This week was filled with activities to build inclusive practices! Unified students led the event!



Secondary Principal's Report

March 2025 Board Meeting

2025-25 Scheduling Update

Mrs. Toft and the counseling department just gathered course requests from our 6th-11th grade students. After holding our electives fair earlier in February, this is the next step in the process of creating our master schedule for next school year.

Blood Drive

The Annual Red Cross Blood Drive hosted by the NHS was held on February 28.

ArloStriv

ArloStriv was selected to broadcast the 1:30 and 3:15 semifinal games for the Class C2 state girls basketball tournament on Friday, March 7 at Devaney. We are so proud of their efforts and appreciate that they are being recognized for their hard work.



State Leadership Conferences

FFA - April 2-4

FBLA - April 10-12

SkillsUSA - April 10-12



NASB BOARD QUICKS

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

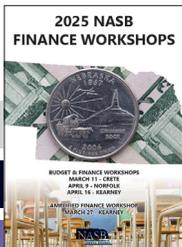


2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

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.nasb.org/events>



****Budget & Finance Workshop - (March 4) - NOW APRIL 16****

Budget & Finance Workshop - Tuesday, March 11 - Crete

REG BY 3/7

State Conference Call for Proposals Due March 14



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

NAEP State Convention "Set For Success" - March 19-20 - Kearney

New Board Member Webinar - Monday, March 24 - 7:00 to 9:00 PM CT

Open Meetings Law Workshop - Tuesday, March 25 - Gering

Open Meetings Law Workshop - Wednesday, March 26 - Kearney

***Amplified Finance Workshop - Thursday, March 27 - Kearney**

Open Meetings Law Workshop - Monday, March 31 - Norfolk



Open Meetings Law Workshop - Tuesday, April 1 - Lincoln

Budget & Finance Workshop - Wednesday, April 9 - Norfolk

Budget & Finance Workshop - Wednesday, April 16 - Kearney

MOVED FROM 3/4



Continued on Page 2



Leadership

Innovation

Vision

Engagement

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#weLIVEhere

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PAGE 2



NASB Member Golf Outing - June 11 - Kearney

School Law Seminar - June 11-12 - Kearney



Leadership Workshops - Area Membership Meetings - Labor Relations
State Education Conference - New Board Member Workshop

YOUR 2025 PLATINUM AFFILIATES

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

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AMERICAN FIDELITY
a different opinion

BCDM
architects

Boyd Jones

BVH
ARCHITECTURE

CWP
CARLSON
WEST
POVONDRA
ARCHITECTS

**CLARK &
ENERSEN**

CMBA
ARCHITECTS

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

envisé

**Facility
Advocates**
Dave Raymond

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Nebraska Rural Community Schools Association

Member Update

March 6, 2025



NRCSA Calendar



NRCSA Events

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](#)

NRCSA Legislative Forum

February 26, 2026

Cornhusker Hotel in Lincoln

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

March 19, 2025, 3:00 PM

Bronze 5

Younes North Convention Center in Kearney

NRCSA Executive Committee

June 2025

Time & Location TBD

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
Search Complete



Pawnee City Public Schools
Search Complete



Shelton Public Schools
Search Complete

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

Login: member Password: learning

NRCSA Updates

NRCSA SPRING CONFERENCE/PRE-CONFERENCE

The NRCSA Spring Conference is just two weeks away!! 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! Other featured speakers will be Nebraska Commissioner of Education Brian Maher and Nebraska Coaches Association Executive Director Darin Boysen.

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.”

TOP 10 REASONS TO ATTEND THE 2025 NRCSA SPRING CONFERENCE:

1. Viewing the crane migration on your way into Kearney—an awesome spectacle!
2. Thursday's featured speaker: Joe Sanfelippo (one of the best I've heard!).
3. We promise you'll be fed well. Really well.
4. The chance to go for a 5:00 a.m. walk with NRCSA Executive Director Jack Moles (weather permitting, of course).
5. Free chocolate in the vendors' hall! Lots of free chocolate!
6. Meeting members of the National Rural Education Association's Executive Committee as they will be having one of their meetings in Kearney in conjunction with the NRCSA Spring Conference.
7. Thirty-five outstanding breakout presentations with something of interest for everyone!
8. An added feature: a free hospitality hour in the vendor hall prior to the Chuckwagon Dinner! Refreshments and gift drawings!

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

9. Oh, almost forgot: THE CHUCKWAGON DINNER!
10. The always emotional awards ceremonies for outstanding personnel in our rural schools and ESUs.
11. Outstanding musical performances by the Palmyra-Bennett Jazz Band and the Wood River Elementary.
12. An opportunity to reconnect with old acquaintances and make new ones in the hospitality rooms!

There are a lot more great reasons to attend, but already exceeded the maximum of 10.

[Register to Attend the 2025 NRCSA Spring Conference](#)

2025 NRCSA Legislative Forum

The 2025 NRCSA Legislative Forum was held on Thursday, February 20, at the Lincoln Cornhusker Marriott. Attendance was down somewhat due to the frigid weather, The day's speakers included:

- Senator Brad von Gillern
- Open Sky Policy Institute Executive Director Rebecca Firestone
- Senator Dunixi Guereca
- Senator Dan Lonowski
- Senator Jana Hughes
- NRCSA Lobbyist Russ Westerhold and NRCSA Executive Director Jack Moles
- About twenty Senators joined those in attendance for lunch.



SENATOR BRAD VON GILLERN (REVENUE COMMITTEE CHAIR) AND REBECCA FIRESTONE (EXECUTIVE DIRECTOR FOR OPEN SKY POLICY INSTITUTE) WERE TWO OF THE PRESENTERS AT THE NRCSA LEGISLATIVE FORUM

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.

This year we have already assisted the Boards of Education at Lawrence-Nelson, Boyd County, Pawnee City, and Shelton 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**](mailto: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](#)

We will have several leadership positions that will need to be filled for the 2025-26 school year.

Some positions are elected, while some committee positions are appointed. Nominations for elected positions are open until they are closed at the NRCSA membership meeting at the Spring Conference. Positions to be filled via elections:

PRESIDENT-ELECT The President-Elect goes through a three year Presidency cycle (President-Elect, President, Past President). Mark Lenihan will finish his three year term at the end of the current year. This position is filled via a state-wide election of the membership. We currently have one nomination for President-Elect.

SECRETARY This position serves as the recording secretary for the Executive Committee for a three-year term. It is available for two consecutive terms. Current Secretary Chris Prosocki, Superintendent of Southern, will be moving to Hastings, which is not a member of NRCSA. This position is filled via a state-wide election of the membership. We currently have one nomination for Secretary.

SOUTHEAST DISTRICT REPRESENTATIVE This position is part of the NRCSA Executive Committee and must be in a member-entity in the Southeast District. A term of office is three years and a person can serve two consecutive terms. Paul Sheffield (Exeter-Milligan Superintendent) is retiring at the end of this year, thus the position is open. Nominations are accepted. We currently have two nominations.

WEST DISTRICT REPRESENTATIVE. This position is part of the NRCSA Executive Committee and must be in a member-entity in the West District. A term of office is three years and a person can serve two consecutive terms. Mo Hanks (Crawford Superintendent) is retiring at the end of this year, thus the position is open. Nominations are accepted. We currently have two nominations.

We will also be filling vacancies that come about in the Legislative Committee, Scholarship and Recognition Committee, Closing the Achievement Gap Committee, and Rural Teacher Committee.

If you are interested in specific positions, please contact Jack Moles.



The 2025 regular session of the Unicameral is nearing the half-way point of the 90 day session. Bill hearings will end in the very near future, then the body moves to full day debate. Some bills of special interest to NRCSA members include:

- LB 31 (Conrad)
- LB 89 (Kauth)

- LB 135 (Holdcroft)
- LB 140 (Sanders)
- LB 300 (Murman)
- LB 303 (Hughes)
- LB 389 (Murman)
- LB 509 (Sorrentino)
- LB 575 (Hallstrom)
- LB 633 (Hansen)
- LB 645 (Ballard)
- LB 652 (Hansen)

NRCSA's bill summary page may be accessed here:

[NRCSA Bill Summaries](#)

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

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

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. The instruments provide 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/school-district-profile/>

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> or contact Todd Henrichs at thenrichs@openskypolicy.org.

As we head into the new legislative session, Open Sky has shared a few more tools that can be especially helpful. A message from Rebecca Firestone, Executive Director for Open Sky shares:

Dear friends,

Happy New Year! We hope you enjoyed a wonderful holiday break and arrived in the New Year ready for what is sure to be an interesting Legislative session. On behalf of the team at OpenSky, I want to thank you for the work you have done to prepare for the important policy work ahead for all of us this year.

At OpenSky, we've also been busy getting ready for the 2025 legislative session, and I wanted to share a number of updates with you here.

We wanted to take an opportunity to share a few quick reference materials we have developed that we think will be especially useful this session (attached).

- 1. A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
- 2. A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

I also wanted to introduce you to some new members of our team who you may interact with during the upcoming session:

Lillian Butler-Hale joins our team as Outreach and Engagement Director. She replaces Joey Adler Ruane, who will continue to support OpenSky for some time from his new role with the lobbying firm Lindsay Harr MacDonald. Lillian was most recently in the office of Senator Jen Day and will be a great asset to the team during this session. Please make sure to say hello when you see her in the rotunda.

Noah Rhoades just joined us in a new role as Outreach and Engagement Manager. He will support our legislative work as well as community engagement and outreach efforts, including coalition building. We are excited to have him on board.

We are also launching a refreshed website at www.openskypolicy.org, and last, but not least, we have moved! Same building, bigger office. Please make note that our new address is 1325 H Street, Suite 200 Lincoln, NE 68508. We look forward to welcoming you to our new space soon, when we are a little more settled.

We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out

to me or anyone on the team if you need us.

Onward,
Rebecca

[Open Sky TEEOSA Guide](#)
[Open Sky Budget Process Guide](#)

One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon. The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average, and students with a "C" average compete against other students with a "C" average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles or one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody ardis.moody@gmail.com

Cris Hay-Merchant chaymerchant@bellevue.edu



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

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 selected the three Spring semester scholarship winners.

Prior to Christmas break, NRCSA Executive Director Jack Moles visited the districts of the three recipients of the Spring scholarships to make the scholarship presentations. The Fall recipients are: Amanda Dubs (Crawford), Ashley Callahan (Cedar Bluffs), and Vicki Miller (West Point).

Amanda Dubs is currently a paraprofessional at Crawford Elementary School. She is working on a teaching certificate in Special Education and Early Childhood through Chadron State College..

Ashley Callahan is currently a paraprofessional at Cedar Bluffs Public Schools. She is working on a teaching certificate in Elementary Education through Chadron State College.

Vicki Miller is currently a kindergarten paraprofessional with West Point Public Schools. She is working on a teaching certificate in Early Childhood Inclusive through Chadron State College.



Crawford Principal (and Superintendent-Elect) Keri Homan, Amanda Dubs, NRCSA Executive Director Jack Moles, Crawford Superintendent Mo Hanks



Cedar Bluffs Superintendent Harlan Ptomey, Ashley Callahan, NRCSA Executive Director Jack Moles



West Point Elementary Principal Doug Gross, Vicki Miller, NRCSA Executive Director Jack Moles, West Point Superintendent DJ Weddle

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**](#)

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 currently have 107 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).

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 119 such meetings. I most recently attended the Board meetings at Crawford and Sioux County on Monday, Feb. 10, and the Board meeting at Creek Valley on Tuesday, Feb. 11.

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

Monday, March 10: Summerland

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.



CREEK VALLEY BOARD OF EDUCATION AND ADMINISTRATION



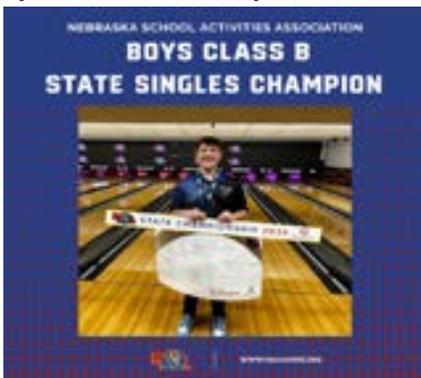
NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

March 2025:

* Lauren Moore of Arapahoe was the Class B Girls Bowling Individual Champion. Annemarie Slaughter of Howells-Dodge was the Runner-Up.



* Dylan Jensen of Wayne was the Class B Boys Bowling Individual Champion.



* Cec Vandersnick of Wayne was honored as the 2025 NSAA Outstanding Service Award Winner for Bowling.



* Dexter Hanzel, a math and science teacher at Neligh-Oakdale was awarded the 2025 Milken Educator Award, becoming only the 49th Nebraska teacher to have received the award.



* The Nebraska School Activities Association (NSAA) is proud to announce the 28 recipients of the 2024-2025 NSAA Champions for Coaches Award. This annual recognition honors outstanding coaches across Nebraska who demonstrate exceptional dedication to students, schools, and their communities. Several coaches/sponsors from NRCSA-member schools were honored. They include:

- GIRLS CROSS COUNTRY: Holly Rieschick, Auburn
- BOYS CROSS COUNTRY: Chris Wiseman, Plattsmouth
- FOOTBALL: Josh Dean, Hemingford
- VOLLEYBALL: Julie Ratka, Minden
- PLAY PRODUCTION: Sheila Hoesing, Wausa
- BOYS WRESTLING: Cole Sittig, Crawford
- GIRLS BASKETBALL: Maggie Moon, Crofton
- BOYS BASKETBALL: : Jim McLaughlin, Freeman
- SPEECH: Kaitlyn Clark, Gothenburg
- JOURNALISM: Kristen Harris, Southwest
- BOYS GOLF: Taylor Stech, Chambers
- GIRLS TRACK & FIELD: Lori Peters, Wood River
- BOYS TRACK & FIELD: Joe Ortmeier, Osmond

* Yutan won the Class B Girls Wrestling State Championship. Lakeview was the runner-up. Wrestlers from NRCSA-member schools who won state championships were:

- Class A 140: Kayden Sipp, Adams Central
- Class B 100: Jocelyn Prado, Johnson County Central
- Class B 105: Abby Negley, Cozad
- Class B 110: Addisyn Darling, Yutan
- Class B 115: Bettie Chambers, Palmyra
- Class B 120: Lacy Lemburg, Lakeview
- Class B 125: Aubrie Pehrson, Yutan
- Class B 130: Jordyn Campbell, Yutan
- Class B 135: Ambie Custard, Southwest
- Class B 140: Taylor Ahlman, Battle Creek
- Class B 145: Hayley Rusher, Chase County
- Class B 155: Maggie Fiene, Conestoga

- Class B 170: Rylee Kursave, Arcadia/Loup City
- Class B 190: Addison Arvdal, Sutherland
- Class B 235: Evelyn Bryan-Aldrich, Palmyra



YUTAN—CLASS B GIRLS WRESTLING STATE CHAMPIONS!

- * Battle Creek won the Class C Boys State Wrestling championship. Minden finished as runner-up.



BATTLE CREEK—CLASS C BOYS STATE WRESTLING CHAMPIONS!

- * Burwell won the Class D Boys State Wrestling championship. Central Valley finished as runner-up. **BURWELL: CLASS D BOYS STATE WRESTLING CHAMPIONS!**

- * Many wrestlers from NRCSA-member schools were State Champions in Boys Wrestling. Included are:

- CLASS B 106: Ace Schweitzer, Central City
- CLASS B 113: Coy Childers, Alliance
- CLASS B 132: Daylen Naylor, Lexington
- CLASS C 106: Brock Goebel, Syracuse
- CLASS C 113: Ayden Wintz, Battle Creek
- CLASS C 120: Zaiyhn Omelas, Wilber-Clatonia
- CLASS C 126: Ryan Stusse Jr, Battle Creek
- CLASS C 132: Hayden Schmit, David City
- CLASS C 150: Brendan Bolling, Pierce
- CLASS C 157: Quinn Bailey, Chadron
- CLASS C 165: Robert Nelson, Minden
- CLASS C 175: Alex Meinecke, St. Paul
- CLASS C 215: Cal Wells, Broken Bow
- CLASS D 106: Adryck Stewart, Plainview

- CLASS D 113: Brody Jensen, Burwell
- CLASS D 126: Uriel Guzman, Palmer
- CLASS D 132: Drew Dawe, Burwell
- CLASS D 138: Corbin Hoefer, Neligh-Oakdale
- CLASS D 144: Drake Troxel, Southern
- CLASS D 150: Gage Friesen, High Plains
- CLASS D 165: Rowan Jarosik, Sandy Creek
- CLASS D 175: Maddox Jones, SEM
- CLASS D 215: Elijah Fjell, Shelby-Rising City
- CLASS D 285: Levi Gall, Clarkson/Leigh

* Squads from several NRCSA-member schools won events at the NCA State Cheer and Dance Competition. Included were:

- CLASS C1 HIGH KICK: Holdrege
- CLASS C1 HIP HOP: Conestoga
- CLASS C2 HIP HOP: Shelby-Rising City
- CLASS C2/D JAZZ: Valentine
- CLASS D POM: Amherst
- CLASS C2 GAME DAY: Shelby-Rising City
- CLASS C2/D TUMBLING: Osceola
- CLASS D GAME DAY: Giltner
- CLASS D NON-TUMBLING: Kimball
- CLASS D TRADITIONAL: Loomis
- CLASS C1 GAME DAY: Cozad
- CLASS C1 TRADITIONAL: Adams Central
- CLASS C1 NON-TUMBLING: Conestoga



CLASS C1 HIP HOP: Conestoga

* Samir Maday of Lexington was the Boys 198 lbs State Champion at the Nebraska State Power Lifting Championships. Marcus Fouquier of Plattsmouth was the Boys Unlimited State Champion.

* Lydia Turner-Hickey was the Girls 165 lbs State Champion and was the Girls Outstanding Lifter at the Nebraska State Power Lifting Championships.



LYDIA TURNER-HICKEY

Updates from Members & Other Entities

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 Celebrates One Year of Free Online Tutoring!

In February 2024, Nebraska SMART launched its rural tutoring initiative to provide free online tutoring to K-12 students in Educational Service Units (ESUs) 1, 4, and 13. Since then, our impact has grown! In the Fall 2024, we expanded to include all NRCSA member school districts, ESUs 1, 4, and 13, and other select rural districts. Last month, we celebrated one year of tutoring! In the first year, our Tutors from **Chadron State College, Peru State College, and Wayne State College** conducted over 1,100 tutoring sessions and dedicated more than 600 hours to support K-12 students across rural Nebraska.

We thank our Tutors, students, families, and partners for making this first year a success! We look forward to continuing to serve rural Nebraska students and helping them achieve their academic goals.

Parent Teacher Conferences

As Parent-Teacher Conferences approach, we encourage you to share our Program with teachers so they can inform parents. The [Nebraska SMART informational flyer](#) is available on our [website](#). If you need additional bookmarks or promotional materials, please contact Julie Dickerson.

Spring 2025 Semester Tutoring Hours



Tutoring is being offered Monday through Thursday, from 3:30 to 7:30 PM local time.

How can school districts help?

Your help in reaching out to parents within your district is essential to increasing awareness of this program. Here are a few ways you can assist:

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

Email for inquiries or to request promotional supplies: nebraskasmart@nscs.edu

Thank you for your support in raising awareness of Nebraska SMART!

Julie Dickerson, Nebraska SMART Director nebraskasmart@nscs.edu

Southern Superintendent Chris Proski 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](#)

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](#)

The University of Nebraska Foundation has a program to honor those who were teachers in Nebraska's One Room Schools.

With a donation, we place the names of these teachers (they can be living or dead) on a Wall of Honor at the University of Nebraska.

With the donated funds, we create scholarships for future teachers (i.e. students studying to be a teacher at the University of Nebraska-Kearney).

From Dorothy Endacott, UNL Foundation:

Call for honorees: One Room, One Teacher Wall of Honor

Do you know a rural Nebraska educator whose hard work and dedication have made a difference in the lives of students? Submissions are sought for the One Room, One Teacher Wall of Honor at the University of Nebraska. The Wall of Honor, located in the College of Education Atrium at the University of Nebraska at Kearney, recognizes Nebraska educators who served in a one-room school or other rural school. The program celebrates Nebraska's education pioneers while raising scholarship funds for UNK College of Education students. The honored educators do not need to be UNK graduates; honorees may be living or recognized posthumously.

Family, friends and former students may make a gift to recognize a teacher through the One Room, One Teacher Wall of Honor program. There are three giving levels: \$1,000, \$5,000 and \$10,000. The deadline is May 15. Honorees will be recognized as part of UNK's Homecoming Week during a ceremony at 3:30 p.m. Oct. 10 in the College of Education Atrium. Attendance is not required. Learn more at nufoundation.org/OneRoomOneTeacher.

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

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.

<https://www.education.ne.gov/safety/school-safety-newsletter/>

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.

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](#)

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](#).



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

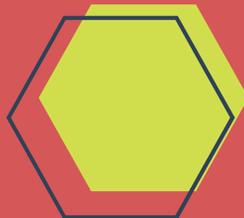


Before the Season

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



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.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more for the Department of Education programs than the

Republican bill approved by the House Appropriations Committee.

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](#)

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-to-Teacher Program Initiative.

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

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

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

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This

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

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State’s education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

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

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

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

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

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be

provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an appointment for a telehealth counseling or consultation session.

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

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

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

For more information, please visit our clinic website:

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

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

[NRCSA Spending Study](#)

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

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.

We are very pleased to partner with our corporate sponsors, and NRCSA is so very thankful that each of you has chosen to partner with us.

This month we feature:



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.

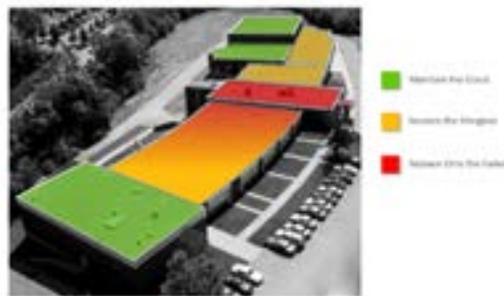
Through Tremco Roofing's affiliated construction services company, WTI (Weatherproofing Technologies, Inc.), school districts in Nebraska can obtain comprehensive maintenance, repair, roof management, and general contracting services for the entire building envelope. From simple patch and repair to ongoing 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 only 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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Blue Ribbon Supporters



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Hausmann Construction



Johnson Controls



Kearney Visitors Bureau



Navitas



Rasmussen Mechanical Services



Sparq Data



Stonebrook Exterior



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NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program



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www.nrca.net



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Grade Level	3/8/2024	12/2/2024	9/6/2024	10/1/2024	2/7/2024	Final June 2024
PS	28	26	26	26	29	30
KG	46	47	45	45	52	53
1ST	52	51	52	52	43	42
2ND	48	48	47	47	47	47
3RD	53	52	51	51	54	53
4TH	57	56	56	56	39	38
5TH	41	40	39	39	54	55
6TH	56	56	57	56	53	52
PS-6 TOTAL	381	376	373	372	371	370
7TH	55	55	56	56	49	49
8TH	50	50	51	50	65	64
9TH	64	66	67	66	60	58
10TH	61	61	61	61	57	57
11TH	55	57	56	56	45	45
12TH	44	44	44	44	62	62
7-12 TOTAL	329	333	335	333	338	335
PK-12 TOTAL	710	709	708	705	709	705

OPTION ENROLLMENT

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

14% Net Option

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

Personnel - Certificated EmployeesEvaluation

Teaching is the most important element in a sound educational program. Appraisals of teachers performance of duty, competence, and professional conduct shall be made.

Appraisal of teaching service should serve these purposes.

1. To raise the quality of instruction and educational service to the children of our community.
2. To aid the individual teacher to grow professionally.
3. To make personnel decisions.

Evaluation of teacher performance must be a cooperative continuing process designed to improve the quality of instruction. The Administration with input from the Teachers, shall develop effective evaluation procedures and instruments. Teachers and Administrators shall have the responsibility for the maintenance of professional standards and attitudes regarding the evaluation process.

All certified staff are involved in the evaluation process. Non-classroom certified staff are also to be evaluated through a cooperative process.

Therefore, the Board delegates to the Administration the responsibility of developing, organizing and implementing a system-wide program for evaluating certificated staff and the instructional process.

Neb. Rev. Stat. § 79-828 (Evaluation of Probationary Teachers)
NDE Rule 10 (Filing of Evaluation Instrument)

Date of Adoption: March 10, 2008

Reviewed: September 10, 2012; February 8, 2016; February 11, 2019

Personnel - Certificated EmployeesCertified - Evaluation Instrument**INTRODUCTION**

Pursuant to Arlington Public Schools Board of Education Policy #4150, this Evaluation Handbook is intended to provide staff with a ready reference to the rules, regulations, and procedures of the Arlington Public Schools Teacher Evaluation Program. A comprehensive evaluation program has two main purposes: (1) to provide opportunities for self-analysis and self-development so that the individual staff member can develop his/her professional skills and performance to the optimum level; and, (2) to provide for a formal systematic evaluation process to maintain a quality education program.

BOARD POLICY STATEMENT

The Board recognizes that the teaching process is an extremely complex one and that the appraisal of this process is a difficult and technical function. Nevertheless, because it is universally accepted that good teaching is the most important element in a sound educational program, appraisals of teachers performance of duty, competence, and professional conduct shall be made (Nebraska School Law 79-843).

Appraisal of teaching service should serve these purposes:

1. To improve the quality of instruction and educational service to the children of our community.
2. To aid the individual teacher to grow professionally.
3. To make personnel decisions.

Evaluation of teacher performance must be a cooperative continuing process designed to improve the quality of instruction. The teacher shares with those who work with him/her the responsibility for development and maintenance of professional standards and attitudes regarding the evaluation process.

All certified staff are involved in the evaluation process. Non-classroom certified staff are also to be evaluated through a cooperative process.

Therefore, the Board delegates to the professional staff the responsibility of developing, organizing, and implementing a system-wide program for evaluating the instructional process.

PHILOSOPHY AND OBJECTIVES**WE BELIEVE THAT:**

The appraisal process should improve the quality of instruction and educational services to the children of our community.

A school system has the responsibility to create a cooperative, working climate which will encourage the individual to improve his/her effectiveness.

Performance appraisal is a continuous, constructive, and cooperative responsibility of both the appraisee and the appraiser.

The appraisee should have the opportunity to use initiative and leadership in helping define his/her goals and selecting the means of their attainment.

The appraisal process should be tailored to the needs of the individual.

Attention should be focused upon specific actions, plans or objectives related to the individual's and the school system's long and short-term goals.

The appraisal process should be a guide for the appraisee and the evaluator in working toward more effective performance and toward a better educational program.

THE SPECIFIC OBJECTIVES OF THE PROGRAM ARE:

1. To focus on the evaluation of performance rather than on the appraisal of personal traits.
2. To identify as early as possible and plan for the kinds of assistance which the appraisee needs most.
3. To plan specific long and short-term goals to bring about improvement.
4. To provide an opportunity for each staff member to assess his/her performance periodically in terms of his/her expectations.
5. To assist the appraisee in gaining a better understanding of the scope of his/her duties.
6. To classify professional performances according to objective, documented evidence into categories: 1 = Meets district standards; 2 = Does not meet district standards.

PROCEDURE

Each year prior to September 1st, the responsible school administrator will communicate to each certified staff member the evaluation procedure to be utilized. To assist teachers in understanding the purpose of teacher evaluation and its relationship to the school district's instructional goals, a copy of the teacher evaluation instrument will be provided to each teacher who will be evaluated.

All summative evaluations will become a permanent part of a teacher's employment record. Classroom observations will be retained by the building principal and are used as a method of determining the summative evaluation of each teacher. The observations indicated in the program are intended as minimum requirements only, and more frequent observations of the classroom teacher may be made at the discretion of the building principal. Teachers will be given copies of all observations used in determining the final teaching appraisal. A copy of the teachers final summative evaluation will also be given to the staff member. Should a teacher's contract be amended, terminated or not renewed, proper notice as required by law will be given.

TEACHER APPRAISAL SYSTEM INTRODUCTORY OUTLINE

A. Two Cycles

1. Clinical Supervision Cycle
2. Professional Growth Cycle

B. Clinical Cycle

1. All probationary staff and tenured staff on Level II.
2. Staff member receives a minimum of two formal observations (at least one per semester), and a post conference.
3. Staff member receives a summative evaluation and conference.

C. Professional Growth Cycle

1. All tenured staff on Level I.
2. One year of professional growth cycle is spent in the observation phase, which includes at least one formal observation and a summative conference.
3. The two alternating years of this cycle are spent in the professional growth phase, which includes a goal, plan of action, and a summative conference.

**ARLINGTON PUBLIC SCHOOLS
TEACHER/STAFF EVALUATION SYSTEM**

EVALUATION OF PROBATIONARY STAFF MEMBERS

Clinical Supervision Cycle

A minimum of two formal observations of each probationary staff member annually. The formal observations and post observation conferences must be completed by December 1 and March 15 of each school year, with at least one evaluation per semester.

An annual summative evaluation conference and document will be completed for each probationary staff member by April 15

At the summative conference the evaluator and staff member will identify areas of strength and areas for improvement.

Teachers completing their probationary status will be notified at the summative conference of their level placement for the following year.

All certified staff members will follow the procedures for the level at which they are placed.

EVALUATION OF TENURED STAFF - LEVEL I

Level I involves a three year alternating plan for professional growth activities. One year will require a formal observation phase and the alternating two years will emphasize the professional growth/improvement cycle. Level I staff members have the probability of the clinical supervision cycle every third year.

An annual summative evaluation conference and form will be completed for each Level I staff member by May 1 of their clinical year.

Formal Observation Phase: A minimum of one formal observation/conference is required during the formal observation phase. Evaluators may initiate additional formal observations at their discretion. All formal observations must be completed by April 1.

Professional Growth Phase: Goals and plans for professional growth will be submitted for evaluation and discussion before September 15. The staff member and evaluator will conference at least twice during the school year to discuss the plan and progress toward achievement.

TENURED STAFF - LEVEL II

When the Level I documentation indicates the staff member's performance does not meet district expectations in any standard, placement at Level II may be initiated.

When a staff member's performance warrants placement at Level II, the evaluator must review all evaluation information collected with the superintendent. If the superintendent concurs with the evaluator's Level II placement the staff member will be notified no later than the summative conference.

Upon placement at Level II the staff member will receive and discuss a professional growth plan which describes deficiencies, specific means for correcting noted deficiencies, suggestions on how to make those changes and an adequate timeline for implementing the concrete suggestions for improvement. Identified deficiencies and/or growth plan will be discussed within two weeks of the observation of such deficiencies. The staff member may respond in writing to the evaluator's observation record within five working days of the notification.

The staff member must receive a minimum of two formal observations during the year of at Level II as described in the Clinical Supervision Cycle.

The staff member will be placed back on Level I on the recommendation of the supervisor.

TENURED STAFF – LEVEL III

The staff member will receive written notice by April 15 that the evaluator is recommending a Level III placement. At this time the evaluator will review with the staff member the reasons for Level III placement.

At this time the staff member may choose to resign from district employment. If the staff member does not wish to pursue this alternative the superintendent will submit a written recommendation of termination to the staff member and to the school board.

TERMS

Clinical Supervision Cycle: A rubric based observation system incorporating the use of pre-observation communication, anecdotal records, lesson analysis and a prescriptive conference.

Professional Growth Cycle: A three year cycle for tenured staff in which one year is spent in observation phase and two alternate years are spent in professional growth phase.

Observation Phase: A year in the Professional Growth Cycle in which the tenured teacher receives at least one formal observation consisting of pre-observation communication, anecdotal records, lesson analysis and a prescriptive conference.

Professional Growth Phase: Alternate years in the Professional Growth Cycle in which the tenured teacher prepares a professional development plan to improve student instruction.

Professional Development Plan: Is an instructional goal and plan of action prepared by the tenured staff member with the input and approval of the evaluator.

District Standards: The domain or category which identifies a teaching area. These are specified by the Rubric and Assessment Benchmarks for Performance. A rating of Not Evident or Basic does not meet district standards. A rating of Proficient or Distinguished meets district standards.

Formal Observation: An entire instructional period of at least 30 consecutive minutes resulting in a written record and including pre and post observation communication.

Informal Observation: An unannounced observation or visitation (walkthrough) for any length of time which may or may not be followed by a conference.

Summative Evaluation: The final evaluation that is completed at the end of the clinical supervision cycle Level I (observation phase) or Level II placement. This summative evaluation is based upon the Rubric and Assessment Benchmarks for Performance.

Level I: A level of placement for tenured teachers who are meeting district standards as measured by the Rubric and Assessment Benchmarks for Performance.

Level II: A level of placement for tenured teachers who are not meeting district standards as measured by the Rubric and Assessment Benchmarks for Performance.

Level III: A level of placement for tenured teachers who are not meeting district standards as measured by the Rubric and Assessment Benchmarks for Performance resulting in a resignation or termination.

TRAINING AND OBSERVATION CRITERIA

- I. All staff members will be evaluated on 1) instructional performance, 2) professional and personal conduct and 3) classroom organization and management.
- II. The district will conduct training sessions for evaluators and staff at the beginning of each school year to review the evaluation process and forms.
- III. All forms (observation, summative, post-observation, etc.) will be devised by the school administrative staff, and will mirror the school's policies and practices.

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY TEACHER SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher:**

Criteria:

- 1.1 evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 lesson plans are written clearly and include objectives, materials to be used, assessments to be used, and state or national standards;
- 1.3 teacher reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 submits weekly and daily lesson plans in organized format to building principal.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 2: Teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook and any update administrative memos or policy statements.**

Criteria:

- 2.1 teacher meets all deadlines;
- 2.2 demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures and expectations.
- 2.3 never any need to remind of responsibilities defined in Standard 2.

_____ **Standard 3: Teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 3.1 teacher regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 3.2 contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 3.3 teacher can provide evidence of having contacted the majority of parents or guardians of his/her students during the year;
- 3.4 some evidence that teacher provides parents or guardians with information regarding classroom activities and events.

_____ **Standard 4: Teacher attempts to develop a strong, friendly relationship with all of the students in his/her class.**

Criteria:

- 4.1 teacher knows all of his/her students by name and identifies them by name in class;
- 4.2 teacher regularly engages students in friendly conversation and is able to relate to at least one personal, “non-class” bit of information on each student;
- 4.3 students regularly seek to communicate with teacher and regularly initiate communication or seek advice;
- 4.4 problems with students are recognized and an attempt is made to communicate a willingness to talk.

AREA III: CLASSROOM ORGANIZATION AND MANAGEMENT

_____ **Standard 5: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 5.1 teacher rarely has to remind students of failure to follow classroom rules and procedures;
- 5.2 evidence that students understand rules and consequences and have participated in their development;
- 5.3 classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 6: Teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

Criteria:

- 6.1 rarely does the teacher have to remind a student or the class of a procedure to be used;
- 6.2 students comply with class procedures in an orderly manner;
- 6.3 there is evidence that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher	Date	Signature of Evaluator	Date
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ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY TEACHER SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher:**

Criteria:

- 1.1 evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards;
- 1.3 teacher reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Teacher develops and produces his/her own instructional materials for class.**

Criteria:

- 2.1 over 50% of the instructional materials used in the classroom are created by or modified by the teacher;
- 2.2 evidence that the teacher attempts to aid learning for students through the creation or modification of instructional materials for students.

_____ **Standard 3: Teacher demonstrates an ability and willingness to match the method, content and desired outcomes of a lesson to individual students.**

Criteria:

- 3.1 teacher makes use of three or more teaching styles on a regular basis;
- 3.2 lessons and outcomes reflect an understanding that there are different abilities and learning styles present in the classroom although there is a tendency to “group” students rather than individualize;
- 3.3 in planning, teacher comes closer to recognizing individual differences by grouping students into smaller groups and basing the group assignments on learning styles rather than rate of learning;

_____ **Standard 4: Teacher makes use of and trains students in the use of collaborative learning techniques.**

Criteria:

- 4.1 evidence that the teacher attempts to group students into collaborative learning teams and tried to teach collaborative learning techniques;
- 4.2 evidence that the materials, groupings, and outcomes are appropriate to collaborative learning in many cases.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 5: Teacher understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any update administrative memos or policy statements.**

Criteria:

- 5.1 teacher meets all deadlines;
- 5.2 demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations.
- 5.3 never any need to remind of responsibilities defined in Standard 2.

_____ **Standard 6: Teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 6.1 teacher regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 6.2 contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 6.3 teacher can provide evidence of having contacted the majority of parents or guardians of his/her students during the year;
- 6.4 some evidence that teacher provides parents or guardians with information regarding classroom activities and events.

_____ **Standard 7: Teacher attempts to develop a strong, friendly relationship with all of the students in his/her class.**

Criteria:

- 7.1 teacher knows all of his/her students by name and identifies them by name in class;
- 7.2 teacher regularly engages students in friendly conversation and is able to relate to at least one personal, "non-class" bit of information on each student;
- 7.3 students regularly seek to communicate with teacher and regularly initiate communication or seek advice;
- 7.4 problems with students are recognized and an attempt is made to communicate a willingness to talk.

_____ **Standard 8: Teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 8.1 teacher meets or exceeds the required professional development program requirements;
- 8.2 actively pursues and participates in individual professional growth activities;
- 8.3 makes some use of newly learned teaching concepts in the classroom.

_____ **Standard 9: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 9.1 teacher participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 9.2 activities are normally supervisory in nature.

_____ **Standard 10: Teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

- 10.1 teacher demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: CLASSROOM ORGANIZATION AND MANAGEMENT

_____ **Standard 11: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

- 11.1 teacher rarely has to remind students of failure to follow classroom rules and procedures;
- 11.2 evidence that students understand rules and consequences and have participated in their development;
- 11.3 classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 12: Teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

- 12.1 rarely does the teacher have to remind a student or the class of a procedure to be used;
- 12.2 students comply with class procedures in an orderly manner;
- 12.3 there is evidence that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher's Comments (Optional):

The teacher's signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY TEACHER AND TENURED TEACHER SUMMATIVE
 EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher:**

Criteria:

- 1.1 evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards;
- 1.3 teacher reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Teacher develops and produces his/her own instructional materials for class.**

Criteria:

- 2.1 over 50% of the instructional materials used in the classroom are created by or modified by the teacher;
- 2.2 evidence that the teacher attempts to aid learning for students through the creation or modification of instructional materials for students.

_____ **Standard 3: Teacher demonstrates an ability and willingness to match the method, content and desired outcomes of a lesson to individual students.**

Criteria:

- 3.1 teacher makes use of three or more teaching styles on a regular basis;
- 3.2 lessons and outcomes reflect an understanding that there are different abilities and learning styles present in the classroom although there is a tendency to “group” students rather than individualize;
- 3.3 in planning, teacher comes closer to recognizing individual differences by grouping students into smaller groups and basing the group assignments on learning styles rather than rate of learning;

_____ **Standard 4: Teacher makes use of and trains students in the use of collaborative learning techniques.**

Criteria:

- 4.1 evidence that the teacher attempts to group students into collaborative learning teams and tried to teach collaborative learning techniques;
- 4.2 evidence that the materials, groupings, and outcomes are appropriate to collaborative learning in many cases.

_____ **Standard 5: Teacher demonstrates use of a variety of successful teaching styles in all classes taught.**

Criteria:

- 5.1 teacher demonstrates use of a large number of different styles and regularly plans or makes changes in class based on student success or needs;
- 5.2 teacher can explain why a certain style is used in a given situation;
- 5.3 teacher makes good use of class time to allow students to acquire knowledge as a result of experience.

_____ **Standard 6: Teacher demonstrates an expectation of high performance on a set of clear-cut learning goals and teaches to a higher order process.**

Criteria:

- 6.1 teacher sets clear-cut high expectations for students and adheres to them;

- 6.2 he/she teaches to higher order thinking skills and is successful at least one half of the time;
- 6.3 many (at least 1/3) of the students in the class are involved in at least one higher order thinking skill activity during the class period.

_____ **Standard 7: The teacher properly aligns assessment in class to what has been taught and what students have learned. Appropriate assessment tools, including authentic assessments, are used in class.**

Criteria:

- 7.1 teacher uses authentic assessments on a regular basis;
- 7.2 assessments are teacher created and align completely with what has been taught and students are expected to learn;
- 7.3 assessments require students to exhibit the skills they have learned and make use of higher order thinking skills.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 8: Teacher understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any update administrative memos or policy statements.**

Criteria:

- 8.1 teacher meets all deadlines;
- 8.2 demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations.
- 8.3 never any need to remind of responsibilities defined in Criteria 8.

_____ **Standard 9: Teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 9.1 teacher regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 9.2 contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem;

- 9.3 teacher can provide evidence of having contacted the majority of parents or guardians of his/her students during the year;
- 9.4 some evidence that teacher provides parents or guardians with information regarding classroom activities and events.

_____ **Standard 10: Teacher attempts to develop a strong, friendly relationship with all of the students in his/her class.**

Criteria:

- 10.1 teacher knows all of his/her students by name and identifies them by name in class;
- 10.2 teacher regularly engages students in friendly conversation and is able to relate to at least one personal, “non-class” bit of information on each student;
- 10.3 students regularly seek to communicate with teacher and regularly initiate communication or seek advice;
- 10.4 problems with students are recognized and an attempt is made to communicate a willingness to talk.

_____ **Standard 11: Teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 11.1 teacher meets or exceeds the required professional development program requirements;
- 11.2 actively pursues and participates in individual professional growth activities;
- 11.3 makes some use of newly learned teaching concepts in the classroom.

_____ **Standard 12: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 12.1 teacher participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 12.2 activities are normally supervisory in nature.

_____ **Standard 13: Teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 13.1 teacher demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: CLASSROOM ORGANIZATION AND MANAGEMENT

_____ **Standard 14: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 14.1 teacher rarely has to remind students of failure to follow classroom rules and procedures;
- 14.2 evidence that students understand rules and consequences and have participated in their development;
- 14.3 classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 15: Teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

Criteria:

- 15.1 rarely does the teacher have to remind a student or the class of a procedure to be used;
- 15.2 students comply with class procedures in an orderly manner;
- 15.3 there is evidence that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher's Comments (Optional):

The teacher's signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher

Date

Signature of Evaluator

Date

ARLINGTON PUBLIC SCHOOLS
Rubric Based Evaluation A Developmental Evaluation Program

Prioritizing Teaching Goals for Probationary and Tenured Teachers

Below is the time frame for expectations placed on teacher development through the use of the rubrics. Note that new skills are added each year. First year teachers are basically in a “survival mode,” while second and third year teachers should be expected to become self-evaluative of their skills and what they must do to improve their performance.

First Year	Second Year	Third Year	Beyond Three
<p>First year probationary teachers are expected to work on the following skill areas during the first year.</p> <ul style="list-style-type: none"> • Student control • Basic planning and management • Lesson sequence • Relationships and Communication 	<p>Second year probationary teachers are expected to show a continuing understanding of and proper use of the goals emphasized in the first year of teaching. If one or more of the standards is listed as not meeting district expectations, a Plan of Assistance is in effect.</p> <p>In addition to demonstrating a continuing improvement of first year skills the second year teacher will be expected to add the following skills to their teaching repertoire.</p> <ul style="list-style-type: none"> • Use of materials • Personalization (matching method, content, students, and desired outcomes) • Collaborative learning • Professional development • District, school, and professional contributions 	<p>Third year probationary teachers are expected to demonstrate the proper use of all of the skills developed in the first two years of teaching as well as adding the following skills.</p> <ul style="list-style-type: none"> • Teaching style • Content pedagogy and assessment • Teaching to higher order processes <p>A decision must be made by the end of this school year to either offer the teacher tenure, or to not offer a renewal of contract. These decisions must be based on the results of evaluations, work on Plans of Assistance (if any have been written), and the overall improvement of the teacher.</p>	<p>Teachers offered a tenure contract should continue to improve and demonstrate the skills evaluated in the first three years of teaching.</p>

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY **MEDIA SPECIALIST**
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Media specialist plans and works collaboratively with classroom teachers to integrate literature, resources, and information literacy skills into the curriculum.**

Criteria:

- 1.1 Utilizes appropriate record of instructional planning with classroom teachers;
- 1.2 Promotes literature;
- 1.3 Assists with instruction and evaluation of cooperatively planned units;
- 1.4 Assists teachers in the selection and utilization of appropriate resources;
- 1.5 Recommends strategies for the integration of resources and technology into instruction.

_____ **Standard 2: Media specialist promotes literature, reading, and intellectual freedom through a variety of activities.**

Criteria:

- 2.1 Schedules events and activities to promote reading;
- 2.2 Provides reader advisory services (i.e. recommendations, composing bibliographies and databases);
- 2.3 Creates displays and/or multimedia to promote reading.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 3: Media specialist understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 3.1 Meets all deadlines;
- 3.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 3.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 4: Media specialist communicates and interacts in a professional manner with the school community.**

Criteria:

- 4.1 Demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons;
- 4.2 Communicates effectively with students, staff, administrators, and parents/patrons.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 5: Media specialist administers and maintains a center and program that fosters a positive learning environment while maintaining a flexible schedule.**

Criteria:

- 5.1 Maintains an attractive, student-centered media center;
- 5.2 Is aware of instructional and curricular needs of students;
- 5.3 Insures accessibility to the media center and its materials for students and makes provisions for those with special needs.

_____ **Standard 6: Media specialist ensures effective organization and accessibility of the center and resources.**

Criteria:

- 6.1 Maintains the media center database in a manner that promotes effective identification and location of materials;
- 6.2 Catalogs and processes resources purchased for circulation;

- 6.3 Promotes appropriate use of online resources;
- 6.4 Facilitates distance learning resources by managing satellite and cable reception;
- 6.5 Inspects, maintains, and weeds media center resources.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher's Comments (Optional):

The teacher's signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY MEDIA SPECIALIST
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Media specialist plans and works collaboratively with classroom teachers to integrate literature, resources, and information literacy skills into the curriculum.**

Criteria:

- 1.1 Utilizes appropriate record of instructional planning with classroom teachers;
- 1.2 Promotes literature;
- 1.3 Assists with instruction and evaluation of cooperatively planned units;
- 1.4 Assists teachers in the selection and utilization of appropriate resources;
- 1.5 Recommends strategies for the integration of resources and technology into instruction.

_____ **Standard 2: Media specialist promotes literature, reading, and intellectual freedom through a variety of activities.**

Criteria:

- 2.1 Schedules events and activities to promote reading;
- 2.2 Provides reader advisory services (i.e. recommendations, composing bibliographies and databases);
- 2.3 Creates displays and/or multimedia to promote reading.

_____ **Standard 3: Media specialist collaborates with teachers and students in production of instructional projects and resources.**

Criteria:

- 3.1 Assists students and staff with production activities;
- 3.2 Provides instruction in production techniques using a variety of formats.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 4: Media specialist understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 4.1 Meets all deadlines;
- 4.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 4.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 5: Media specialist communicates and interacts in a professional manner with the school community.**

Criteria:

- 5.1 Demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons;
- 5.2 Communicates effectively with students, staff, administrators, and parents/patrons.

_____ **Standard 6: Media specialist seeks opportunities to increase professional skills as a media specialist and a professional educator.**

Criteria:

- 6.1 Participates in local workshops and/or opportunities provided by the professional library media organizations and/or educational associations;
- 6.2 Reads professional journals in order to increase awareness of current educational issues.

_____ **Standard 7: Media specialist demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 7.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 7.2 Activities are normally supervisory in nature.

_____ **Standard 8: Media specialist demonstrates willingness to work with other staff members to improve his/her skills or improve instruction in general.**

- 8.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 9: Media specialist administers and maintains a center and program that fosters a positive learning environment while maintaining a flexible schedule.**

Criteria:

- 9.1 Maintains an attractive, student-centered media center;
- 9.2 Is aware of instructional and curricular needs of students;
- 9.3 Insures accessibility to the media center and its materials for students and makes provisions for those with special needs

_____ **Standard 10: Media specialist ensures effective organization and accessibility of the center and resources.**

Criteria:

- 10.1 Maintains the media center database in a manner that promotes effective identification and location of materials;
- 10.2 Catalogs and processes resources purchased for circulation;
- 10.3 Promotes appropriate use of online resources;
- 10.4 Facilitates distance-learning resources by managing satellite and cable reception;

10.5 Inspects, maintains, and weeds media center resources.

_____ **Standard 11: Media specialist selects and orders resources consistent with system policies and school curricular needs.**

Criteria:

11.1 Analyzes the media center collection based on curriculum and instructional needs;

11.2 Seeks input for the collection development and uses appropriate selection tools;

11.3 Maintains a consideration file for future purchases;

11.4 Monitors the media center budget;

11.5 Provides assistance with software and hardware evaluation and acquisition;

11.6 Ensures timely submission of completed media center purchase orders.

_____ **Standard 12: Media specialist provides leadership and supervision for media center staff.**

12.1 Assists with interviews and evaluations;

12.2 Ensures proper training;

12.3 Provides ongoing supervision and guidance.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY AND TENURED **MEDIA SPECIALIST**
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Media specialist plans and works collaboratively with classroom teachers to integrate literature, resources, and information literacy skills into the curriculum.**

Criteria:

- 1.1 Utilizes appropriate record of instructional planning with classroom teachers;
- 1.2 Promotes literature;
- 1.3 Assists with instruction and evaluation of cooperatively planned units;
- 1.4 Assists teachers in the selection and utilization of appropriate resources;
- 1.5 Recommends strategies for the integration of resources and technology into instruction.

_____ **Standard 2: Media specialist promotes literature, reading, and intellectual freedom through a variety of activities.**

Criteria:

- 2.1 Schedules events and activities to promote reading;
- 2.2 Provides reader advisory services (i.e. recommendations, composing bibliographies and databases);
- 2.3 Creates displays and/or multimedia to promote reading.

_____ **Standard 3: Media specialist collaborates with teachers and students in production of instructional projects and resources.**

Criteria:

- 3.1 Assists students and staff with production activities;
- 3.2 Provides instruction in production techniques using a variety of formats

_____ **Standard 4: Media specialist develops and provides instructional opportunities with information technologies for staff and students.**

- 4.1 Assists students and staff in the access and utilization of resources and new technologies;
- 4.2 Provides orientation for new students and staff as needed;
- 4.3 Promotes awareness of outside resources such as public and college libraries, online services, and community resources;
- 4.4 Disseminates information regarding educational television programming, distance learning opportunities, and other electronic resources.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 5: Media specialist understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 5.1 Meets all deadlines;
- 5.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 5.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 6: Media specialist communicates and interacts in a professional manner with the school community.**

Criteria:

- 6.1 Demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons;
- 6.2 Communicates effectively with students, staff, administrators, and parents/patrons.

_____ **Standard 7: Media specialist seeks opportunities to increase professional skills as a media specialist and a professional educator.**

Criteria:

- 7.1 Participates in local workshops and/or opportunities provided by the professional library media organizations and/or educational associations;
- 7.2 Reads professional journals in order to increase awareness of current educational issues.

_____ **Standard 8: Media specialist demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 8.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 8.2 Activities are normally supervisory in nature.

_____ **Standard 9: Media specialist demonstrates willingness to work with other staff members to improve his/her skills or improve instruction in general.**

Criteria:

- 9.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 10: Media specialist administers and maintains a center and program that fosters a positive learning environment while maintaining a flexible schedule.**

Criteria:

- 10.1 Maintains an attractive, student-centered media center;
- 10.2 Is aware of instructional and curricular needs of students;
- 10.3 Insures accessibility to the media center and its materials for students and makes provisions for those with special needs.

_____ **Standard 11: Media specialist ensures effective organization and accessibility of the center and resources.**

Criteria:

- 11.1 Maintains the media center database in a manner that promotes effective identification and location of materials;
- 11.2 Catalogs and processes resources purchased for circulation;
- 11.3 Promotes appropriate use of online resources;
- 11.4 Facilitates distance-learning resources by managing satellite and cable reception;
- 11.5 Inspects, maintains, and weeds media center resources.

_____ **Standard 12: Media specialist selects and orders resources consistent with system policies and school curricular needs.**

Criteria:

- 12.1 Analyzes the media center collection based on curriculum and instructional needs;
- 12.2 Seeks input for the collection development and uses appropriate selection tools;
- 12.3 Maintains a consideration file for future purchases;
- 12.4 Monitors the media center budget;
- 12.5 Provides assistance with software and hardware evaluation and acquisition;
- 12.6 Ensures timely submission of completed media center purchase orders.

_____ **Standard 13: Media specialist provides leadership and supervision for media center staff.**

- 13.1 Assists with interviews and evaluations;
- 13.2 Ensures proper training;
- 13.3 Provides ongoing supervision and guidance.

_____ **Standard 14: Media specialist provides instructional leadership and plans for the use of library media/technology resources and needs as a member of the school technology committee.**

- 14.1 Assists in identifying resources that support the curriculum;
- 14.2 Assists in identifying resources needed for information literacy skills development.

Standard 15: Media specialist leads the media committee in the development, evaluation, and revision of the media plan, policies, procedures, and services of the media program and media center.

- 15.1 Sets short and long term goals for the media services program;
- 15.2 Seeks input from and informs students, staff, and community about the School Library Media Center, its resources, services, program, and activities;
- 15.3 Maintains and uses statistical reports for instructional and budgetary planning;
- 15.4 Coordinates the procedure for challenged materials;
- 15.5 Disseminates current information about copyright law to staff and students as appropriate.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher's Comments (Optional):

The teacher's signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY SPECIAL EDUCATION TEACHER
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Special education teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that show objectives, materials to be used and state or national standards;
- 1.2 Teacher reflects on success or failure of lessons and uses this information to improve instruction;
- 1.3 Submits weekly or daily lesson plans in organized format to building principal.

_____ **Standard 2: Special education teacher collaborates with regular educators to make accommodations and modifications as necessary for student success.**

Criteria:

- 2.1 Discusses alternative strategies with classroom teachers;
- 2.2 Consults with classroom teachers concerning long-range goals and objectives for the educational program;
- 2.3 Cooperatively plan appropriate educational materials to implement an individual educational program;
- 2.4 Assist in generating suitable instructional procedures by considering the child's learning style, arrange for instruction, and provide a way of measuring student progress.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 3: Special education teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 3.1 Meets all deadlines;
- 3.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 3.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 4: Special education teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 4.1 Regularly makes contact with parents or guardians with both positive and negative comments regarding the student.
- 4.2 Contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem.

_____ **Standard 5: Special education teacher will complete all necessary paperwork and forms in a timely manner and as outlined by district special education policies and procedures.**

Criteria:

- 5.1 Provide parents or guardians all proper notifications of progress and/or meetings;
- 5.2 Complete all paperwork according to district guidelines to remain in compliance at all times.

AREA III. ORGANIZATION AND MANAGEMENT

_____ **Standard 6: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 6.1 Rarely have to remind students of failure to follow classroom rules and procedures;
- 6.2 Evidence the students understand rules and consequences and have participated in their development;
- 6.3 Classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 7: Special education teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

- 7.1 Rarely does the teacher have to remind a student or the class of a procedure to be used;
- 7.2 Students comply with class procedures in an orderly manner;
- 7.3 Evidence exists that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher	Date	Signature of Evaluator	Date
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ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY SPECIAL EDUCATION TEACHER
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Special education teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that show objectives, materials to be used and state or national standards;
- 1.2 Teacher reflects on success or failure of lessons and uses this information to improve instruction;
- 1.3 Submits weekly or daily lesson plans in organized format to building principal.

_____ **Standard 2: Special education teacher collaborates with regular educators to make accommodations and modifications as necessary for student success.**

Criteria:

- 2.1 Discusses alternative strategies with classroom teachers;
- 2.2 Consults with classroom teachers concerning long-range goals and objectives for the educational program;
- 2.3 Cooperatively plan appropriate educational materials to implement an individual educational program;
- 2.4 Assist in generating suitable instructional procedures by considering the child's learning style, arrange for instruction, and provide a way of measuring student progress.

_____ **Standard 3: Special education teacher assesses student progress to plan for and implement instruction to ensure student learning:**

Criteria:

- 3.1 Conducts formal and informal diagnostic testing as needed;
- 3.2 Reviews data from group assessment measures.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 4: Special education teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 4.1 Meets all deadlines;
- 4.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 4.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 5: Special education teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 5.1 Regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 5.2 Contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem.

_____ **Standard 6: Special education teacher will complete all necessary paperwork and forms in a timely manner and as outlined by district special education policies and procedures.**

Criteria:

- 6.1 Provide parents or guardians all proper notifications of progress and/or meetings;
- 6.2 Complete all paperwork according to district guidelines to remain in compliance at all times.

_____ **Standard 7: Special education teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 7.1 Meets or exceeds required professional development program requirements;
- 7.2 Actively pursues and participates in individual professional growth activities;
- 7.3 Makes some use of newly learned teaching concepts in the classroom;
- 7.4 Keeps current with changing state and federal laws, regulations, and guidelines.

_____ **Standard 8: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 8.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 8.2 Activities are normally supervisory in nature.

_____ **Standard 9: Special education teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 9.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 10: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 10.1 Rarely have to remind students of failure to follow classroom rules and procedures;
- 10.2 Evidence the students understand rules and consequences and have participated in their development;

10.3 Classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 11: Special education teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

11.1 Rarely does the teacher have to remind a student or the class of a procedure to be used;

11.2 Students comply with class procedures in an orderly manner;

11.3 Evidence exists that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher

Date

Signature of Evaluator

Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY AND TENURED
SPECIAL EDUCATION TEACHER
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Special education teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that show objectives, materials to be used and state or national standards;
- 1.2 Teacher reflects on success or failure of lessons and uses this information to improve instruction;
- 1.3 Submits weekly or daily lesson plans in organized format to building principal.

_____ **Standard 2: Special education teacher collaborates with regular educators to make accommodations and modifications as necessary for student success.**

Criteria:

- 2.1 Discusses alternative strategies with classroom teachers;
- 2.2 Consults with classroom teachers concerning long-range goals and objectives for the educational program;
- 2.3 Cooperatively plan appropriate educational materials to implement an individual educational program;

- 2.4 Assist in generating suitable instructional procedures by considering the child's learning style, arrange for instruction, and provide a way of measuring student progress.

_____ **Standard 3: Special education teacher assesses student progress to plan for and implement instruction to ensure student learning:**

Criteria:

- 3.1 Conducts formal and informal diagnostic testing as needed;
- 3.2 Reviews data from group assessment measures.

_____ **Standard 4: Special education teacher demonstrates use of a variety of successful teaching styles.**

- 4.1 Demonstrates use of a large number of different styles and regularly plans or makes changes in class based on student needs;
- 4.2 Can explain why a certain style is used in a given situation;
- 4.3 Makes good use of class time to allow students to acquire knowledge as a result of experience.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 5: Special education teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 5.1 Meets all deadlines;
- 5.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 5.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 6: Special education teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 6.1 Regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 6.2 Contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem.

_____ **Standard 7: Special education teacher will complete all necessary paperwork and forms in a timely manner and as outlined by district special education policies and procedures.**

Criteria:

- 7.1 Provide parents or guardians all proper notifications of progress and/or meetings;
- 7.2 Complete all paperwork according to district guidelines to remain in compliance at all times.

_____ **Standard 8: Special education teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 8.1 Meets or exceeds required professional development program requirements;
- 8.2 Actively pursues and participates in individual professional growth activities;
- 8.3 Makes some use of newly learned teaching concepts in the classroom;
- 8.4 Keeps current with changing state and federal laws, regulations, and guidelines.

_____ **Standard 9: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 9.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 9.2 Activities are normally supervisory in nature.

_____ **Standard 10: Special education teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 10.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

_____ **Standard 11: Special education will demonstrate leadership in implementing the educational program for individual and groups of qualified students.**

Criteria:

- 11.1 Participate with the multidisciplinary team in determining necessary verification;
- 11.2 Participate in staffings by providing pertinent diagnostic data and expertise in special education rules and regulations;
- 11.3 Follow to see that the implementation of the IEP is modified and followed accordingly;
- 11.4 Conduct on-going review and modification of an individual's educational program;
- 11.5 Monitor student progress annually using or reviewing criterion reference tests, behavioral objectives, and/or standardized tests;
- 11.6 Consider placement decisions annually.

_____ **Standard 12: Special education teacher will function as a liaison between school and parents of special education students.**

Criteria:

- 12.1 Involve parents and regular educators in the decision making process;
- 12.2 Explain reasons for decisions to the people affected;
- 12.3 Exhibit openness and humanity in dealing with sensitive issues;
- 12.4 Advocate for special education students with teachers, parents, and others;
- 12.5 Establish avenues of dialog between the school and parents.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 13: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 13.1 Rarely have to remind students of failure to follow classroom rules and procedures;
- 13.2 Evidence the students understand rules and consequences and have participated in their development;
- 13.3 Classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 14: Special education teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

- 14.1 Rarely does the teacher have to remind a student or the class of a procedure to be used;
- 14.2 Students comply with class procedures in an orderly manner;
- 14.3 Evidence exists that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF COUNSELOR COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY COUNSELOR AND TENURED
COUNSELOR
 SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criterion that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Counselor engages and/or is in collaboration in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives states by the counselor.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 Lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards as applicable;
- 1.3 Counselor reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 Counselor submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Counselor communicates high standards and achievement expectations for all students.**

Criteria:

- 2.1 Counselor is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student;
- 2.2 Counselor will provide students with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

_____ **Standard 3: Counselor effectively coordinates student academic records, assuring accuracy, confidentiality, and timely transfer of academic and assessment data as appropriate.**

Criteria:

- 3.1 Counselor maintains accurate and meaningful student records and documentation;
- 3.2 Counselor interprets testing results and other student data accurately to staff, students, and parents;
- 3.2 Counselor conducts non-standardized educational assessments according to professional practices (e.g. classroom observation);
- 3.3 Counselor uses standardized tests and inventories according to published practices and professional standards;
- 3.4 Counselor assures that testing conditions and the administration of standardized tests in the school are appropriate.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 4: Counselor understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any updated administrative memos or policy statements.**

Criteria:

- 4.1 Counselor meets all deadlines;
- 4.2 Counselor demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 4.3 Counselor never needs any reminder(s) of the responsibilities defined in Standard 8.

_____ **Standard 5: Counselor engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 5.1 Counselor regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 5.2 Counselor contacts are preventative in nature (regarding concerns) giving parents/guardians the opportunity to correct behavior or performance before it becomes a serious problem;

- 5.3 Counselor consults to parents/guardians regarding the educational, career, and personal/social development of students;
- 5.4 Evidence of some kind exists proving that the counselor provides parents/guardians with information regarding classroom activities and events.

_____ **Standard 6: Counselor attempts to develop a strong, friendly relationship with all of the students.**

Criteria:

- 6.1 Counselor is familiar with all of his/her students and attempts to identify them by name;
- 6.2 Counselor advocates for all students;
- 6.3 Counselor communicates effectively with students;
- 6.4 Students regularly seek to communicate with the counselor and regularly initiate communication or seek advice;
- 6.5 Problems with students are recognized and an attempt is made to communicate a willingness to talk;
- 6.6 Counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed.

AREA III: LEARNING ENVIRONMENT

_____ **Standard 7: Counselor maintains appropriate standards of behavior, mutual respect, and safety.**

Criteria:

- 7.1 Counselor respects the student's values and beliefs and does not impose the counselor's personal values;
- 7.2 Counselor provides opportunities for student involvement in the learning process;

_____ **Standard 8: Counselor provides a safe, welcoming setting in which students may present and discuss their academic needs and concerns.**

Criteria:

- 8.1 Counselor demonstrates a commitment to a personal and professional code of ethics;
- 8.2 Counselor provides individual counseling in a confidential setting.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Counselor's Comments (Optional):

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF COUNSELOR COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY AND TENURED
COUNSELOR
 SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criterion that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Counselor engages and/or is in collaboration in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives states by the counselor.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 Lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards as applicable;
- 1.3 Counselor reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 Counselor submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Counselor communicates high standards and achievement expectations for all students.**

Criteria:

- 2.1 Counselor is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student;
- 2.2 Counselor will provide students with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

_____ **Standard 3: Counselor develops and implements an effective school-based guidance curriculum and program that meets school and students' goals and objectives.**

Criteria:

- 3.1 Counselor organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation;
- 3.2 Counselor initiates and coordinates school-wide guidance and counseling activities;
- 3.3 Counselor manages time effectively and provides services on schedule;
- 3.4 Counselor maintains an organized, functional, and up-to-date office/counseling center;
- 3.5 Counselor seeks input from teachers and staff in making decisions about the school counseling program.

_____ **Standard 4: Counselor provides effective and timely direct services to students including course scheduling, academic and vocational advising, post secondary planning, and follow-up services.**

Criteria:

- 4.1 Counselor plans and implements the registration process;
- 4.2 Counselor develops and maintains students' individual four-year plans;
- 4.3 Counselor registers students in courses commensurate with their needs;
- 4.4 Counselor demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling;
- 4.5 Counselor uses appropriate counseling processes and techniques for individual and group sessions;
- 4.6 Counselor follows up individual and group counseling to monitor student progress.

_____ **Standard 5: Counselor effectively coordinates student academic records, assuring accuracy, confidentiality, and timely transfer of academic and assessment data as appropriate.**

Criteria:

- 5.1 Counselor maintains accurate and meaningful student records and documentation;

- 5.2 Counselor interprets testing results and other student data accurately to staff, students, and parents;
- 5.2 Counselor conducts non-standardized educational assessments according to professional practices (e.g. classroom observation);
- 5.3 Counselor uses standardized tests and inventories according to published practices and professional standards;
- 5.4 Counselor assures that testing conditions and the administration of standardized tests in the school are appropriate.

Standard 6: Counselor facilitates new student integration into the school environment, and students' successful transition from one level of education to the next.

Criteria:

- 6.1 Counselor will provide information and activities to students and parents that will assist them in making the transition from one educational level to the next (i.e. elementary to middle school).

AREA II: PROFESSIONAL CONDUCT

Standard 7: Counselor understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any updated administrative memos or policy statements.

Criteria:

- 7.1 Counselor meets all deadlines;
- 7.2 Counselor demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 7.3 Counselor never needs any reminder(s) of the responsibilities defined in Standard 8.

Standard 8: Counselor engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.

Criteria:

- 8.1 Counselor regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 8.2 Counselor contacts are preventative in nature (regarding concerns) giving parents/guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 8.3 Counselor consults to parents/guardians regarding the educational, career, and personal/social development of students;
- 8.4 Evidence of some kind exists proving that the counselor provides parents/guardians with information regarding classroom activities and events.

Standard 9: Counselor attempts to develop a strong, friendly relationship with all of the students.

Criteria:

- 9.1 Counselor is familiar with all of his/her students and attempts to identify them by name;
- 9.2 Counselor advocates for all students;
- 9.3 Counselor communicates effectively with students;
- 9.4 Students regularly seek to communicate with the counselor and regularly initiate communication or seek advice;
- 9.5 Problems with students are recognized and an attempt is made to communicate a willingness to talk;
- 9.6 Counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed.

Standard 10: Counselor actively participates in required professional development program as well as seeking professional growth.

Criteria:

- 10.1 Counselor meets or exceeds the required professional development program requirements;
- 10.2 Counselor actively pursues and participates in individual profession growth activities;

- 10.3 Counselor keeps abreast of professional information in counseling and utilizes new practices and techniques when applicable.

_____ **Standard 11: Counselor demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 11.1 Counselor participates in multiple activities outside school hours for which he/she is both paid and unpaid;

- 11.2 Activities are normally supervisory in nature.

_____ **Standard 12: Counselor demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 12.1 Counselor demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: LEARNING ENVIRONMENT

_____ **Standard 13: Counselor maintains appropriate standards of behavior, mutual respect, and safety.**

Criteria:

- 13.1 Counselor respects the student's values and beliefs and does not impose the counselor's personal values;

- 13.2 Counselor provides opportunities for student involvement in the learning process;

_____ **Standard 14: Counselor provides a safe, welcoming setting in which students may present and discuss their academic needs and concerns.**

Criteria:

- 14.1 Counselor demonstrates a commitment to a personal and professional code of ethics;

- 14.2 Counselor provides individual counseling in a confidential setting.

_____ **Standard 15: Counselor promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.**

Criteria:

- 15.1 Counselor is aware of each student’s ability level and actively encourages students to strive to achieve at a higher level;
- 15.2 Counselor assists teachers and students with the integrations of guidance activities into the curriculum.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Counselor’s Comments (Optional):

The counselor’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Counselor Signature

Date

Signature of Evaluator

Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF COUNSELOR COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY AND TENURED
COUNSELOR
 SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criterion that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Counselor engages and/or is in collaboration in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives states by the counselor.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 Lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards as applicable;
- 1.3 Counselor reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 Counselor submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Counselor communicates high standards and achievement expectations for all students.**

Criteria:

- 2.1 Counselor is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student;
- 2.2 Counselor will provide students with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

_____ **Standard 3: Counselor develops and implements an effective school-based guidance curriculum and program that meets school and students' goals and objectives.**

Criteria:

- 3.1 Counselor organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation;
- 3.2 Counselor initiates and coordinates school-wide guidance and counseling activities;
- 3.3 Counselor manages time effectively and provides services on schedule;
- 3.4 Counselor maintains an organized, functional, and up-to-date office/counseling center;
- 3.5 Counselor seeks input from teachers and staff in making decisions about the school counseling program.

_____ **Standard 4: Counselor provides effective and timely direct services to students including course scheduling, academic and vocational advising, post secondary planning, and follow-up services.**

Criteria:

- 4.1 Counselor plans and implements the registration process;
- 4.2 Counselor develops and maintains students' individual four-year plans;
- 4.3 Counselor registers students in courses commensurate with their needs;
- 4.4 Counselor demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling;
- 4.5 Counselor uses appropriate counseling processes and techniques for individual and group sessions;
- 4.6 Counselor follows up individual and group counseling to monitor student progress.

_____ **Standard 5: Counselor effectively coordinates student academic records, assuring accuracy, confidentiality, and timely transfer of academic and assessment data as appropriate.**

Criteria:

- 5.1 Counselor maintains accurate and meaningful student records and documentation;

- 5.2 Counselor interprets testing results and other student data accurately to staff, students, and parents;
- 5.2 Counselor conducts non-standardized educational assessments according to professional practices (e.g. classroom observation);
- 5.3 Counselor uses standardized tests and inventories according to published practices and professional standards;
- 5.4 Counselor assures that testing conditions and the administration of standardized tests in the school are appropriate.

Standard 6: Counselor facilitates new student integration into the school environment, and students' successful transition from one level of education to the next.

Criteria:

- 6.1 Counselor will provide information and activities to students and parents that will assist them in making the transition from one educational level to the next (i.e. elementary to middle school).

Standard 7: Counselor provides relevant and timely information, orientation sessions, and workshops regarding the guidance program and post secondary planning.

Criteria:

- 7.1 Counselor provides information, activities, and experiences for students to develop career-related goals;
- 7.2 Counselor guides students and parents in their secondary planning through the development of educational and career plans, financial planning workshops, and new student orientation;

Standard 8: Counselor consults and collaborates with colleagues in the testing and screening of students for programs.

Criteria:

- 8.1 Counselor assists in early identification of students with special needs;
- 8.2 Counselor assists teachers and parents in interpreting student appraisal data;
- 8.3 Counselor maintains follow-up and consultant procedures on students after referral for programs.

- 8.4 Counselor shares student information with staff within the limits of confidentiality;
- 8.5 Counselor responds promptly with requests for information;
- 8.6 Counselor establishes effective professional relationships and consults with staff.

_____ **Standard 9: Counselor evaluates, tries innovative approaches, and refines guidance strategies, including use of technologies, to improve service delivery.**

Criteria:

- 9.1 Counselor demonstrates knowledge of consulting processes and techniques with student, parents, teachers, and administrators;
- 9.2 Counselor utilizes varied guidance techniques to enhance student learning;
- 9.3 Counselor will take responsible steps to protect students and others from harm when utilizing technology
- 9.4 Counselor employs effective individual counseling strategies to facilitate attitude and behavior changes;
- 9.5 Counselor uses support staff effectively.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 10: Counselor understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any updated administrative memos or policy statements.**

Criteria:

- 10.1 Counselor meets all deadlines;
- 10.2 Counselor demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 10.3 Counselor never needs any reminder(s) of the responsibilities defined in Standard 8.

_____ **Standard 11: Counselor engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 11.1 Counselor regularly makes contact with parents or guardians with both positive and negative comments regarding the student;

- 11.2 Counselor contacts are preventative in nature (regarding concerns) giving parents/guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 11.3 Counselor consults to parents/guardians regarding the educational, career, and personal/social development of students;
- 11.4 Evidence of some kind exists proving that the counselor provides parents/guardians with information regarding classroom activities and events.

Standard 12: Counselor attempts to develop a strong, friendly relationship with all of the students.

Criteria:

- 12.1 Counselor is familiar with all of his/her students and attempts to identify them by name;
- 12.2 Counselor advocates for all students;
- 12.3 Counselor communicates effectively with students;
- 12.4 Students regularly seek to communicate with the counselor and regularly initiate communication or seek advice;
- 12.5 Problems with students are recognized and an attempt is made to communicate a willingness to talk;
- 12.6 Counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed.

Standard 13: Counselor actively participates in required professional development program as well as seeking professional growth.

Criteria:

- 13.1 Counselor meets or exceeds the required professional development program requirements;
- 13.2 Counselor actively pursues and participates in individual profession growth activities;
- 13.3 Counselor keeps abreast of professional information in counseling and utilizes new practices and techniques when applicable.

_____ **Standard 14: Counselor demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 14.1 Counselor participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 14.2 Activities are normally supervisory in nature.

_____ **Standard 15: Counselor demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 15.1 Counselor demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: LEARNING ENVIRONMENT

_____ **Standard 16: Counselor maintains appropriate standards of behavior, mutual respect, and safety.**

Criteria:

- 16.1 Counselor respects the student's values and beliefs and does not impose the counselor's personal values;
- 16.2 Counselor provides opportunities for student involvement in the learning process;

_____ **Standard 17: Counselor provides a safe, welcoming setting in which students may present and discuss their academic needs and concerns.**

Criteria:

- 17.1 Counselor demonstrates a commitment to a personal and professional code of ethics;
- 17.2 Counselor provides individual counseling in a confidential setting.

_____ **Standard 18: Counselor promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.**

Criteria:

- 18.1 Counselor is aware of each student's ability level and actively encourages students to strive to achieve at a higher level;

Personnel - Certificated Employees

Training for District Evaluators

Each fall, the superintendent of schools shall provide inservice training on staff evaluation to the new district administrators. This training shall include but not be limited to the following:

Purpose of Evaluation

Use of the Arlington Public Schools Evaluation Instrument

Techniques and strategies for staff evaluation

Research trends in teacher evaluation

Areas of concern and/or interest for the upcoming school year

Date of Adoption: March 10, 2008

Reviewed: September 10, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel - Certificated EmployeesReduction in Force Policy for Certificated Staff

Reductions-in-force of certificated staff member may be required due to decreasing enrollments, limited financial support, changing programs, or other changes in circumstances. If such changes occur and a reduction of certificated staff is necessary, the Superintendent (or his designee) shall recommend to the Board of Education those certificated employees to be reduced under the reduction-in-force provisions of the continuing contract laws; provided, however, that no permanent employee may be reduced through a reduction-in-force while a probationary employee is retained to perform a service in a position that the permanent employee is qualified by certification and endorsement to perform or where certification is not applicable, by reason of college credits in the teaching area.

Due to the often intimate, confidential, and unique personal working relationship necessary between the administration and the Board of Education, a certificated employee who is not currently serving in a predominantly administrative capacity shall have no rights under this policy to any administrative position within the school system.

The selection of personnel to be reduced shall be made with consideration given to the following: (1) programs to be offered, (2) areas of certification and endorsement, (3) state and federal regulations which may mandate certain employment practices, (4) special qualifications that may require specific training and/or experience, (5) contributions to activity programs, (6) qualifications based on past performance and competence as determined by the Principal and/or Superintendent through employee evaluation procedures, (7) the organizational and educational impact created by multiple part time certificated employees, and (8) any other reasons which can be rationally related to the instruction in or administration of the school system.

Employee evaluations (including frequency of evaluations, evaluation forms, and number and length of classroom observations, if applicable) used for purposes of this policy shall conform to the board policies and administrative rules, regulations, and practices (in effect at the time) related to the periodic evaluation of certificated staff members.

If, after consideration of the above, it is the opinion of the Superintendent that no significant difference exists between certificated employees being considered for reduction-in-force, then the employee with the longest uninterrupted service to the district shall be retained. Uninterrupted service time shall accrue the same for all certificated employees regardless of their full time equivalency. Uninterrupted service time for employees employed less than a full school year shall accrue according to the number of contract days worked. Uninterrupted service time shall not accrue for certificated employees on leave of absence for more than forty (40) days.

Any certificated employee whose contract is terminated because of reduction-in-force shall be considered to have been dismissed with honor and shall, upon request, be provided a letter to that effect. Such employee shall have preferred rights to re-employment for a period of twenty-four months commencing at the end of the contract year and the employee shall be

recalled on the basis of length of uninterrupted service to the school to any position for which he or she is qualified by endorsement or college preparation to teach. The employee shall, upon reappointment, retain any benefits which had accrued to said employee prior to the reduction, but such leave of absence shall not be considered as a year of employment by the district. An employee under contract to another educational institution may waive recall but such waiver shall not deprive the employee of his or her right to subsequent recall.

It shall be the responsibility of such certificated employee to file (with the Superintendent of Schools) a copy of said employee's teaching certificate (including endorsements) upon initial employment with the district. On or before March 15th of each year thereafter (for so long as the employee is employed in the school system or has rights of recall) evidence of any changes in said employee's certification or endorsements which have occurred (since March 15th of the previous year) or are pending shall be filed with the Superintendent of Schools.

Any certificated employee whose employment contract is reduced as a result of reductions-in-force shall (during his/her period of recall) report his/her current address to the Superintendent of Schools and shall inform said Superintendent of any changes of address thereafter. If a vacancy in the system occurs for which said employee has rights of recall, the offer of such employment may be sent by said Superintendent to said employee's last known address. If no acceptance of such offer is received from said employee within fourteen days of mailing and the Superintendent has no personal knowledge of the whereabouts of said employee (other than said last known address), the employee shall be deemed to have waived his/her rights to recall to said employment position.

Anything in this policy to the contrary notwithstanding, this policy shall specifically permit and allow reductions in force to occur which deal with total elimination or termination or amendment of contracts or positions, which deal with reductions in force from full-time to part-time, which deal with reductions in force from part-time to a lesser part-time, or which deal with any other reductions in force which result in the termination or amendment of a certificated employee's contract or employment position.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel - Certificated EmployeesLeave of Absence

After a minimum of three (3) years of employment in Arlington Public Schools, a teacher may apply for a one-year leave of absence. Leaves of absences will normally be granted only in extenuating circumstances and where leave will not have a detrimental impact on the district. Requests will be handled on an individual basis. A teacher shall enter into a written agreement with the Board of Education setting forth the terms of such leave of absence. Criteria to be considered by the Superintendent in recommending approval or denial of a request include:

- a. Requests for the one-year leave of absence must be submitted in writing to the Superintendent prior to March 1;
- b. Qualified replacement must be found before the leave is approved;
- c. No salary or benefits will be paid to the teacher by the district during the year of absence. Continued group health insurance may be obtained, subject to the approval of the insurance carrier; the premiums for such insurance shall be paid by the teacher in advance. Upon return, the teacher will be placed on the salary schedule at the vertical step earned prior to the beginning of the leave period;
- d. Teacher who wishes to return from leave shall notify the Superintendent in writing by March 1. If no such notice is received by March 1, the teacher is considered to have resigned. The school district shall not be responsible for reminding the teacher of the required return notice;
- e. A teacher returning from leave is not guaranteed the same position held before the leave of absence. However, an effort will be made to arrange for the same or a comparable position placement.

Date of Adoption: March 10, 2014 and April 14, 2014

Reviewed: February 8, 2016; February 11, 2019; February 14, 2022

Personnel - All Employees

LEAVE OF ABSENCE AGREEMENT

_____, _____
(Date)

The Board of Education of
Washington County School District 0024,
a/k/a Arlington Public Schools
705 N. 9th, Box 580
Arlington, Nebraska 68002-0580

RE: Request for Leave of Absence by _____(Name of Teacher)

Dear Board Members:

Please be advised that I hereby request a continuation of my leave of absence, if any, for the balance of the ____-____ school year and for the entire ____-____ school year. Such leave of absence would include the period from _____, _____, through and including _____, _____. I request that this leave of absence be without any pay except long term disability benefits, and, upon acceptance of this request, agree that this leave of absence be on the following terms and conditions:

1. I understand and agree that I am not eligible for Family Medical Leave Act (FMLA) leave, and in any event further agree that the work days missed during my leave of absence shall count against leave days which might be available under the FMLA for the ____-____ FMLA year (_____, _____ through _____, _____), and for the ____-____ FMLA year.
2. I understand and agree that I will receive no salary, pay, compensation, health insurance benefits, or other fringe benefits except long term disability benefits. I further understand and agree with regard to health insurance that I may obtain health insurance at my cost through the exercise of my rights under COBRA. I further understand that I am responsible for seeing that continued health insurance coverage is arranged and for taking all necessary action and signing all necessary papers which may be required to continue such coverage; and further hereby agree to release and to hold the district harmless from any and all problems or claims which I may have with regard to continued health insurance or other fringe benefits whatsoever, or any fringe benefit accrual during my leave of absence.

3. I understand and agree that because my leave of absence has extended to more than one-half of the _____ - _____ school year, I will receive no credit for movement or advancement on the salary schedule, and the _____ - _____ school year will not count for seniority regarding reduction in force or otherwise. I further understand and agree that because my leave of absence will continue for the entire _____ - _____ school year, I will receive no credit for movement or advancement on the salary schedule, and the _____ - _____ school year will not count for seniority regarding reduction in force or otherwise.
4. I hereby acknowledge and affirm that at this time I am not able to return to work. In consideration of continued leave for the remainder of the _____ - _____ school year and the entire _____ - _____ school year, and the School District not taking action on my contract, I agree to submit to the Superintendent, on or before _____, _____, written certification from my health care providers establishing that I am or will be able to return to work and be able to perform the essential functions of my position or the position to which I may be assigned upon my return (with or without reasonable accommodation, excepting it is agreed that continued leave or time off would not be a reasonable accommodation) as of the commencement of the _____ - _____ school year. I further agree to and do hereby resign from my employment with the School District, effective _____, _____, provided that this resignation shall be treated as having been withdrawn by me and as not having been accepted by the School District or its Board, in the event I submit the required certification. The Board of Education of the School District may take action to accept the above resignation on the above stated terms upon receipt of the letters. I agree that the terms of this Request for Leave of Absence shall control over any other terms of the Teacher's Contract.
5. I understand and agree that my teaching assignment upon my return from the leave of absence may be different from my current teaching assignment, and I agree to perform the duties as assigned upon my return. I further agree that I will be required to hold a valid Nebraska teaching certificate and to be fully qualified to teach upon my return.
6. I understand and agree that all the terms and conditions of this leave of absence shall be material provisions of my teaching contract with the school district, and that failure to meet these terms and conditions shall constitute just cause for cancellation, termination or non-renewal of my teaching contract with the school district.

I understand that these are the terms and conditions of my request for leave of absence, and that upon acceptance of my request for a leave of absence these terms and conditions shall become binding and a part of my employment contract.

Sincerely,

(Name of Teacher)

ACCEPTANCE

The Board of Education of the Arlington Public School District by resolution passed on the ___ day of _____, _____, a copy of which is attached hereto, accepted the request of _____ (teacher's name) for a leave of absence and resignation subject to and on the terms and conditions set forth above.

Dated this ___ day of _____, _____.

President, Board of Education
Arlington Public School District

Reviewed: February 8, 2016; February 14, 2022

Personnel - Certificated EmployeesDual Sponsorship of Activities

In any instance where more than one teacher is assigned to the sponsorship of an activity for which a stipend is paid, each teacher thereby assigned shall receive payment of the stipend as is specified in the negotiated agreement between the certificated teaching staff and the school district. Should two or more teachers receive administration approval to share the sponsorship of any activity, only an amount equal to one stipend as specified shall be made but shall be equally divided among those teachers sharing the sponsorship.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel - Certificated EmployeesStandards of Ethical and Professional Performance – Certificated Staff

Both the State of Nebraska and the Board of Education recognize that teaching and its related services, including administrative and supervisory services, are a profession with all of the rights, responsibilities, and privileges accorded other recognized professions. The Board recognizes and endorses the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education and expects all certificated employees to abide by these standards.

Certificated Personnel-Professional Performance and Code of Ethics

It is the expectation of this District that all certificated staff shall comply with the ethics standards set forth by the Nebraska Department of Education, as such standards may be modified from time to time. The ethics standards which certificated staff shall follow shall include the standards set forth in this policy. References to “educator” shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for all educators with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

2. Shall not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not have had revoked for cause in Nebraska or another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which an educator's certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the Superintendent any known violation of these standards.
10. Shall seek no reprisal against any individual who has reported a violation of these standards.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.

3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
7. Shall not discipline students using corporal punishment.
8. Shall not engage in physical or sexual abuse of students, including engaging in inappropriate sexual behaviors with students.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

1. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair professional judgment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

1. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
2. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
3. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the Board of Education.
5. Shall not assign to unqualified personnel tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

Legal Reference: Neb. Rev. Stat. Sections 79-859, 79-866; 92 NAC 27 (NDE Rule 27)

Date of Adoption: August 24, 2020
Review Date: February 14, 2022

Personnel - Non-Certificated Employees

Qualifications of Non-Certificated Employees

A) Non-certificated employees shall meet the statutory license requirements and such other qualifications as may be determined by the Superintendent of Schools. Preference for employment will be given to applicants who have some training and/or successful experience in the area for which they are applying.

B) Employees who are less than full-time and/or employees appointed to fill temporary jobs, shall not be entitled to the same benefits provided twelve-month employees.

Date of Adoption: March 11, 2019

Review Date: February 14, 2022

Personnel - Non-Certificated Employees"At Will" Employees

All non-certificated employees and non-certificated assignments shall be employed on an "at will" basis. Non-certificated employees shall have no property right in continued employment and need not be accorded a hearing or any other procedural or substantive due process, prior to termination of their employment.

Nothing in board policy, administrative regulations or practices, employee handbooks, or in any evaluation instrument or in the appraisal process or program for non-certificated employees shall or is intended to create or be a contract or part of a contract with a non-certificated employee which shall in any way be construed to be contrary to the "at will" employment of non-certificated employees. No administrator or other employee of the school district has any authority to enter into any agreement of employment with a non-certificated employee for any specific period of time or to make any agreement contrary to an at-will employment relationship.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel - Non-Certificated EmployeesHiring/Dismissal

The Superintendent shall be responsible for selecting and recommending personnel to the Board of Education. Final approval shall be given by formal action of the Board of Education. The Board should follow closely the recommendations of the Superintendent, but such recommendations are not binding on the Board of Education. Dismissal of non-certificated employees shall be on an at-will basis, as such employees are subject to termination at any time without cause, without prior disciplinary action or progressive discipline, and irrespective of the lack of any evaluation or the irregularity in any evaluation process.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel - Non-Certificated Employees

Contract

All non-certificated employees may be required to sign an "at will" employment contract with the school district as a condition precedent to employment or continued employment with the school district. The non-certificated "at will" employee contract shall be in the form as proposed by the Superintendent of Schools and approved by resolution of the Board of Education.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel - Non-Certificated Employees

Assignment and Transfer

Each non-certificated employee shall be assigned to a position at the direction of the Superintendent and may be transferred to any other position as the Superintendent may direct.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel - Non-Certificated EmployeesComplaint Procedure

The normal procedure to be followed by each employee regarding a personal complaint related to his/her employment is to discuss the matter in a personal conference with the school principal or with the supervisory officer directly in charge. When the nature of the complaint dictates otherwise, the employee is entitled to present the complaint to any higher supervisory officer. An unsatisfactory result with the school principal or with the supervisory officer may be taken to the superintendent.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; February 14, 2022

Personnel

Non-Certified Staff

Bus Drivers

Bus drivers are selected from qualified applicants by the superintendent and recommended to the Board of Education for employment. Bus drivers must meet all the requirements prescribed by Nebraska Law.

Regular bus drivers are paid at a rate established annually by the Board of Education. Bus drivers receive six (6) days sick leave per year accumulative to 35 and two personal days accumulative to four. Bus drivers are entitled to none of the insurance benefits.

Bus drivers will be paid at an hourly rate established annually by the Board for school activity and field trips.

Date of Adoption: March 12, 2012; February 8, 2016; February 11, 2019; February 14, 2022

PersonnelStandards of Performance for Non-Certified Employees

In fulfillment of the employee's minimum responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, other employees, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, religion, handicapping condition or sexual orientation.
3. Shall not use coercive means, or promise or provide special treatment to students, other employees, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit relationships with students, other employees, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not harass in any manner students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of duties.
8. Shall keep in confidence personally identifiable student or employee information that has been obtained in the course of service to the district, unless disclosure serves professional purposes or is required by law.
9. Shall not discipline students using corporal punishment.
10. Shall not misrepresent the school district, and shall take added precautions to distinguish between the employee's personal and institutional views.
11. Shall abide by policies and regulations of the Board of Education and the rules and standards established by the administration and the employee's supervisor.
12. Shall seek no reprisal against any individual who has reported a violation of these standards.

Date of Adoption: March 10, 2008

Reviewed: February 13, 2012; February 8, 2016; February 11, 2019; August 24, 2020; February 14, 2022

Personnel - All EmployeesStaff Payments During Closure

In the event of inclement weather, a pandemic, or other unexpected or extraordinary circumstances, the Board of Education or the Superintendent may close school or a particular school building in order to protect staff and students from harm, and will establish a reopen date when it is safe to return. If such closure extends for a long period of time as determined by the Superintendent, then the Superintendent may implement procedures, agreements, or other requirements to compensate staff during a closure to ensure staff return to employment after the closure. The District may consistently pay staff according to District policies and procedures already established by salaries or wages.

Legal Reference: 2 C.F.R. § 200.430

Date of Adoption: November 9, 2020

musicfirst

Music Sales Digital Services, LLC (dba MusicFirst)
Orders: 180 Madison Ave, 24th Floor, New York, NY 10016
Remittance: 2 Old State Route 17, Chester, NY 10918
 orders@musicfirst.com | Fax: 800 645 1917

Prepared By	Mike Olander	Quote Number	00031623
Phone	(515) 446-8742	Created Date	2/3/2025
Email	mike@musicfirst.com	Expiration Date	5/2/2025
Bill To Name	Arlington Public Schools (NE)	Account Name	Arlington Public Schools (NE)
Bill To	705 NORTH 9TH ARLINGTON, NE 68002	Contact Name	Tashia Wolf
		Phone	(402) 478-4173
		Email	tashia.wolf@apseagles.org

Product	Sales Price	Quantity/Seats	Discount (Percentage)	Total Price	Line Item Description
MusicFirst Classroom - Setup fee and lifetime technical support	USD 99.00	1		USD 99.00	
MusicFirst Classroom (includes Focus on Sound software, Resources, Content Library, Gradebook, Calendar and more)	USD 56.00	175	43.75%	USD 5,512.50	Bundle Discount, 7-year subscription
PracticeFirst - add to MusicFirst Classroom	USD 28.00	175	10.00%	USD 4,410.00	Bundle Discount, 7-year subscription
Sight Reading Factory (per user pricing 100+ seats), annual subscription	USD 21.00	175	25.00%	USD 2,756.25	Bundle Discount, 7-year subscription
Auralia & Musition First	USD 28.00	175	62.50%	USD 1,837.50	Bundle Discount, 7-year subscription
Noteflight Learn (per user price), annual subscription	USD 14.00	175	10.00%	USD 2,205.00	Bundle Discount, 7-year subscription
Noteflight Learn - Base subscription package, annual subscription	USD 343.00	1	10.00%	USD 308.70	7-year subscription
Soundtrap for Education - 50-500 users, per seat, annual license	USD 55.86	50	10.00%	USD 2,513.70	Separate Account/Access, 7-year subscription
Training: One day, on-site (6 hours contact time)	USD 1,495.00	1		USD 1,495.00	
Training - delivered online, per hour	USD 150.00	6		USD 900.00	Year 2-7 (one per year)

Grand Total USD 22,037.65



Music Sales Digital Services, LLC (dba MusicFirst)
Orders: 180 Madison Ave, 24th Floor, New York, NY 10016
Remittance: 2 Old State Route 17, Chester, NY 10918
orders@musicfirst.com | Fax: 800 645 1917

To Order:

Fax PO to 800 645 1917 or email orders@musicfirst.com. Include Tax Exempt number & email for Accounts Payable. Contact your MusicFirst Sales Manager for credit card payments. A Getting Started Questionnaire (required for setup) will be sent by email. Site is set up within 2 business days. Questions? Email orders@musicfirst.com or call 855 896 3344.

Extra details

Additional items for consideration (contact for details and pricing):

- * Flat for Education (composition/notation)
- * Newzik for Education (teacher only: converts PDF to MusicXML)



Quote

Quote: 6010-1

Prepared For: ARLINGTON PUBLIC SCHOOLS (3103130)

Date: 01/23/2025

To place your order, send the following information to salessupport@quavered.com:

- 1) PO or other form of payment, and tax exempt certificate (if applicable).
- 2) Billing information including email address. We email all invoices.
- 3) List of teachers/users including the user's name, email address and school location.

Item Description	Quantity	Unit Price	Unit Price After Discounts	Line Total
General Music Curriculum - Grade K-6, 7- Year License	1	\$14,700.00	\$13,377.00	\$13,377.00
			Sub Total	\$13,377.00
			Savings Received	(\$1,323.00)
			Tax	\$0.00
			*Total	\$13,377.00

*Sales Tax will be included on final invoice unless Tax Exempt Certificate is included at time of purchase.

Includes all of the following elements:

- Music Lessons
- Automated Assessments
- 1200 + Songs
- Unlimited Student Accounts
- Customizable Lesson Plans
- Resources in Spanish
- Parent Resources
- Community Resources
- Professional Development
- Ongoing Training

Quote valid for 90 days.

Credit card orders over \$10,000 may be subject to a 3% processing fee.

Contact:

Matt Smith

mattsmith@quavered.com

Direct: (629) 702-7051

Office: (866) 917-3633





Order

Order Number Q-1110981-1
 Created Date 9/17/2024
 Expiration Date 10/17/2024

Billing Entity Agile Sports Technologies, Inc. dba Hudl
 600 P Street, Suite 400
 Lincoln, NE 68508

Address Information

Customer Name	Arlington High School	Ship To	Arlington High School
Bill To Email	james.shada@apseagles.org		James Shada
Bill To	705 North 9th		james.shada@apseagles.org
	Arlington, Nebraska 68002		4024784171
	United States		705 North 9th
			Arlington, Nebraska 68002
			United States

Terms

Contract Start Date	10/1/2024	Billing Frequency	Annual
Contract End Date	9/30/2027	Payment Terms	Net 30
		Payment Method	Check

Total Contract Value: USD 27,600.00
 Year 1: USD 9,200.00
 Year 2: USD 9,200.00
 Year 3: USD 9,200.00

Product and Services

Year 1

- 1 - High School Essential Athletic Department Package
 - 1 - Playtools
 - 1 - Focus Exchange Network
 - 1 - Focus Indoor Software
 - 1 - Focus Outdoor Software
 - 1 - Hudl Assist Unlimited Game Only Standard - Varsity Access
 - 1 - Hudl Silver - Organization Access
 - 1 - Hudl Streaming 60
 - 1 - Hudl Assist Football Unlimited Game + Scout Standard
- 1 - Hudl Sideline Premium Software

1 - Hudl Tickets

Year 2

- 1 - High School Essential Athletic Department Package
 - 1 - Playtools
 - 1 - Focus Exchange Network
 - 1 - Focus Indoor Software
 - 1 - Focus Outdoor Software
 - 1 - Hudl Assist Unlimited Game Only Standard - Varsity Access
 - 1 - Hudl Silver - Organization Access
 - 1 - Hudl Streaming 60
 - 1 - Hudl Assist Football Unlimited Game + Scout Standard
- 1 - Hudl Sideline Premium Software
- 1 - Hudl Tickets

Year 3

- 1 - High School Essential Athletic Department Package
 - 1 - Playtools
 - 1 - Focus Exchange Network
 - 1 - Focus Indoor Software
 - 1 - Focus Outdoor Software
 - 1 - Hudl Assist Unlimited Game Only Standard - Varsity Access
 - 1 - Hudl Silver - Organization Access
 - 1 - Hudl Streaming 60
 - 1 - Hudl Assist Football Unlimited Game + Scout Standard
- 1 - Hudl Sideline Premium Software
- 1 - Hudl Tickets

Authorized Signature

Signature: James Shada
James Shada (Sep 17, 2024 14:12 CDT)
 Name: James Shada
 Title: Asst. Principal/AD
 Date: Sep 17, 2024

Signature: Grant Jeffres
Grant Jeffres (Sep 17, 2024 14:13 CDT)
 Name: Grant Jeffres
 Title: Sales Manager
 Date: Sep 17, 2024

Estimated Credit

Credit will be allocated toward Customer's next invoice because all existing subscriptions are being replaced. The estimated value of this credit is USD 0.00. The actual credit amount will be reflected on Customer's next invoice. **Please do not remit payment until an invoice is received.**

Terms and Services

1 This Order terminates and replaces all previous Orders for Products currently ordered by or provided to Organization as of the start date identified above. This Order and Organization's purchase and use of the

- Products described on this Order are governed by the signed agreement in place between the parties, or, if no such agreement exists, the Organization Terms of Service found at www.hudl.com/eula
- 1.1 the Hudl Ticketing Addendum found at <https://www.hudl.com/legal/agreements/hudl-ticket-terms>
- 2 The Invoice for the Year 1 amount will be sent either 30 days before the start date indicated above or once the Order is executed by both parties (whichever is later). Additional invoices will be aligned with the annual billing dates for the remainder of the Subscription Term.
- 3 Prices shown above do not include any taxes that may apply; any such taxes are Organization's responsibility. Tax-exempt Organizations must provide a copy of their certificate of exemption to Hudl. This is not an invoice.
- 4 If this Order is returned to Hudl after the start date indicated above, Hudl may adjust the start and end dates to reflect the actual dates of service without changing the total days of service or price. Any Hudl products currently used or purchased by Organization, including those listed above, will remain effective for the remainder of the current Subscription Term.