

Board of Education Regular Meeting
Monday, April 14, 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:
 - Carla Kaup, 5th Grade
 - Kristen Stanislav, School Psychologist
 - 3.4. Hires:
 - Stephanie Scheer, School Psychologist
 - Cadie Mattson, 5th Grade
 - 3.5. Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
 - Vocal and Instrumental Music
5. REVIEW OF ANNUAL DISTRICT PLAN
6. PRINCIPALS' REPORTS
 - 6.1. Mr. Pfingsten's Secondary Report
 - 6.2. Dr. Morgan's Elementary Report
 - 6.3. Mr. Shada's Activity Report
7. SUPERINTENDENT'S REPORT
 - 7.1. Review Community Engagement and Discuss date for board retreat and strategic planning with NASB
 - 7.2. Legislative Report
 - 7.3. Review Supt Leave Log
 - 7.4. NRCSA and NASB reports
 - 7.5. Discussion of Ad Hoc Grade Scale Committee
 - 7.6. Discussion of Concrete from Street Project
 - 7.7. Report on Storm Damage
 - Trees
 - Doors Power Backup
 - HVAC
 - Kitchen
8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1. Buildings and Grounds Committee

- Transportation and Routes (Bus purchase possibility)
 - New v. Used pricing
- Review Summative Needs
 - Concrete repairs
 - Track Lines/Maintenance
 - Tree Removal
 - South Gravel Lot Grading Work

8.2. Finance Committee

9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.1. Discuss, Consider and Take Necessary Action to Approve Bid to Paint Lines on the Track from Depreciation

10.2. Discuss, Consider and Take Necessary Action to Approve South Parking Lot Grade Work

10.3. Discuss, Consider, and Take Necessary Action to Approve Concrete Repair Work in North Parking Lot as Presented from General Funds

10.4. Discuss, Consider and Take Necessary Action to Approve Roof Repairs from Depreciation

10.5. Discuss, Consider and Approve .60 FTE Contract for Nichole Knight for Occupational Therapy Services for 2025-2026

10.6. Discuss, Consider, and Take Necessary Action to Enter into Interlocal Agreement with Fort Calhoun for Occupational Therapy Contract for 2025-2026

10.7. Discuss, Consider, and Take Necessary Action to Approve Contract for Physical Therapy SPED Services from Learn2Move for 2025-2026

10.8. Discuss, Consider, and Approve Proposal for 2024-2025 Audit

10.9. Review Policies 5001-5006:

- 5001- Admission Requirement and Forms
- 5002- Disenrollment Under Age Six
- 5003- Assignment of Students
- 5004- Part Time Enrollment and Application
- 5005- Resident Students
- 5005- Proof of Residency Form A and B
- 5006- Option Enrollment Policy, Capacity and Resolution

10.10. Discuss, Consider, and Approve Building Level Budgets As Presented

10.11. Discuss, Consider, and Take Necessary Action to Approve Early Graduation Request

11. ADJOURNMENT

Board of Education Regular Meeting

Monday, March 10, 2025 7:00 PM Central

HS CONFERENCE ROOM

705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES

Call Meeting to Order

1.1 Cassie Flesner called the meeting to order at 7:02

There was small technical issue going live

1.2. Roll Call

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

Pricipals Aaron Pfingsten and Jacque Morgan, AD James Shada, Superintendent Dawn Lewis and recording Secretary Jennifer Arp we also in attendance

Motion to excuse Chase Kratochvil from tonights meeting due to being out of town Passed with a motion by Cassie Flesner and a second by Steve Slykhuis.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as presented Passed with a motion by Jason Arp and a second by Brian Laaker.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

2. WELCOME TO GUESTS AND PUBLIC FORUM

Tamara Loberg was present to speak to the board about considering making a policy for school cancellations. She suggested that there be a guideline for cancelling school to prevent staff on the roads when weather is bad or when students might already be in the building. She also spoke to the board about looking into hiring a full time sub for the K-12 building for the 2025-2026 school year.

Christy Ott was present to speak to the board on the GPA scale, she spoke about the disadvantages to students about not having a weighted scale for honors classes, and how they might miss out scholarships. She would like to board to consider the scales for those students going forward to help our students be on the same level as other schools.

3. CONSENT AGENDA

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

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations:

- Jeff Kment, HS Science

Hires:

- Taylor Wakefield, Elementary Classroom
- Jena Beranek, Elem SPED
- Frankie Klaussen, Elem Classroom
- Lindsey Schlosser, HS Science

Reassignments:

- Anna Hornung, Early Childhood Inclusive SPED (PK)

4. CURRICULUM/INSTRUCTION REPORTS

- 6th Grade
- Art

Erin Reed, Lisa Stork, and Landon Walkenhorst were here to present for the 6th grade. The 6th grade team highlighted the projects and curriculum for the year. They are splitting classes between the three teachers and feel like it is transitioning smoothly for the kids.

Erin Schaapveld and Madison Pawoll were here to present for MS/HS & Elementary Art they showcased some of the students projects and that there are some Elementary art projects now on display at the Local Library. They have an art show coming up in April in Syracuse.

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. SUPERINTENDENTS REPORT

Dr. Lewis touched base on Legislative updates, weather related cancellation days, and enrollment.

- 6.1. Legislative Update
- 6.2. NASB and NRCSA Reports
- 6.3. Grading Scale Ad Hoc Discussion

Shanon Willmott addressed the board on the grading scale- she discussed that Millard and many larger schools have moved to a 10 point scale (college based scale, meaning that a 90-100 would be a A)

Most colleges are GPA based for scholarships, and how they award scholarships. If our school is on the same scale as colleges, it helps them out in the long run with GPA's and being able to be awarded more scholarships that are merit based. Shanon asked the board to reconsider the ad hoc committee again and would like to discuss Arlington's scale again.

- 6.4. Enrollment Report
- 6.5. State Aid Model Report
- 6.6. Report on Days Missed Due to Weather to Date

Days missed due to weather as of today, we have missed 4 days of school and 2 days of late start. We had days built into calendar and will discuss if the board will need to approve any extra missed days.

- 6.7. Discussion of Board Retreat

Will Discuss a date to reschedule the board retreat in April.

- 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

Buildings and grounds needs to set a date and meet. Meet on Monday March 17th @4:00

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

Motion to Approve Wage Increases for Non-Certificated Staff for 2025-2026 school year Passed with a motion by Cassie Flesner and a second by Brian Laaker.

Jason Arp: Abstain (With Conflict), Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

- All Wages Adjusted for the Minimum Wage Increase at \$1.50 per hour
- Sub Pay increased to \$170 per day, and 1/186 of base for long-term
- Longevity Added for 12-Month Contract Non-Certificated
- Total Budget Increase: \$98,655

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

Last month it was proposed to add an additional sped teacher due to caseloads, the board approved the hiring. Ben Dobson was the only applicant for the position, but he is in an educational contract with ESU 2 and they are willing to let us contract Mr. Dobson to fulfill his contractual agreements with ESU. Arlington Public Schools would contract with ESU for the Alternative Certificate for the 5 years that he owes the ESU.

Motion to Enter Into Contract with ESU2 for a Five-Year Period for Special Education Instruction Services (Ben Dobson) Beginning the 2025-2026 Year Passed with a motion by Cassie Flesner and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

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)

Motion to Approve Curriculum Purchase for Fine Arts (Instrumental and Vocal Music) on Curriculum Adoption Cycle Quavar Music (\$13,377) Music First (\$22,037.65) Passed with a motion by Jason Arp and a second by Steve Slykhuis.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

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)

HUDL is the program that is used by athletics for the camera/recording for sports in the main gym. Typically, this is an annual contract that is under \$10,000 but they switched this year to a 3 year contract with them.

Motion to Approve Multi-Year Contract with Agile Sports (HUDL) for \$9200/year for Three Years (\$27,600) Passed with a motion by Steve Slykhuis and a second by Cassie Flesner.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Steve Slykhuis: Yea, Shanon Willmott: Yea

10. ADJOURNMENT

Cassie Flesner adjourned the meeting at 8:36pm

Cassie Flesner, Board Vice President

Dawn Lewis, Board Secretary

Date

Date

Arlington Public Schools
March 31, 2025

Fund Name	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
2 Rivers Bank						
General Fund - 864	\$ 2,131,364.90	\$ 1,897,507.73	\$ 1,031,262.75	\$ 5,918.50	\$ 41,571.17	\$ 3,045,099.55
Activities - 109	\$ 216,209.56	\$ 33,264.94	\$ 40,066.76	\$ 366.96	\$ -	\$ 209,774.70
Hot Lunch - 487	\$ 91,943.56	\$ 27,107.98	\$ -	\$ 75.96	\$ (41,571.17)	\$ 77,556.33
Depreciation Fund	\$ 862,975.41		\$ -	\$ 2,682.47	\$ -	\$ 865,657.88
Depreciation CD - 5826	\$ 275,040.58		\$ -	\$ -	\$ -	\$ 275,040.58
					Total Depreciation:	\$ 1,140,698.46
2017 Bond Refunding	\$ 270,889.77	\$ 36,808.20	\$ -	\$ 638.53	\$ -	\$ 308,336.50
QCPUF	\$ 178,084.24	\$ 41,881.84	\$ -	\$ 419.77		\$ 220,385.85
Spec Bldg Fund	\$ 426,113.79	\$ 342.71	\$ -	\$ 1,004.41	\$ -	\$ 427,460.91
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
					Total Spec Bldg:	\$ 427,460.91
Total Special Funds	\$ 2,013,103.79	\$ 79,032.75	\$ -	\$ 4,745.18	\$ -	\$ 2,096,881.72
Total SF minus CD's	\$ 1,738,063.21					\$ 1,821,841.14

CHECK REGISTER FOR March 2025
(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
AKRS	Repair gator/ignition coil	\$531.02
Ace Hardware	Chainsaw blade	\$144.93
American Broadband	Telephone service (2 months)	\$936.56
Aps Hot Lunch	Testing snacks	\$836.60
Airgas	Welding gas tank rental & supplies for welding class	\$895.66
Airgas	Welding Chemicals	\$138.01
Arbor Family Counseling	EAP Services for Apr-June	\$3,037.05
Arbor Family Counseling	Onsite services for Feb	\$1,125.00
Border States	Lights & Battery Packs	\$758.40
Blue Door Ped Therapy	OT Services March	\$1,579.50
Capital One (Wal-Mart)	Supplies for school classrooms - various	\$321.70
Countryside repair	Snow removal and diagnostics on blade truck	\$680.31
CDW- G	Shredder for District	1150.98
Dietze Music	Trombone Repair	\$109.00
DB Nebraska	Ignition Modules	\$576.00
ESU 3	Student services	\$12,600.00
ESU 6	Registration for Sped workshop	\$75.00
Enterprise Publishing	Legals and minutes for paper	\$291.34
Enterprise Publishing	Renewal for paper for library	\$103.00
Egan Supply	Building Custodial supplies	\$5,109.48
Follette Content Solutions	Library books for 2nd quarter	\$109.31
Heartland Tire	tires for bus 2018	\$2,147.66
Hometown Leasing	Copier Lease	\$1,810.93
Hyvee	Supplies for school classrooms - various	\$61.78
Hobby Lobby	Fabric for curtians for classroom	\$41.53
Hansen Tire	Bus 2019 Stop arm repair	\$1,316.66
The Instrumentalist	Awards for band and Choir for end of year	\$134.50
Integrated Life Choices	Student services (2 months)	\$2,086.96
Jeredith Brands	Custodial cleaning for events	\$200.00
Jennifer Arp	Reimburse postage- Visa not working	\$53.70
JW Pepper	Music	\$50.00
Knudsen Oil	Fuel for bus barn (3 fills)	\$9,026.08
LG Playgrounds	New slide to replace broken one on playground	\$4,859.23
Learn 2 Move	Pt services	\$489.00
Music First	HS Curriculum	\$22,037.65
Wesley Martens	Activity Worker for Basketball games	\$650.00
Menrds	Various repairs and supplies for custodial and classrooms	\$363.84
Martin Clausen	Pest Control services	\$92.64
Methodist Fremont Health	Trainier services for Feb	\$2,745.50
Midwest Movement	DPOT physical	\$85.00
Macgill	Nurse Supplies	\$115.89
McKinnis Roofing	Leak Repair and labor	\$507.87
Nebraska Strength Coaches Assn	Clinic Registration	\$110.00
Ne Rural Health	Confrence Registration	\$220.00
NCS Pearson	Digital SPED testing supplies	\$149.15
NSAA Distrcit 2	District Choir and Band registration	\$420.00
Offlaherty Services	Repalce valve in walk in - Repair and labor	\$1,367.05
Opfer Nursery	Tree trimming from storm	\$450.00
One Source	Background checks	\$29.00
OPPD	Electricity	\$10,196.74
O'Reilly Auto	Products for bus barn & Batteries	\$805.09
Omaha Truck	Bus 2017 Switch and hood latch, Hoses and water heater	\$1,856.41
Quavered	K-6 music curriculum	\$13,377.00
S & S Locksmith	Van key- Bus barn	\$185.00
Warren Scheer	electricity payback	\$40.30

Thermo King	Def and battery for buses	\$283.74
T & T Electric	Bucket truck rental for slide and lights	\$900.00
Virco	Office chair for staff member	\$443.95
VISA	Various supplies for classrooms	\$3,415.14
Wood River	Natural Gas (2 months)	\$14,471.21
Wiese Plumbing	Disposal	\$ 230.00
Unite Private	Internet Provider	\$558.32
Univeristy of Nebraska	5th Grade Water Works fieldtrip	\$160.00
Village of Arlington	Water	\$721.13
Waste Connections	Trash service (2 months)	\$1,628.05
Zaner-Bloser	Superkids consumables for 2nd semester	115.5

Total Payables (GF checks not mailed until approved by the BOE) **\$132,118.05**

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

Blue Door	Student Services for Feb	\$2,146.50
Caseys	Fuel for vans	\$1,492.82

Total Hand payables **\$3,639.32**

Total General Fund **\$130,023.94**

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

\$0.00

\$0.00

Total Special Funds **\$0.00**

Hot Lunch Expenses

CDW	Food order	\$9,884.75
Jackson Service	Kitchen supplies and service (Towels, aprons, mops)	\$218.30
Earthgrains	Bakery Items for hot lunch	\$879.70
Hiland	Milk and dairy products	\$2,874.68
US Foods	Food order	\$4,515.95
Pegler	Food Order	\$2,888.74
NE Dept of Health	Commodies Delivery charges	\$326.25
Edutrack	Software renewal for food service	\$2,301.00

Hot Lunch Total **\$23,889.37**

EFINANCE - POWERSCHOOL
 DATE: 04/01/2025
 TIME: 10:33:03

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 8/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
48127			4607 VISA		VOID: MULTI STUB CHECK	
48128	9001	04/01/25	4607 VISA	2610	AMAZON - 20 PCS PENCIL GR	5.89
48128	9001	04/01/25	4607 VISA	2610	AMAZON - JOHN DEERE TRACT	29.99
48128	9001	04/01/25	4607 VISA	2610	AMAZON - PENCIL GRIP WRIT	8.05
48128	9001	04/01/25	4607 VISA	2610	AMAZON - PENCIL GRIPS FOR	6.79
48128	9001	04/01/25	4607 VISA	2610	AMAZON - WRITING TRAINER	11.79
48128	9001	04/01/25	4607 VISA	2610	AMAZON-PENCILS	45.53
48128	9001	04/01/25	4607 VISA	2610	AMAZON-SANDPAPER-REXROAD	33.98
48128	9001	04/01/25	4607 VISA	2530	CLEARLIVE BILL	85.49
48128	9001	04/01/25	4607 VISA	2610	ELEVATE YOUR CLASSROOM -	40.00
48128	9001	04/01/25	4607 VISA	2610	ESTIMATED SHIPPING/HANDLI	19.60
48128	9001	04/01/25	4607 VISA	2626	FILL-RITE	42.50
48128	9001	04/01/25	4607 VISA	2626	FILL-RITE	42.50
48128	9001	04/01/25	4607 VISA	2650	HPX360 WIRELESS CARDS	185.35
48128	9001	04/01/25	4607 VISA	2610	IDITAROD - UPGRADE TO CLA	40.00
48128	9001	04/01/25	4607 VISA	2610	IDITAROD INSIDER SUBSCRIP	39.95
48128	9001	04/01/25	4607 VISA	2650	IPEVO DOCUMENT CAMERAS	450.72
48128	9001	04/01/25	4607 VISA	2650	MARS MEI TRC 6512 24 VOLT	124.00
48128	9001	04/01/25	4607 VISA	2580	MECA PARKING STATE WRESTL	10.00
48128	9001	04/01/25	4607 VISA	2580	MECA-PARKING FOR STATE WR	10.00
48128	9001	04/01/25	4607 VISA	2580	MECA-PARKING FOR STATE WR	10.00
48128	9001	04/01/25	4607 VISA	2330	NSNA SUMMER CONFERENCE RE	225.00
48128	9001	04/01/25	4607 VISA	2626	PHILLIPS 66 FUEL	18.90
48128	9001	04/01/25	4607 VISA	2626	PHILLIPS 66 FUEL	28.36
48128	9001	04/01/25	4607 VISA	2650	PHONE HANDSET CORDS	31.37
48128	9001	04/01/25	4607 VISA	2610	RED BRICK BAR & GRILL	40.81
48128	9001	04/01/25	4607 VISA	2610	RUBBER BAND PLANE KITS-RE	175.00
48128	9001	04/01/25	4607 VISA	2431	TOMMY'S EXPRESS CAR WASH	5.99
48128	9001	04/01/25	4607 VISA	2431	TOMMY'S EXPRESS CAR WASH	8.99
48128	9001	04/01/25	4607 VISA	2431	TOMMY'S EXPRESS-CAR WASH	5.99
48128	9001	04/01/25	4607 VISA	2431	TOMMY'S EXPRESS-CAR WASH	8.99
48128	9001	04/01/25	4607 VISA	2610	TPT - 4TH GRADE MATH LESS	156.80
48128	9001	04/01/25	4607 VISA	2610	TPT - 6TH GRADE NWEA SCIE	9.00
48128	9001	04/01/25	4607 VISA	2610	TPT - ALPHABET ACTIVITIES	6.99
48128	9001	04/01/25	4607 VISA	2610	TPT - COMPOUND WORDS HOMO	5.40
48128	9001	04/01/25	4607 VISA	2610	TPT - CONTEXT CLUES TASK	3.85
48128	9001	04/01/25	4607 VISA	2610	TPT - DAB & DOT NUMBER MA	5.00
48128	9001	04/01/25	4607 VISA	2610	TPT - IREADY VOCABULARY G	3.00
48128	9001	04/01/25	4607 VISA	2610	TPT - SUPER SPELLING PROG	20.00
48128	9001	04/01/25	4607 VISA	2610	TPT - TRANSCONTINENTAL RA	5.50
48128	9001	04/01/25	4607 VISA	2610	TPT - VOCABULARY BUILDER	5.00
48128	9001	04/01/25	4607 VISA	2610	TPT - VOCABULARY BUILDER	5.00
48128	9001	04/01/25	4607 VISA	2610	TPT KINDERGARTEN LITERACY	6.00
48128	9001	04/01/25	4607 VISA	2330	UNL - AUTISM CONFERENCE R	500.00
		TOTAL CHECK				2,523.07
		TOTAL FUND				2,523.07
		TOTAL REPORT				2,523.07

Source Code:	Activity Balances as of		3/31/2025		
	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	\$9,344.77	\$ 23,071.75
702	HS Always for Kids	\$ 2,234.61	\$1,841.98	\$861.74	\$ 3,214.85
703	Art Class	\$ 5,853.15	\$765.00	\$1,708.87	\$ 4,909.28
704	Art Club	\$ 1,632.03	\$50.00	\$85.34	\$ 1,596.69
705	Athletics	\$ (40,258.80)	\$66,757.04	\$89,993.40	\$ (63,495.16)
706	Band	\$ 4,339.15	\$4,855.35	\$2,913.56	\$ 6,260.94
708	Book Club	\$ 270.55	\$551.62	\$0.00	\$ 822.17
709	Cheerleading	\$ 1,106.90	\$8,360.42	\$2,730.30	\$ 6,737.02
710	Welding	\$ 1,592.95	\$340.00	\$0.00	\$ 1,932.95
714	SKILLS	\$ 1,272.76	\$2,760.00	\$2,268.00	\$ 1,764.76
716	GIRLS WRESTLING	\$953.50	\$1,780.50	\$995.10	\$ 1,738.90
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ (884.02)	\$37,077.61	\$30,509.86	\$ 5,683.73
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	\$1,983.50	\$ 166.58
726	FBLA	\$ 11,841.51	\$23,678.91	\$18,831.91	\$ 16,688.51
727	Football	\$ 16,043.85	\$380.00	\$5,432.48	\$ 10,991.37
728	Reimbursement (general)	\$ 589.97	\$793.93	\$909.83	\$ 474.07
732	Fam Cons Science	\$ (1.56)	\$965.00	\$1,048.16	\$ (84.72)
733	Wrestling	\$ 567.02	\$6,018.80	\$5,519.06	\$ 1,066.76
735	Honor Society	\$ 1,069.07	\$470.00	\$49.98	\$ 1,479.09
736	Activities Interest	\$ 4,089.10	\$0.00	\$0.00	\$ 4,089.10
737	MS Student Council	\$ 2,885.61	\$121.40	\$0.00	\$ 3,007.01
739	Library Fund Elem/HS	\$ 1,538.86	\$2,367.37	\$3,098.58	\$ 807.65
740	Industrial Tech / Woods	\$ 2,611.82	\$4,345.00	\$3,470.59	\$ 3,486.23
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	\$17,203.24	\$11,958.21	\$ 17,250.13
749	Student Council	\$ 3,775.88	\$4,328.99	\$3,219.78	\$ 4,885.09
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	\$5,115.00	\$6,557.68	\$ 320.97
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	\$35,925.50	\$29,559.53	\$ 25,254.89
768	RR Store	\$ 8,500.00	\$4,180.00	\$4,750.31	\$ 7,929.69
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	\$1,571.40	\$675.00	\$ 3,730.90
776	Class of 2027	\$ 1,997.60	\$2,153.00	\$510.70	\$ 3,639.90
782	Volleyball	\$ 8,295.82	\$689.00	\$1,530.26	\$ 7,454.56
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	\$128.35	\$ 4,512.19
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	\$1,936.64	\$ 2,125.20
790	Boys Basketball	\$ 2,254.76	\$3,408.20	\$5,964.07	\$ (301.11)
791	Girls Basketball	\$ 3,529.80	\$5,503.75	\$5,168.22	\$ 3,865.33
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	\$1,761.60	\$1,695.09	\$ 693.46
795	Wellness (District)	\$ 0.03	\$6,295.00	\$4,852.93	\$ 1,442.10
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	\$1,680.01	\$767.85	\$ 912.16
300-801	Hospitality	\$0.00	\$1,360.00	\$665.71	\$ 694.29
	Totals	\$198,491.38	\$275,235.75	\$276,626.71	\$197,100.42

**General Fund
2024-2025**

<u>Receipts</u>	<u>Budgeted</u>	<u>Actual Receipts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 7,192,766.00	\$ 3,673,073.22	51.07%	48.90%
Carline Taxes	\$ 3,000.00	\$ 475.28	15.84%	25.79%
Motor Vehicle	\$ 400,000.00	\$ 287,296.52	71.82%	69.06%
PreSchool Tuition	\$ 20,000.00	\$ 13,680.00	68.40%	93.33%
County Sources	\$ 40,000.00	\$ 52,425.32	131.06%	152.86%
State Aid	\$ 2,279,755.00	\$ 1,599,473.00	70.16%	70.00%
Sped SA Revenue	\$ 936,000.00	\$ 525,947.00	56.19%	107.96%
Federal & all other	\$ 390,000.00	\$ 941,054.15	241.30%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$7,093,424.49	62.99%	63.11%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<u>General Fund Totals</u>				
Elementary	\$ 4,943,736.10	\$ 2,656,420.73	53.73%	57.30%
Secondary	\$ 4,433,518.09	\$ 2,480,206.36	55.94%	52.54%
District	\$ 2,449,663.01	\$ 1,095,817.09	44.73%	45.09%
Total	\$ 11,826,917.20	\$ 6,232,444.18	52.70%	52.80%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ 192,293.09	\$ 65,420.38	34.02%	32.73%
Elem Transportation Maint.	\$ 84,044.32	\$ 44,598.18	53.07%	37.48%
Secondary	\$ 107,789.87	\$ 55,364.04	51.36%	37.11%
HS Transportation Maint.	\$ 29,261.08	\$ 26,141.09	89.34%	141.03%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Building	\$ 670,084.08	\$ 271,769.54	40.56%	47.70%
Building Maint.	\$ 463,189.00	\$ 150,264.09	32.44%	29.68%
Grounds Maint	\$ 98,500.00	\$ 25,477.36	25.87%	41.91%

Instrumental and Vocal Music Board Report 2024-2025

Multicultural Aspect:

Music students in Arlington Public Schools K-12 are introduced to different cultures through the music classroom. In elementary music classes students are introduced to different cultures through song, instruments, and other representations of music in other cultures. There is a bulletin board in the classroom dedicated to representing minority composers. As students begin to develop as musicians in middle school and high school they learn how to perform music from an array of cultures, as well as learning about the culture of the piece. In the middle and high school ensembles we strive to perform or study at least one multicultural piece a year.

Examples include folk songs, folk dances, children's games, children's songs and instrumental music from various cultures. The selected method book for the elementary bands includes many folk songs from around the world. For the middle school and high school band the goal is to find quality literature that is inclusive of an array of cultures and people. In the middle school has been able to play several pieces from Africa, Brazil, and in the high school we have sight-read music from different cultures.

In vocal music, the middle school choir has performed the songs "Betelehemu," "Tumekuja Kuimba," "Wangolo," and "a la media noche." "Betelehemu" is a Nigerian Carol, "Tumekuja Kuimba" is in Swahili, "Wangolo" is from Haiti, and "A la media noche" is in Spanish. Students learned Nigerian, Swahili, and English lyrics as well as various African rhythms. The High School Choir rehearsed music in Latin, Swahili, Ndebele and Zulu (African), and French this year. Soloists, small groups, and honor choir students have rehearsed/performed in multiple languages including Latin, German, and English.

2. What do we want students to learn?

In instrumental music the focus has been on building musicianship skills. Elementary band students work on foundational skills including reading notes/rhythms, producing characteristic sounds on their instrument and how to practice. Middle school students add to these skills by adding in ensemble skills such as dynamic and articulation contrasts and expanding the range their instrument plays. High school students work on developing emotional and empathetic musicianship to create the overall musical experience. With the addition of the Canvas learning platform all band students have had more opportunities to study music theory and as an instructor I have had more chances to hear students play individually to better direct instruction. Students continue to reflect on individual and group performance that helps lead students to understand how the ensemble works together to create a better sound.

The vocal department also strives to build musicianship skills and music theory knowledge. Sight Reading Factory is utilized at least several times per week to develop sight reading skills and the application of our music theory concepts.

With Canvas, high school vocal music sectionals can be student led and student centered. With the access of Canvas in the vocal classroom, students have had easy access to small group, solo, and sectional recordings from anywhere. All levels of students are provided with access to recordings on canvas to aid in practicing on their own at any time from anywhere.

At the elementary level the main focus is fostering a love for music and desire to be a lifelong learner and musician. We do this through music games that build music reading skills, music writing projects that instill creativity, instrument and song exploration, and singing a variety of fun songs that students can make connections to.

3. How do we know when our students are learning?

All instructors continue to use rehearsal techniques such as full group, individual pull out, and sectionals during the school year as the main assessment style. In the past two years the music department has relied on recording programs and editing software (Striv, YouTube,

Canvas) not only for teacher and student assessment, but to show the community what we are doing in our classrooms. The music department continues to provide concerts throughout the year to parents and community members in person and when available through Striv. We also play for community events such as Veterans Day, Memorial Day, Arlington Fireman's Breakfast, and Washington County Fair. Each grade level and ensemble is able to perform at least one time throughout the year and the older students at least 3 times a year. We have several upcoming concerts including the High School Recital and Spring Concert, District Music Contest and the Middle School Spring Concert and Recital.

In Elementary band, each unit begins with a pre-assessment and finishes with a summative assessment. Throughout each unit, I refer back to the pre-assessment to ensure that each student is improving in their skills.

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

In the music classrooms when students turn in assignments that are incomplete or incorrect they will be asked to redo the work until it is correct. Since music is largely a performed skill most re-teaching is done in the classroom either as a quick one on one instruction or in a large group review. Students in higher grade levels may be asked to come in before or after school to work in a sectional or one on one with the instructor for more help. In the secondary building we are able to use TA time to help students who are not meeting learning goals as well as GRIP and ESP except when elementary classes are scheduled over TA time. Elementary band students are also able to use their recess time to receive one on one instruction if needed. In the past year the elementary band recess lesson time has really bloomed with students coming in not only to make up lessons but to extend and improve beyond what we are learning in class.

Elementary general music students who are not improving in the skills taught get marked in my own notes and throughout the unit and the year I create lessons in which I can focus on the students individually, while making sure that the students don't feel singled out. This allows me to use mistakes as a teaching moment and correct skills that are being practiced incorrectly.

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

Students who are more advanced or wish for further instruction in their musical education are encouraged to participate in honor groups, outside ensembles, outside performances, and solos and small ensembles. Though most of these opportunities require work outside of standard class time, students are excited by the challenge. Students who participate in these groups and performances are often rewarded with new skills and knowledge and increase the overall performance ability in the musical ensembles at Arlington. This group of students is also used to lead sectionals or be section leaders in our ensembles which allows them to share their knowledge and provide support for the teachers.

Similarly, students in elementary general music are provided opportunities to be leaders in their classes through teaching, projects, or group work where they can help teach their peers.

6. Other Information

Music Trip: Last year the High School Band and Choir students took a trip to Minneapolis and the Middle School Band and choir traveled to Kansas City for a day. High School students saw Beautiful: A Carol King Musical and performed at ValleyFair Amusement Park.

Honor Bands: Participation in honor bands was up this year with many students electing to participate and/or audition.

Doane Honor Band: November, 4 participants (auditioned)

Underclassman Honor Band: January, 2 (selected)
Wayne State Honor Band: January, 6 participants (auditioned)
Iowa Western Honor Band: January, 13 Participants (HS and HS selected)
Stanton Middle School Honor Band: February, 8 participants (selected)
NCC Honor Band: March, 11 participants (selected)
Blair Middle School Honor Band: March, 3 participants (selected)
Class B All-State: March, 3 participants (auditioned)
Pender Elementary Honor Band: May, 23 participants

Honor Choirs: We had many students selected to honor choirs this year!

Nebraska Middle Level Allstate: 10 participants (auditioned)
Sing Around Nebraska Honor Choir: 8 participants (auditioned)
Singing Youth Festival Choir: 7 participants (nomination)
Midland Festival Choir 7 participants (audition) 1 special select
Fremont Festival Middle School Choir 11 participants (nomination)
Nebraska Allstate Choir 5 participants (auditioned)
Nebraska Honor Choir Middle Level 10 participants (auditioned)
Doane Honor Choir 7 participants (Nomination/selection)
Wayne State Honor Choir 10 participants (auditioned)
Stanton Middle School Honor Choir 7 participants (nomination)
Nebraska State FFA Choir 3 participants (audition)
Nebraska Theatre Awards soloist callback: Kolby Tighe (callbacks April 12)

Screamin' Eagles Marching Band: In the 2024-2025 school year the marching band performed at the Washington County Fair, Nebraska State Fair, four home football games, seven basketball games, one volleyball game, The Village Pointe Lighting Ceremony and several pep rallies. We also hosted our second alumni pep band in January with 12 participants.

Veteran's Day: High School Band, Choir, and Elementary music ensembles performed at the Annual Veteran's Day Assembly.

Conference Choral Clinic: Logan View hosted Conference Choral Clinic this year. Students were able to rehearse with all conference schools with director A.J. Reimer. Each school, including Arlington, was featured individually in the concert as well.

Soaring Sound Show Choir: Show choir attended Peru Show Choir Festival, Blair Show Choir Workshop, Midland Festival of the Arts where they were awarded "Best Choreography." We were unable to attend NCDA Skutt Show Choir Festival due to a blizzard. They performed at the Middle School concert in October as well as all of our high school concerts. They will be performing at District Music Contest as well.

Community: Many students performed at the Arlington Fall Festival in October. Soaring Sound Show Choir performed at the Fireman's Pancake Breakfast in December.

District Music Contest: On April 25-26 the Arlington Music Department will perform at the District Music Contest at Wahoo. This year we will have 8 instrumental solos/ensembles, 14 vocal solos/ensembles, and two piano solos performing as well as the Arlington High School Band, Arlington High School Choir and Soaring Sound Show Choir.

Middle School Recital: Middle school vocal/instrumental students will soon begin their preparations for their recital in May. Many solos and ensembles are in progress for this performance.

Music Technology: The addition of Music Technology I and II has opened opportunities

for students not involved in a music ensemble to foster an appreciation of music. With an enrollment of 6-8 students each semester students have worked on creating music with loops (pre-made music) and currently are working on writing original melodies on computers with accompaniment. I have found project based learning is a challenge for students because the answer is not always clear but I have enjoyed hearing what students can come up with.

Musical: The Arlington Music Department just wrapped their production of Meridith Wilson's *The Music Man*. There were close to 100 students involved in the production on stage and behind the scenes. Even with the rescheduled performances there were a minimum of 200 audience members each performance. Our male lead was also selected as a callback finalist for the Jimmy Awards which is a solo competition only offered to the participating schools lead role students. Kolby will participate in callbacks on April 13th to see if he is one of 12 male finalists.

Canvas: The Canvas Learning Platform continues to be a huge asset to classroom instruction. Especially in our secondary classrooms it has allowed us to create online spaces to house a lot of our materials and made assessment more streamlined. This included the one to one access of computers. When computers were on carts for specific classrooms we were not able to utilize technology due to our large class size numbers.

New Curriculum: We are very excited to start implementing our new MusicFirst Curriculum for next year. In the high school classrooms we have been using SightReading Factory to collect data on our students' performance ability as part of our SLO goals. The addition of the MusicFirst Curriculum will allow us to use the same software in middle school and add other educational opportunities such as composition, vocabulary, music notation, history and composer information. Our plan is to utilize our work day on May 9th to go through the training and start planning for next year.

Leadership: Mrs. Mastny and Mrs. Crosland serve in leadership roles outside of the classroom. Mrs. Mastny was selected to chair the committee for the 2027 revision of the Recommend Repertoire list for the Nebraska State Bandmasters Organization. Mrs. Crosland serves as the president-elect for Nebraska Choral Directors Association where she will take the role of president this coming September. She also served this year as part of the nominating committee for elected offices of the Nebraska Music Educators Association.

ANNUAL DISTRICT GOALS

June 2024

September 2024

December 2024

April 2025

GOAL AREA: BUDGET

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

OBJECTIVES:

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

STRATEGIES:

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

ANNUAL DISTRICT GOALS

GOAL AREA: COMMUNITY ENGAGEMENT

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

OBJECTIVES:

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

STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).
2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
3. Provide education and training for parents and guardians to promote school readiness.
4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
5. Education Foundation Outreach
6. Annual Title I Parent Meeting
7. Monthly Supt Article in the Citizen
8. Use of STRIV to broadcast meeting to reach more citizens

- Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
- New digital scoreboards recognizing the sponsors and donors
- Working with AEF on recognizing their award winners during homecoming week
- Seeing the potential for video boards in promoting our sponsorships and student activities
- Room Of Requirement Complete, has been used to assist students/families 21 times to date
- Community Engagement and Focus Group held--better turnout from public than previously
- JAG program has gotten more students involved in community organizations (RTW, etc.)

ANNUAL DISTRICT GOALS

GOAL AREA: FACILITIES

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

OBJECTIVES:

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

STRATEGIES:

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

ANNUAL DISTRICT GOALS

GOAL AREA: STUDENT PERFORMANCE

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

OBJECTIVES:

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

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

STRATEGIES:

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

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

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

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

ANNUAL DISTRICT GOALS

GOAL AREA: BEHAVIORAL AND MENTAL HEALTH

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

Objectives:

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

STRATEGIES

1. Continue Partnership with Arbor Family Counseling
 - a. analysis data shows usage increased
2. Seek applicants to employ our own school psychologist to use for purposes other than SPED verifications and interventions
3. Implement programs to support student emotional health as we return to school post-pandemic and post-protest
 - a. ESU3 and ESU2 support meetings to share ideas and address concerns
4. Present opportunities to our students to help them develop character
 - a. Club/Sport Involvement with training for coaches (Inside Out Coaching book study, etc.)
 - b. FCA
 - c. YFC (new possibility)
12. Introduction of community programs by outside agencies that will support student mental/emotional health
13. Expansion of Region 6, Systems of Care, and Communities that Care grants, including adopting universal mental health screener, to meet students needs.

- **Mental Health Conference in June**
- **Guidance Program in Elementary**
- **Grant for Room of Requirement from multiple organizations (AEF, Fremont Area Foundation)**
- Room of Requirement now in use; cleaning out a closet for a permanent home. **Now Complete**
- **Introduced Access Period**
- **Regularly screening students for mental health and behaviors through SAEBRS**
- Anecdotally, student connection to community and school (pride and belonging) growing due to efforts of PPP (Passion, Purpose, and Pathway) committee.
- Staff relationships growing stronger with PPP efforts, and staff profiles, shout-outs, etc.

Secondary Principal's Report

April 2025 Board Meeting

Prom

Prom will be held on Saturday, April 26 in the competition gym with post prom to follow in the RVR Building at the Fairgrounds.

Staff Night at the Ballgame

The school board is encouraged to join us for a grill out at the ballgame on Friday, April 25 beginning at 4:30.

State FFA/State FBLA/State SkillsUSA

FFA - April 2-4

FBLA and Skills - April 10-12

FFA - State Update

Arlington FFA has so much to celebrate from the 2025 Nebraska State FFA Convention.

1 State Champion Proficiency Finalist, 1 State LDE Finalist - 3rd Place finisher - Everett,
2 Top 10 CDE Teams - Vet Science 7th, Agronomy 8th, 5 of 8 CDE teams in the top 15,
7 of 8 in the top 20 earning team ribbons, 20 individual ribbons, 2 Top 10 Individuals,
Vet Science - Lydia 9th, Farm & Agribusiness Management - Joe 10th, LDE Gold
Ratings - Ethan and Everett, LDE Silver Ratings - Brantley, Tate, Joe, 2 Members of the
Choir - Lilly and McKenna, 4 State Degree recipients

***In order to ribbon you must be in the top 50% of a contest.



NCC Art Show

This year's conference art show is on April 16 at Syracuse.

Community Service - Stuffed Animal Drive

From April 1 through April 25 Arlington High School Student Council is sponsoring a stuffed animal drive for Project Harmony. Project Harmony exists to provide effective, immediate and sensitive support to child abuse victims and their non-offending family members. Last year we collected 500 stuffed animals!



April 8, 2025 - What a Busy Day!

- Seniors - Rotated through general classes
- Juniors - Took the ACT test for state accountability
- Sophomores - Took the Pre-ACT to provide experience and feedback as they take the ACT test next year.
- Freshmen - Freshmen participated in the Connecting the Dots career exploration simulation sponsored by Nebraska 4-H extension. Students learned how HS choices impact all experiences, learned more about careers, and built resumes.



- 8th Graders - 8th grade students got to experience college life at Wayne State College and Northeast Community College. Students learned about the different types of colleges, majors available at each school, and the cost of college. They also toured each campus.



- 7th Graders - 7th grade students participated in an inventure field day. "Youth engaged in conversations to develop and evaluate their unique business concepts around a given widget which is used as inspiration for a product or service. Teams moved through the INVENTURE factory to complete challenges while learning about product development, target markets, branding, and finance. At the end of the day, teams present their business ideas to local business mentors in a product pitch competition."



Early Graduation Request - Action Item

April 2025 Elementary Principal Report

Preschool Parent Meeting - The preschool parent meeting took place. We had approximately a dozen families in attendance. We are excited to start the new year!

5th/6th Band and Choir Concert - Wonderful performance by all of our budding musicians.



State Testing Is Underway- NSCAS State Testing is underway. Students are provided with snacks prior to testing. There is a little extra break time after testing to reset brains! Students and teachers are doing an amazing job!

Musical Performances - many elementary students participated in The Music Man. Students performed on Friday, Saturday, and Sunday. We had two elementary students

that had more substantial roles this year as well!

Arlington High School
2024-2025 Cast
March 21 and 22



Harold Hill	Kolby Tighe
Marian Paroo	Corinne Grosland
Marcellus Washburn	Rafa Magrino
Mrs. Paroo	Grace Silver
Charlie Cowell	Donna Flores
Mayor Shinn	Garrett Hager
Eulalie Mackecknie Shinn	Tessa Spivey
Tommy Djali	Zaydn Lambert
Zaneeta Shinn	Kellan Reed
Ewart Dunlop - Men's Quartet	Wyatt Flesner
Oliver Hix - Men's Quartet	Clayton Coe
Jacey Squires - Men's Quartet	Jax Tighe
Olin Britt - Men's Quartet	Schuyler Logemann
Alma Hix	Maddie Martens
Maud Dunlop	Lilly Lang
Ethel Toffelmier	Savannah Lang
Mrs. Squires	Gabrielle Hill
Featured Couple/Understudy for	Dylan Rinas
Mens Quartet/Wife	Lacey Bosshart
Constable Locke	Austin Hill
Ameylita	Olivia Wich
Winthrop Paroo	Miles Mastry
Pick-a-Little Ladies	Jenna Molzahn and Katy Douglas
Salesman #1-#5	TBA Open Auditions January
Newspaper Reader #1-#3	Rock Island: Rhythmic Speaking
Featured Ensembles	TBA Auditions in January
Dance and Tap Solos/Ensembles	TBA Auditions in January



James Shada
April
Board Report

Nebraska State Colleges Multi-Activity Student Award

In an effort to emphasize the importance of multi-activity participation, the Nebraska School Activities Association (NSAA) and the Nebraska State Colleges launched the Nebraska State Colleges Multiactivity Student Award program in the fall of 2020. The award recognizes students in grades 9-12 who participate in at least three NSAA sanctioned activities throughout the academic year.

Fall Activities: Girls Golf, Softball, Boys Tennis, Girls Cross Country, Boys Country, Volleyball, Football, Unified Bowling, Play Production.

Winter Activities: Girls Bowling, Boys Bowling, Girls Wrestling, Boys Wrestling, Girls Swimming and Diving, Boys Swimming and Diving, Girls Basketball, Boys Basketball, Speech, Debate.

Spring Activities: Music, Journalism, Girls Soccer, Boys Soccer, Baseball, Girls Tennis, Girls Track and Field, Boys Track and Field, Boys Golf

Arlington

Jaydin Allen Garrett Hager Ryder Logemann Brooklyn Ruskamp Honora Andreasen Cameron Hancock Schuyler Logemann James Shada Hayley Arp Ethan Hilgenkamp Jensen Lorsch Luke Sharp Addyson Beam Gabrielle Hill Rafaele Magnino Callee Shearer Noah Brodahl Andrew Jess Madelyn Martens Grace Siver August Burns Tucker Jorgensen Tanner Meyer Winston Slykhuis Caitlyn Camp Chloey Keen Adrianna Mincer Tessa Spivey Valeria Carvajal Kynlea Kleveland Jackson Morgan Jax Tighe Kelise Cook-Krivohlavek Trent Koger John Morrison Kolby Tighe Izzabella Credeur Tristin Kwiatkowski Katie Moss Ashton Vollmer Jackson Edstrom-Stosich Rylie Kylo Brayden Nath Bella Wilcox Nathan Erwin Oliver Ladehoff Britt Nielsen Nathan Wilkins Benjamin Flesner Owen Ladehoff Hailey O'Daniel Cameron Wirsen Calvin Flesner Zady Lambert Darren Quintana Macy Wolf Wyatt Flesner Lillian Lang Kallan Reed Ethan Woods Dianna Flores Soe Lewis Parker Robinson Zane Gerrish Stokely Lewis Jack Rosenbalm

Spring Events Update

- FFA State Conferences are happening in Lincoln, April 2nd – 4th
- FBLA at State Leadership Conference are happening in Kearney, April 10th – 12th
- State Skills USA is happening in Grand Island, April 10th – 12th

- High School Music Concert: 4/15 at 7:00
- Middle School Music Concert: 5/5 at 7:00
- District Music Competition: 4/25 and 4/26 at Wahoo, performance times TBA
- High School Honors Night: 5/1 at 7:00 pm
- Track Meet: *Jr. High* May 9th at 2:00 pm, *High School* May 8th at 2:00 pm
- Boys Golf Invitational: May 1st at 9:00 am
- Athletic Banquet: April 27th at 5pm at the City Auditorium

Superintendent Leave Log 2024-2025					
		Sick Days	Bereavement Days	Vacation Days	Floating Holidays
Carryover		36	per contract per occurrence	9 (unpaid carryover previous years)	
Starting Balance		46		20	3
Date	Description				
7-5-2024	4th holiday travel			0.5	
7/19/24	vac			0.5	
8/1/24-8/2/24	vac			2	
09/24/24	vac			0.5	
10/10/24	sick/appt	0.5			
10/9/2024	stokely appt	0.5			
11/01/2024	vac			1	
11/27 & 11/29	flt hol (.5 day X 2)				1
12/16/2024	vac			1	
12/24/2024					1
12/31/24					1
3/14/2024	vac			1	
Ending Balance		45		13.5	0
On Duty Out of Office					
July 8-11	NASA/AASA Advocacy Conference	Washington DC	4 Days		
July 12	Alicap Safety Meeting	Lincoln	1 Day		
July 17	Commissioners Council	Lincoln	1/2 day		
July 23-25	Admin Days	Kearney	3 Days		
Sept 16	Commissioners Council	Scottsbluff	1 Day		
Sept 26	NCSA Mock Committee Hearing	Lincoln	.5 Day		
Oct 21	ESU3/NASA Rg 2	Omaha	.5 Day		
Oct 23	NCSA Exec Board	Lincoln	.5 Day		
Nov 20-22	SAC Meeting/NASA Exec Meeting/State Ed Conf	Omaha	2.5 Days		
Jan 23	Commissioners Council (SAC)	Lincoln	.5 Day		
Jan 29	NCSA Exec Board	Lincoln	.5 Day		
Feb 4	NASA Reg 2/ESU3	LaVista	.5 Day		
March 19-21	Working from home/Village Office/Checked facilities regularly	Blizzard and No Power	3 days		

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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Snapshots



IN THIS EDITION OF BOARD NOTES

THIS MONTH IN ...

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

WE'VE REACHED THE HALFWAY POINT OF THE LEGISLATIVE SESSION

NATIONAL WALK @ LUNCH DAY - APRIL 30

AT THE BOARD TABLE

FEDERAL ADVOCACY FLY-IN ... WRAP-UP

RELY ON NASB'S NATURAL GAS PROGRAMS

YOUR 2025 NASB AFFILIATES

YOUR NASB BOARD OF DIRECTORS & STAFF

... AND MUCH MORE!

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

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<https://members.nasbonline.org/>

THIS MONTH IN ...

A quick snapshot of the various programs, services, support and events NASB has planned for its members in the coming month!

ANNIVERSARIES ... We are proud to recognize Megan Boldt and Jim Luebbe on milestone anniversaries with NASB!

Megan Boldt, Associate Executive Director and Director of ALICAP is celebrating her 20th year with NASB. Megan joined NASB as an underwriting specialist for the ALICAP and insurance program, before becoming director in 2012. Jim Luebbe, Director of Policy Services, is celebrating his 25th year with NASB. Jim has worked as a school board policy consultant for the Association since 2000, updating and customizing the Policy Manuals for scores of districts across the entire state. He is a former member of the NASB Board of Directors and was a board member at Centennial Public Schools in Utica for 11 years. Jim also oversees NJUMP and CJUMP, the Interlocal Pools created for public agencies to purchase natural gas and related services.

ADVOCACY & GOVERNMENT RELATIONS ... We are over half way through this year's Session. Check out the update on Pages 4-6. As always, keep tabs on both the GR pages and Bills page of NASBOnline.org! Call Colby & Matt any time!

ALICAP & INSURANCE ... It's that time of year again! ALICAP's renewal process will be going LIVE April 1! ALICAP members, be on the lookout for the renewal communication email the first week in April, with information due back April 30. ALICAP's team is available if any school has questions.

BOARD LEADERSHIP ... Check out "At the Board Table" on pages 8-9 to learn about all things Board Leadership.

DATA ANALYTICS ... Trying to make sense of your students' NSCAS standardized test scores can be confusing. The state provides student proficiency data with a comparison to state averages, but there may be more helpful comparisons to consider. NASB's Data Analytics can help you to compare your proficiency scores and average scale scores along with other relevant data to nearby districts or to districts of a similar size to better evaluate your students' academic achievement.

EDUCATION LEADERSHIP SEARCH SERVICE ... The 2024-25 search season is beginning to wrap up. It is a great time to make plans if your district/ESU has a Superintendent/Administrator who is planning to retire after the 2025-26 year. Contact Shari with questions on search protocol or to schedule a proposal.

ENERGY PURCHASING ... Natural gas prices have been moving upward for the past month, but are now wavering between predictions for warmer temperatures and outlooks for more export terminal approvals under the Trump administration. Our market consultants monitor the daily volatility watching for gas purchasing opportunities. Contact us now while NJUMP and CJUMP are in the process of adding several new districts to our gas purchasing programs during this annual signup period.

GALLUP STRENGTHS ... In recognition of March Madness, this month's featured Gallup theme is **Competition**. People with Competition are driven by the desire to win. Their natural inclination to compare their achievements to others' can produce a high-performance culture. Competition talents can inspire a breakthrough performance and create an environment of excellence. Contact Shari to schedule a Gallup retreat.

MEMBER ENGAGEMENT ... It's been great seeing so many of you at the Finance Workshops, and in D.C. this past month! Open Meetings Law Workshops begin this week, and start thinking School Law and Golf this June in Kearney too! Recent district visits include Aurora, Chase County, Clarkson, Crete, Dorchester, Fillmore Central, Hampton, Hayes Center, Hitchcock County, Howells-Dodge, Humphrey, Leigh, Medicine Valley, Ogallala, Ravenna, South Platte, & Wood River.

POLICY ... The NDE has published a draft of its Behavioral Intervention and Classroom Management Policy with its March 7 State Board Meeting Agenda. Last year, LB 1329, sect. 21, modified state statute 79.262.01 and tasked the NDE with developing a model policy on this subject. Districts will be required to adopt NDE's policy or a similar one by August 1, 2025. As you review the draft, you may also wish to consider how it will work with your district's Student Discipline or Suspension and Expulsion policies.

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<https://members.nasbonline.org/events>

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.



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

National Walk at Lunch Day - Wednesday, April 30



NASB Member Golf Outing - Wednesday, June 11 - Kearney

School Law Seminar - June 11-12 - Kearney



Leadership Workshops - Gering, Kearney & Lincoln

Other Events, August through December 2025 ...

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

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PAGE 1 OF 3

OF BILLS TRACKED

108

<https://nasb.envisiams.com/legislative-bills>

BILLS WE TESTIFIED ON

66

THOSE WE SUPPORT

29

THOSE WE OPPOSE

35

NEUTRAL

1

SBM's WHO HAVE SAT IN THE CHAIR ON OUR BEHALF!

12!



I'M JUST A BILL ...

Introduction

Committee

General File

Select File

Final Reading

Governor

Law

<https://members.nasbonline.org/government-relations>
<https://nasb.envisiams.com/legislative-bills>

The following have been tabbed Priority Bills, meaning they will be the primary focus moving forward, now that Committee Hearings wrap up this Friday. As we've seen in previous years, there may be attempts to attach other bills onto those, but these will likely be the primary vehicles. We will be paying close attention to the omnibus bills crafted by the Education Committee.

PRIORITY BILLS

LB 89 (Kauth) Adopt the Stand With Women Act

Mandates policy regarding use of restrooms and locker rooms, and the participation in sports by students. (On General File)

LB 303 (Hughes at the request of the Governor) Change provisions relating to foundation aid and certain certification dates and provide for base levy adjustments under TEEOSA and create the School Finance Reform Commission

Lowers max levy cap from \$1.05 to \$1.02 (25-26). Increases foundation from \$1500/student to \$1590/student (25-26), changes base levy adjustment to 0.30. Creates school finance reform commission. MUST advocate for a school board voice on the committee.

LB 383 (Storer at the request of the Governor) Adopt the Parental Rights in Social Media Act

LB 440 (Spivey) Adopt the Education Leave and Support Act

Creates the Education Leave and Support Act and fund. Funded by 0.35% of employee and employer match of wage for purposes of reimbursing schools for substitute teachers covering for educators on FMLA. Would be an increase to a district's budget.

LB 538 (Hardin) Require school boards and postsecondary educational institutions to adopt a policy and provide training relating to discrimination and antisemitism and provide for Title VI coordinators - Strommen Priority

Requires school policy adoption on discrimination to include antisemitism. Requires training in antisemitism as part of harassment training to students and employees. Requires a coordinator to be hired by NDE.

LB 645 (Ballard at the request of the Governor) Change provisions relating to the School Retirement Fund - Retirement Priority

Changes state contribution to School Retirement fund based on the actuarially funded ratio. Reduces amount of state contribution in proportion to the health of the plan. Does not lower employer contribution.

LB 653 (Murman) Change provisions relating to reimbursement for special education programs, support services, and the enrollment option program, provide reimbursement for certain students under the enrollment option program, and change the authorized uses of the Education Future Fund - Education Priority

Limits denials of students with IEPs to option to 16% of the total enrollment option applications. Requires additional notices if option students are denied as a result of

... OF THE LEGISLATIVE SESSION

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PAGE 2 OF 3

capacity. Requires acceptance of option students within Learning Community schools if a sibling is enrolled. Adds option denial notice requirements. Allows for payments to districts from the Education Future Fund for expenses of accepting option students with IEPs. Many provisions in this bill are agreeable. We continue to work with the introducer.

LR 12 CA (Kauth) Constitutional amendment to impose a limit on ad valorem taxes for real property, provide a new method of valuing real property for tax purposes, provide certain exceptions, and eliminate conflicting constitutional provisions - Andersen Priority

OTHER KEY BILLS

 **LB 213 (Holdcroft) Require the State Board of Education to adopt academic content standards on human embryology under the science education standards**

Mandates specific curriculum changes and teaching methods by SBOE in science standards. (On General File)

 **LB 352 (Ballard) Change provisions relating to reports on student achievement and discipline required under the Quality Education Accountability Act**

Requires database creation containing all student discipline data by district, building, offense, type, and intervention. Data although de-identified, could result in student identification, particularly in smaller districts. Bill brought by Education Rights Council and may violate some FERPA requirements. Fiscal note of \$40k.

LB 426 (Andersen) Authorize an American flag education program and change provisions relating to the distribution of lottery funds used for education

Colby testified in the Neutral capacity. Provides for teaching of the "13 folds" of the American flag in social studies for students 5th through 8th grade. As part of the program, each student shall receive a 3 by 5 foot flag and etiquette booklet paid for by lottery dollars. Concerns about other lottery dollar priorities. (On General File)

 **LB 497 (Murman) Provide for admission of and participation in extracurricular activities by certain students that are not residents of the school district**

Mandates admittance of a home school student in extra curricular activities if the home district doesn't offer the activity.

LB 507 (Hunt) Change provisions relating to school transportation expenses for children with disabilities

LB 567 (Quick) Authorize school policies relating to community engagement

THE BUDGET & ACT TESTING

The Appropriations Committee will advance the budget for debate within the next few weeks. They will take into consideration the Governor's preliminary budget and make their own adjustments. We are paying attention to a provision in the Governor's budget eliminating the appropriation which pays for the mandated ACT testing of all Juniors. While the mandate remains, we are concerned about State's commitment to pay for the testing and the possibility of this cost being shifted to local districts.

OTHER BILLS WORKING THEIR WAY THROUGH THE PROCESS

Look for these bills to advance as part of a committee package, amendment, or independently.

 **LB 135 (Holdcroft) Provide, change, and eliminate provisions relating to elections for certain purposes related to bonds and tax levies**

Eliminates ability of school and ESU bond elections to be held during special elections with exception for emergencies

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only. Amendments continue to be negotiated. (On Select File)

LB 390 (Murman) Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information

Requires policy regarding rights of parents to access school library materials. Mandates the creation of an online catalog of all books by building and accessible to parents. Provides an opportunity for a parent to be notified when a student checks out a book. (On Select File)

LB 428 (Murman) Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools

Requires district policy on student surveys. No surveys requesting students provide sexual, mental health, medical, religious or sensitive nature without first notifying parents at least 30 days prior. Gives parents rights to review survey and exempt their student from taking it. (On Select File)

LB 457 (Bostar) Require anaphylaxis policies for school districts and licensed child care facilities and provide a limit on the amount an insured is required to pay by an insurance policy or benefit plan for epinephrine injectors

Requires SBOE to develop model policy on students with anaphylaxis. (On Select File)

LB 463 (Ballard) Require school districts to develop a cardiac emergency response plan under the School Safety and Security Reporting Act and provide for grants for such plans from the Medicaid Managed Care Excess Profit Fund

Colby testified in the Neutral capacity. An unfunded mandate that requires State School Safety director to develop model policies on emergency cardiac responses. Requires the purchase and placement of defibrillators on school grounds. We are working with Sen. Ballard (On General File)

LB 670 (Murman at the request of the Governor) Require schools to adopt a safety plan and provide and change requirements related to training for staff of child care and schools

Requires the adoption of a safety plan policy related to fire/tornado drills and vehicle safety. Changes some provisions of safety required training, making them more discretionary. Safety plans to be submitted to the school safety director.

LB 711 (Hunt) Change provisions relating to the new school adjustment under TEEOSA

Changes the Needs side for new building construction.

ADVOCATE FOR LOCAL CONTROL - BUILD TRUST - SHARE YOUR STORY

KEY LINKS AND RESOURCES

NASB Government Relations Page: <https://members.nasbonline.org/government-relations>

NASB Bills Page: <https://nasb.envisiams.com/legislative-bills>

Nebraska Legislature: <https://nebraskalegislature.gov/>

NASB Twitter/X: <https://x.com/NASBOnline>

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NATIONAL WALK @ LUNCH DAY - APRIL 30

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National Walk at Lunch (NW@L) Day is Wednesday, April 30

To participate, visit <https://www.nebraskablue.com/walk> and register your organization as a team for the event.

Invite your employees to participate by using the promotional materials available at the [NebraskaBlue.com](https://www.nebraskablue.com) page under Walk-Resources.



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YOUR NASB BOARD LEADERSHIP UPDATE

<https://members.nasbonline.org/board-leadership>



2025

APRIL BOARD AGENDA ITEMS

Please see the March 14 email from mherring@NASBonline.org and shiggins@NASBonline.org for the draft of the April Board Meeting Agenda. If you have questions or need us to resend the email, please feel free to contact Marcia at 402-450-5152 or Stacie at 402-209-1608.

DID YOU KNOW?

Every school board is responsible for compliance with the Nebraska Open Meetings Law. Review the following excerpts. Is your board/district compliant with these requirements?

§ 84-1411 Meetings of the Public Body...

"...(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. **Agenda items shall be sufficiently descriptive** to give the public reasonable notice of the matters to be considered at the meeting."

§ 84-1411 Meetings of the Public Body...

"... Except for items of an emergency nature, **the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting...**"

§ 84-1411 Meetings of the Public Body...

"... (iii) **At least one copy of all documents being considered at the meeting is available at any physical site** open to the public where individuals may attend the virtual conference. **The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting,** and the current version of the Open Meetings Act; and..."

§ 84-1413 Meetings; minutes; roll call vote; ...

"... (6) Beginning July 31, 2022, **...the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body.**

The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months."

2025 NASB Activities and Events Aligned to the Board Leadership Academy

The NASB Board Member Academy offers numerous opportunities to expand your knowledge, deepen your understanding of board governance, and connect with board members from across the state.

March/April 2025

Open Meetings Law Workshops
Gering, Kearney, Norfolk, Lincoln

April 16, 2025 - Virtual Lunch & Learn
Board Academy Collaboration

July 2025 - Virtual Lunch & Learn
Board Academy Collaboration

July 2025 - Leadership Workshops
Gering, Kearney, Lincoln

August & September 2025
Area Membership Meetings
Valentine, Gering, Kearney, York, Norfolk,
North Platte, Omaha, Nebraska City, Fremont

October 2025 - Virtual Lunch & Learn
Board Academy Collaboration

November 19-21, 2025
State Education Conference
Omaha

December 3, 2025
Board Member Academy Module I & II
Kearney

CONTINUED ON PAGE 9

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CONTINUED FROM PAGE 8

Next, assess your public's access to board information:

1. Visit the school district website to review how the public accesses board meeting agendas and minutes. According to § 84-1411, the board must provide this information on the district's website. Is the district meeting this legal requirement?
2. Evaluate the March Board Meeting Agenda. Is it sufficiently descriptive? Can the public access the supporting documents/ attachments to the board agenda?
3. Evaluate the March Board Meeting Minutes, are the minutes easily accessible on the district website?
4. Is the district in compliance by posting the most current board meeting minutes?
5. What actions should the district take to ensure compliance with the requirements outlined?

BOARD ACADEMY COLLABORATION

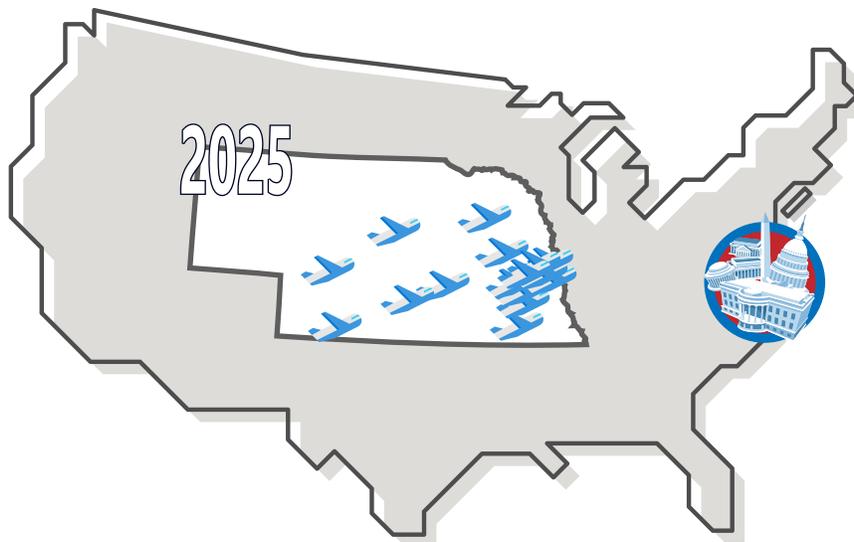
You are invited to participate in the next Board Academy Collaboration Team Meeting! If you have questions, please feel free to contact Marcia, Stacie, or Stephanie at 402-423-4951. We look forward to connecting with you. Mark your calendar as follows:

- Participants invited: Newly Elected or Appointed Board Members, Experienced Board Members, and Superintendents
- Date & Times: Wednesday, April 16 ... 12:00 PM CT and 12:00 PM MT
- Link: The Microsoft Teams link will be shared with all eligible participants the morning of at 10:00 AM.

FEDERAL ADVOCACY FLY-IN ... WRAP-UP



For the third year in a row, NASB headed east to Washington, DC, with around 40 school board members and education leaders from across Nebraska, to continue building on the relationships we have with our delegation and their staff, meet with the U.S. Department of Education and experience advocacy on the Federal level. Another extremely productive and memorable trip! Thanks to all who joined us this year. If you're interested in joining us for future trips, please let us know!



RELY ON NASB'S NATURAL GAS PROGRAMS

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<https://members.nasbonline.org/programs-services/njump-cjump>

NASB's natural gas programs were created to fulfill two needs that many local districts had in dealing with utility costs – competitive prices and budget certainty. NASB has over 115 school districts and ESUs across Nebraska participating in our NJUMP and CJUMP purchasing consortiums to leverage their purchasing power and achieve lower utility bills. With the great volatility of natural gas prices, we've signed up several new members for next year. Natural gas purchasing is one job your peers in these Interlocals can handle for you.

Superintendents and their business managers make up our Boards of Trustees for program oversight. Both programs were begun at the request of our districts and operate as independent Interlocal Pools. The trustees hold their annual meeting at the State Education Conference in Omaha each November.

The Nebraska Joint Utilities Management Program (NJUMP) purchases natural gas for school districts and ESUs on the Black Hills Energy natural gas pipeline in southeast Nebraska. Choice Joint Utilities Management Program (CJUMP) supplies natural gas on the Black Hills Energy (formerly SourceGas) distribution system in northern, central and western Nebraska. Rather than pricing the entire year's gas needs on one day, the consortiums lock in fixed prices as market opportunities become available by purchasing in layers over time and in varying percentages of total projected volumes. Historically, this approach has achieved a better price for natural gas with a higher level of budget certainty than the districts could have achieved on their own.



Now is the time for new members to sign up for NJUMP or CJUMP for the 2025-26 heating season.

Ask Jim Luebbe of the NASB staff for a copy of the Interlocal Agreement and Board Resolution to enroll in this time-saving, dollar-stretching program. For more information, NASB members on the Black Hills Energy distribution system can contact Alan Pederson of WoodRiver Energy at alan.pederson@woodriverenergy.com ... Members on the SourceGas distribution system can contact Mandy Heermann of Public Alliance for Community Energy at mheermann@nmppenergy.org.



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Paul Grieger
Managing Director,
Public Finance
402-392-7986
pgrieger@dadco.com



Cody Wickham
Senior Vice President,
Public Finance
402-392-7989
cwickham@dadco.com



Andy Forney
Senior Vice President,
Public Finance
402-392-7988
aforney@dadco.com

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2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

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A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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



Nebraska Rural Community Schools Association

Member Update

April 10, 2025



Photo Credit: Blue Hill Community Schools

NRCSA Calendar



NRCSA Events

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](#)

NRCSA Spring Conference

March 18 & 20, 2026

Crowne Plaza & Younes North Convention Center in Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

June 18, 2025, 9:30 AM Mountain Time

Ogallala Public Schools

NRCSA Executive Committee

July 23, 2025

At Administrator Days

Time & Location TBD

NRCSA Legislative Committee

Every other Thursday until the end of the legislative session

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

Despite Mother Nature not cooperating with us, the 2025 NRCSA Spring Conference has to be considered a success!! The conference was held at the Younes Conference Center North in Kearney on March 20 & 21. The featured speakers were Joe Sanfelippo, Commissioner of Education Dr. Brian Maher, and Darin Boysen (Nebraska Coaches Association).



JOE SANFELIPPO



DR. BRIAN MAHER

One of the highlights of the NRCSA Spring Conference is the recognition of outstanding personnel in our member schools and ESUs. This year's recipients were:

- **OUTSTANDING ELEMENTARY TEACHER:** Kari Schroeder, Syracuse-Dunbar-Avoca
- **OUTSTANDING SECONDARY TEACHER:** Kimberly Bender, Humphrey
- **OUTSTANDING MUSIC TEACHER:** Kim Hammer, Weeping Water
- **OUTSTANDING ESU STAFF MEMBER:** Scott Jones, ESU 16
- **OUTSTANDING CLASSIFIED STAFF MEMBER:** Juli Klingelhofer, Amherst
- **OUTSTANDING PRINCIPAL:** Keri Homan, Crawford
- **OUTSTANDING BOARD OF EDUCATION MEMBER:** Mike Stracke, Stuart
- **OUTSTANDING SUPERINTENDENT:** Dale Hafer, Ainsworth

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:

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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

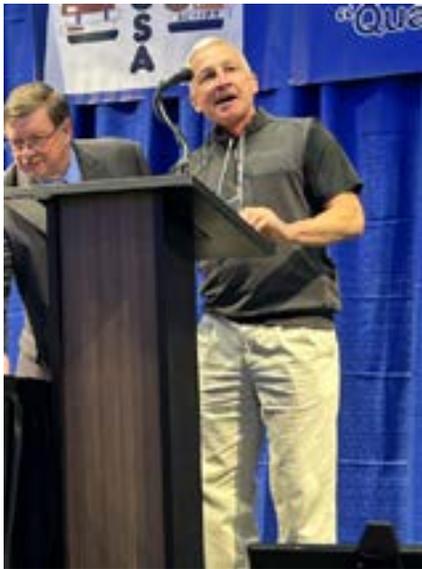
Jim Widdifield
Minden Public Schools



DALE HAFER



KERI HOMAN



SCOTT JONES



JULI KLINGELHOEFER



KIM HAMMER



*KARI SCHROEDER (ALSO GARY ANDERSON,
2000 NRCSA OUTSTANDING PRINCIPAL)*



KIMBERLY BENDER



MIKE STRACKE

Two more highlights at the Spring Conference were performances by the Wood River 5th and 6th Grade Chorus and the Palmyra Jazz Band.



WOOD RIVER 5TH/6TH GRADE CHORUS



PALMYRA JAZZ BAND

At the NRCSA Spring Conference, KSB School Law and the Perry Law Firm were honored as the 2025 NRCSA Friend of Rural Education Award recipients.



REPRESENTATIVES OF KSB SCHOOL LAW & PERRY LAW FIRM—RECIPIENTS OF THE FRIEND OF RURAL EDUCATION AWARD

For the second straight year, we planned to host a free pre-conference. Franklin-Covey had provided NRCSA with the opportunity to provide a very valuable experience, centered around the work of Steven Covey. The pre-conference was to have taken place on Wednesday, March 19, 2025 from 10:00 a.m. to 2:00 p.m. Weather caused us to postpone the pre-conference until next year. In 2026 we will host the pre-conference from Franklin-Covey on Wednesday, March 18. More information will be provided as we get closer to the date.

SUPERINTENDENT SEARCH & PLANNING

We are at the time where we see movement of Superintendents start to slow down. We would like to remind you that 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@nrcca.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. Ballots were sent out on April 1 and are due by May 1 for elected positions. 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. Candidates are Stephanie Kaczor (Riverside) and Danny McMurtry (Maxwell).

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 Proski, 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. Candidates are Michael Eldridge (East Butler) and Jeremy Braden (Doniphan-Trumbull).

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. Candidates are Andy Havelka (Freeman), Dade McDonald (McCool Junction), Derek Anderson (Friend, soon to become Exeter-Milligan-Friend), and Jeff Koehler (Johnson-Brock).

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. The

lone candidate is Ginger Meyer (Chadron).

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 now almost two-thirds of the way to completion. Bill hearings are complete and the body has moved to full day debate. Much time will be taken on the State budget at some point. Some bills of special interest to NRCSA members include:

- LB 89 (Kauth)
- LB 140 (Sanders)
- LB 300 (Murman)
- LB 303 (Hughes)
- LB 389 (Murman)
- LB 390 (Murman)
- LB 509 (Sorrentino)
- LB 557 (Armendariz)
- LB 633 (Hansen)
- LB 645 (Ballard)
- LB 652 (Hansen)
- LB 653 (Murman)
- LB 682 (Education Committee)

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](#)

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 of 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. The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Applications for the 2025 Fall semester scholarships were emailed to NRCSA Superintendents and ESU Administrators on April 3 and are due on Friday, April 25. We ask that you share the application information with qualifying candidates in your district or ESU.

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 125 such meetings. I most recently attended the Board meetings at Summerland and O'Neill on Monday, March 10 and Cozad on Monday, April 17.

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

Monday, April 14: ESU 5 and Tri County
Wednesday, June 11: Emerson-Hubbard

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.



SUMMERLAND BOARD OF ED AND ADMINISTRATION



COZAD 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.

April 2025:

- * Oakland-Craig won the Class C2 Girls Basketball State Championship. Elkhorn Valley was the runner-up.
- * Pender was the Class D1 Girls Basketball State Champion. Elm Creek was the runner-up.
- * Milford was the Class C1 Girls Basketball State Runner-up.
- * Dorchester was the Class D2 Girls Basketball State Runner-up.
- * Cross County was the Class C2 Boys Basketball State Runner-up.
- * Johnson-Brock won the Class D1 Boys Basketball State Championship. Howells-Dodge was the runner-up.
- * Wynot was the Class D2 Boys Basketball State Runner-up.
- * Several students from NRCSA-member districts were recognized by NDE recently as Nebraska World Language Distinguished Scholars. Included were:
 - Gabrielle Theis, Dorchester High School–Presentation, Spanish Intermediate Low (Level 1&2)
 - Addyson Hintz, Deshler High School–Spanish Intermediate Low (Level 3&4)
 - Adelynn Sateren, Wisner-Pilger High School–Spanish Intermediate Low (Level 3&4)
 - Averie Andersen, Conestoga High School– Spanish Intermediate Low (Heritage Level1)
 - Beau Parsons, Schyler Elementary–Spanish Novice (Elementary Level 3)
 - Conner McFarland, South Platte Middle School–Spanish Novice (Middle School Level 1)
 - Dallas Finney, South Platte Elementary–Spanish Novice (Elementary Level 2)
 - Dustine Fox, South Platte High School–Spanish Novice (Middle School Level 1)
 - Emma Baldeh, Dundy County Stratton High School–Spanish Novice (Levels 1&2)
 - Emma Bowery, Fort Calhoun High School–Spanish Novice (Level 1 & 2)
 - Emma Schroetlin, Wisner-Pilger High School–Spanish Novice (Levels 1&2)
 - Emma Tylor, Conestoga High School–Spanish Novice (Level 1 & 2)
 - Jenika Ornelas, South Platte Elementary–Spanish Novice (Elementary Level 1)
- * Several individuals were honored during the Boys State Basketball Tournament with the NSAA Distinguished

Service Award. Included were three from NRCSA-member districts:

- Dr. Dana Wiseman, Superintendent for Elba
- Dr. Jon Cerny, Superintendent for Bancroft-Rosalie
- Kurt Behrhorst, Board of Education Member for Axtell

* Five NRCSA-member schools won six Nebraska Coaches Association Sportsmanship Awards at the State Basketball Tournaments.

- Girls Sportsmanship Award winners were Johnson-Brock (C2), Southwest (D1), and Silver Lake (D2).
- Boys Sportsmanship Award winners were West Holt (C2), Bancroft-Rosalie (D1) and Silver Lake (D2).

* The Nebraska Music Educators Association selects music groups to perform at the State Capitol Building in the “Capitol Concert Series”. Groups from NRCSA-member districts who have been selected to perform this year are:

- Plainview 7-12 Band
- DC West Honor Choir
- Cambridge 5th and 6th Grade Choir
- Thayer Central Concert Choir



PLAINVIEW 7-12 BAND



CAMBRIDGE 5TH & 6TH GRADE CHORUS



THAYER CENTRAL HIGH SCHOOL CHORUS

* Eden Coppersmith of Paxton won the Nebraska and Section Five Heart of the Arts Award. The NSAA was recently informed that Eden has also been named the National Heart of the Arts Award winner for 2025.



* Four Nebraska teachers have been selected as state finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST), the nation's highest honor for K–12 science, technology, engineering, mathematics, and/or computer science teachers. Two of the four are from NRCSA-member districts. Becky Schueth from Shelby-Rising City Public Schools will represent Nebraska in Math. Bobbi Middleton from Madison Middle School in Madison will represent Nebraska in Science.

* David City tied for the Class C1 State Speech Championship.

* Hartington-Newcastle was the Class C2 State Speech Champion. Plainview was the Runner-up.

* Wausa won the Class D1 State Speech Championship. Riverside was the Runner-up.

* Stuart was the Class D2 State Speech Runner-up.

* Many students from NRCSA-member districts were State Speech Champions. Included were:

- Class B: Duet Acting–Logan Feather and Jack Aden (Gothenburg); Entertainment– Nathan Althouse (Minden); Extemporaneous–Carson Reiman (Gothenburg); Informative–Carlee Wolfe (Raymond Central)
- Class C1: Duet Acting–Dayton Carlson and Easton Fiala (Louisville); Informative–Brynn Custer (Broken Bow); Humorous Prose–Katelynn Curry (Boone Central); Oral Interpretation of Drama–Sam Troxel, Ben Ruyle, Andrew Robeson, Brady Troxel and Keston Krupicka (Freeman); Poetry–Ayden Jackson (Fillmore Central); Serious Prose–Luke Hoffschneider (Centennial); Persuasive–Logan Bradshaw (O’Neill)
- Class C2: Duet Acting–Dane Gotch and Issac Santiago (Hartington-Newcastle); Entertainment–Grace Wallerstedt (Oakland-Craig); Extemporaneous–Taylor Nilson (Creighton); Informative–Katie Neuharth (Crofton); Humorous Prose–Lael Rathbun (Arapahoe); Oral Interpretation of Drama–Ty Diedrichsen, Karter Lingenfelter, Jacson King, Harrison Thor and Rece Frahm (Plainview); Poetry–Averi Hogue (Elmwood-Murdock); Serious Prose–Morgan Thieman (McCool Junction); Persuasive–Hazel Hochstein (Hartington-Newcastle); POI–Revin Nyberg (Cross County)
- Class D1: Duet Acting–Braydon Hoelsing and Rogan Hoelsing (Wausa); Entertainment–Luke Woockman (Wausa); Extemporaneous–Mariah McDole (Red Cloud); Informative–Macy Vrtiska (HTRS); Humorous Prose–Jaxson Chase (Potter-Dix); Oral Interpretation of Drama–Bennett Novacek, Haylee Ray and Payton Loeffler (Riverside); Poetry–Emma Baldeh (Dundy County Stratton); Serious Prose–Alijah Nelson (Wausa); Persuasive–Ashley Weltruski (Riverside); POI–Braydon Hoelsing (Wausa)
- Class D2: Duet Acting–Danah Baldwin and Ivy Tullis (Arnold); Entertainment–Rose Woeppel (Chambers); Extemporaneous–Dawson Heiser (Stuart); Informative–Grace Tobias (Shickley); Humorous Prose–Rose Woeppel (Chambers); Poetry–Jack Hunter (Sioux County); Serious Prose–Danah Baldwin (Arnold); Persuasive–Sophie Faltys (Giltner); POI–Rose Woeppel (Chambers)

* At the State FFA Conference, two chapter advisors were recognized as 2025 Nebraska Farm Bureau Advisors of the Year Award Recipients:

- Mr. Ben Robison, Alma
- Mrs. Emilye Yowell, Meridian



BEN ROBINSON & ALMA FFA MEMBERS

* Each year, the NSAA and Nebraska Public Media join forces to present the “Best of the Best” in which one State Champion from each speech event is featured. This year’s Best of the Best presentation will be on Nebraska Public Media on Sunday, April 27 at 2:00 p.m. Students from NRCSA-member districts who were selected to perform are:

- Entertainment– Nathan Althouse (Minden)
- Serious Prose–Morgan Thieman (McCool Junction)
- Extemporaneous–Mariah McDole (Red Cloud)
- Informative–Brynn Custer (Broken Bow)
- Poetry–Jack Hunter (Sioux County)
- POI–Braydon Hoelsing (Wausa)
- Oral Interpretation of Drama–Ty Diedrichsen, Karter Lingenfelter, Jacson King, Harrison Thor and Rece Frahm (Plainview)

* The Nebraska School Activities Association recently announced the newest members of its Student Advisory Committee. Students from NRCSA-member districts who were included are:

- Abigail Lindsley of David City
- Emerson Lorenzo of Lexington
- Ethan Ruse of Freeman
- Evelyn Meyer of Fillmore Central
- Hunter Nepple of Adams Central
- Kylie Roeber of Pender
- Kara Brockman of Elwood
- Josh Miller of Hemingford

MEMBER SPOTLIGHT

Fullerton Public Schools



Superintendent: **Dr. Jeff Anderson**

Principals: **Mrs. Tammy Carlson** – Elementary, **Mr. Eric Burenheide** – Secondary

Mascot: Warriors

Enrollment: 295

Location(s): Fullerton, NE

Interesting Fact: Once a Warrior, Always a Warrior

1. Nine of our twenty-nine current teachers were Fullerton High School graduates.
2. Five of our six current board members were Fullerton High School graduates.
3. The current superintendent, Dr. Jeff Anderson, is both Fullerton's longest serving administrator (31 years) and longest serving superintendent (24 years). The elementary principal, Tammy Carlson, is Fullerton's second longest serving elementary principal and fifth longest serving administrator (16 years).

Board of Education: **Beth Sonderup, Brad Anderson, Jennifer Wood, Brian Aaberg, Angie Herman, Brittany Bertram**



Programs

Program 1. Our 7-12 Music Program has grown substantially over the past five years. Teacher, Mr. Colton Kohl, along with the tremendous support from the students, staff, the music boosters, and the board of education, has created an environment that has seen our band double in size (now approximately 60 students) and a choir that has grown from 8 students to over 90 students. Last year, we also saw the creation of a show choir that now competes across the state. This past fall, Mr. Kohl was recognized as the Novice Music Educator of Year by the NMEA. Our community is thrilled to support our music students and their ongoing efforts.



Program 2. Fullerton Elementary School, under the direction of Elementary Principal Tammy Carlson, was awarded the status of a Blue Ribbon School in 2016. Mrs. Carlson was also named NRCSA's Outstanding Principal in 2021.

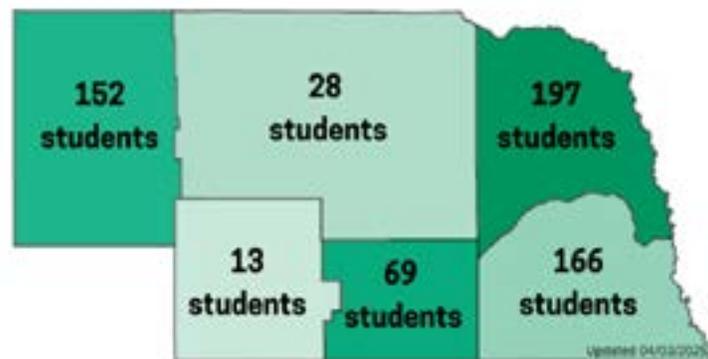
Updates from Members & Other Entities

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!

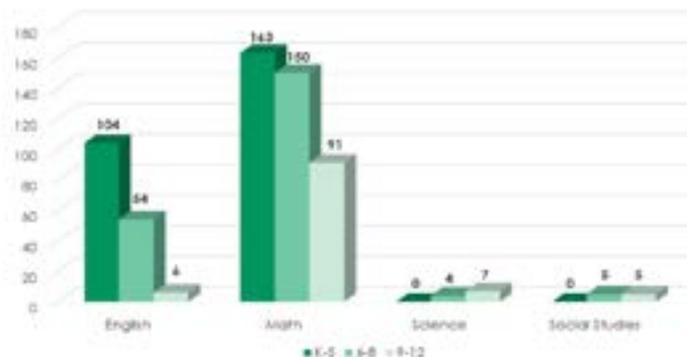
Nebraska SMART Free Online Tutoring for K-12 Students

It was nice to attend the NRCSA Conference in Kearney. Thank you to those who stopped by the Nebraska SMART exhibit table! There's a steady stream of students still registering for the program. Of the 625 registered students, 73% attend a NRCSA member school district.



Spring 2025 Semester Impact

Since January 2024, Tutors have conducted 589 tutoring sessions. The graph below reflects the subjects and students' grade levels for tutoring sessions so far during the Spring 2025 Semester.



Spring 2025 Semester Tutoring Hours



Tutoring is being offered Monday through Thursday, from 3:30 to 7:30 PM. The last day of tutoring this semester is May 7, 2025. Tutoring will resume during the Fall 2025 semester.

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

[Superintendent Check List](#)

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

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

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

Hello All,

Time for the home stretch to the end of another school year! I hope it all goes well with all the events planned this spring.

Below you will find the School Safety Newsletter and information. The main question to look for is a Threat Assessment Survey. We are gaging schools' interest in future Threat Assessment trainings. The last page has a breakdown of the three Threat Assessment trainings offered by UNLPPC. Please take a moment to complete this survey by April 15, 2025.

Remember to apply for your Diamond status Safety Badge to display at your school letting your school community know you “Place School Safety First!”

Thanks for all you do in school safety.

School Safety Newsletter Spring 2025

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.

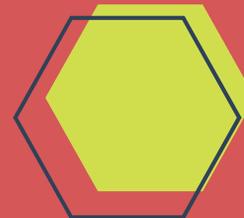
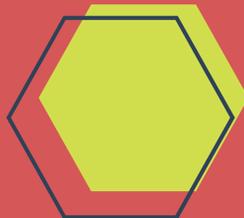
Book your School's Presentation

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 6-8.



JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL



NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSEN WITH NEBRASKA SENATOR DEB FISCHER (1999 NRCSA Outstanding Board of Education Member)

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- 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 almost \$200,000 to school districts surrounded by tax-exempt public lands.

NREAs Legislative Agenda for 2025 is as follows:

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.

1. **RURAL SCHOOL FUNDING** • NREA urges Congress to sustain and, where possible, 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. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. **RURAL EDUCATION DATA AND RESEARCH** • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. **RURAL TEACHER EDUCATION AND**

WORKFORCE INVESTMENTS • NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. • NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. • NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

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 NCES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at nick.pace@unl.edu

Big Red Leader Website

Big Red Leadership Flyer

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

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

GOLD Highlights:

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

GOLD Includes:

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

To Learn More:

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

Chadron State College Special Education Para-to-Teacher Program Initiative.

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

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

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

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

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

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

Things for your consideration:

1) To qualify for this program participants must hold at least an Associate’s Degree or the equivalent in college credit hours. (*CSC will work with those applicants to provide them with the needed coursework leading up to program entry*).

2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

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

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

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

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

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

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

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

For more information, please visit our clinic website:

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

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

[**NRCSA Spending Study**](#)

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

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.



Purple Ribbon Partners



Apptegy

Emily Milnamow
2201 Brookwood Dr, Suite 115
Little Rock, AR 72202
Phone: (317) 219-8686
conferenceteam@apptegy.com



Cornhusker International Trucks

Russ Folts
3131 Cornhusker Hwy
Lincoln, NE 68504
Phone: (402) 304-4016
russ.folts@cornhuskerinternational.com



Cheever Construction

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



DA Davidson

Paul Grieger
450 Regency Parkway, Suite 400
Omaha, NE 68114
Phone: (402) 392-7984
pgrieger@dadco.com



Clark Enersen Partners

Steve Miller
1010 Lincoln Mall, Suite 200
Lincoln, NE 68508
Phone: (402) 430-3803
steve.miller@clarkenersen.com



DLR Group

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



CMBA Architects

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



Facility Advocates

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



Purple Ribbon Partners



Farris Engineering

Kate Breitenfeld
12700 W Dodge Road
Omaha, NE 68154
Phone: (402) 330-5900
kbreitenfeld@farris-usa.com



MCL Construction

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



Network For Educator Effectiveness (NEE)

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



Piper Sandler & Co

Scott Keene
2900 S 70th St, Suite 310
Lincoln, NE 68506
Phone: (402) 440-7734
scott.keene@psc.com



RMV Construction

Curtis Baetz
1515 E 11th St
Kearney, NE 68847
Phone: (308) 893-2010
curtis@rmvconst.com



Trane Technologies

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



Tremco Roofing

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



Voss Lighting

Randy Herrick
4624 S 140th St
Omaha, NE 68137
Phone: (402) 850-9789
randy.herrick@vossilighting.com



Wilkins Architecture, Design, Planning

Jacob Sertich
2204 University Dr, Suite 130
Kearney, NE 68845
Phone: (308) 237-5787
jsertich@wilkinsadp.com

Contact Information

NRCSA

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

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

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[John Fredrickson, Dist 20](#)

[Dunixi Guereca, Dist 7](#)

[Bob Hallstrom, Dist 1](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

[Dan Lonowski, Dist 33](#)

[Dan McKeon, Dist 41](#)

[Terrell McKinney, Dist 11](#)

[Glen Meyer, Dist 17](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jason Prokop, Dist 27](#)

[Dan Quick, Dist 35](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Victor Roundtree, Dist 3](#)

[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)



NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program



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



www.nrca.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



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Pave the Way Concrete LLC

PO Box 2182

Fremont, NE 68026

4027218073

info@pavethewayconcrete.com



Estimate

ADDRESS

Lawrence Reed

Arlington Public School

705 N 9th St

Arlington, NE 68002

ESTIMATE # 2897

DATE 04/11/2025

ACTIVITY	AMOUNT
Prep and pour 19ft x9 ft section of sidewalk	1,500.00
<hr/>	
Any alteration or deviation from above specifications involving extra costs will become an extra charge over and above the quoted price. Proof of General Liability and W/C Insurance available upon request. Not responsible for any damages due to weather or conditions beyond our control such as fire, flood or tornado.	
SUBTOTAL	1,500.00
TAX	0.00
TOTAL	\$1,500.00

Accepted By

Accepted Date

Balance due upon completion of project. Interest after 30 days will be 1.33% per month. Customer is responsible for all collection expenses. Not responsible for any and all damage due to weather or conditions beyond our control.



Monday March 17, 2025

TO: James Shada

FROM: Jeff Simons-Pro Track and Tennis.

RE: Track and runway restriping

BASE BID #1: Restripe track, update exchange zones and runways. Mark hurdles both ways with shared finish lines

TOTAL INVESTMENT: \$10,700.00

Ten thousand, seven hundred dollars

Payment to be made as follows:

Payment is due the day the job is complete and accepted by the owner. Any applicable taxes will be added to the total cost.

Acceptance:

The above price, specifications and conditions found in this proposal are satisfactory and are hereby accepted. Pro Track and Tennis, Inc. is authorized to do the work as specified. Payment will be made as outlined.

<hr/>		<hr/>	
Signature		Signature	
<hr/>		<hr/>	
Print	Date	Print	Date
Arlington Public Schools		Pro Track and Tennis, Inc.	



Shada, James <james.shada@apseagles.org>

Repainting track

Corey Curnyn <Corey@midwesttennisandtrack.com>
To: "Shada, James" <james.shada@apseagles.org>

Fri, Mar 14, 2025 at 1:30 PM

Hi James,

Sorry for the late response I have been on the road and just go back into the office to return emails.

The price would be \$10,900 as long as I can group it with another track since our painters come over from Ohio.

[Quoted text hidden]

Midwest Tennis & Track

Mike Grefe Excavating



Make checks payable to:

Mike Grefe Excavating
23938 CR 26
Arlington, NE 68002
402-720-2507

BID TO: Arlington Public Schools

DATE: 1-10-25

Re: Grade and rock football parking lot

BID INCLUDES: Mobilization-	\$1,000.00
Remove and haul off trees-	\$4,500.00
Grade lot from top of curb to fence, haul off extra material-	\$14,300.00
Purchase, haul, grade,compact 3 inches of 2 1/2 inch crushed concrete-	\$13,800.00
Purchase, haul, grade,compact 2 inches of 1 inch limestone-	\$14,650.00
Total Bid-	\$48,250.00



Reed, Lawrence <lawrence.reed@apseagles.org>

Estimate 2885 from Pave the Way Concrete LLC

2 messages

Pave the Way Concrete LLC <quickbooks@notification.intuit.com>

Tue, Mar 18, 2025 at 12:45 PM

Reply-To: info@pavethewayconcrete.com

To: lawrence.reed@apseagles.org, jennifer.arsps@apseagles.org

Cc: info@pavethewayconcrete.com

ESTIMATE 2885



Pave the Way Concrete LLC

\$44,200.00

Review and approve

Powered by QuickBooks

Dear Lawrence Reed,

Please review the estimate attached and verify receipt of this email. If acceptable, please sign and return. Feel free to contact us if you have any questions. We look forward to working with you.

Thank you for your business!
Pave the Way Concrete LLC
(402) 721-8073

Pave the Way Concrete LLC

PO Box 2182 Fremont, NE 68026

ESTIMATE

HUBBELL EQUIPMENT RENTAL
LLC
1858 W 23rd St
FREMONT, NE 68025

info@hubbellEquipmentRental.com
+1 (402) 936-6768

Arlington Public Schools

Bill to
PO Box 580
705 N 9th Street
Arlington
NE
68002

Ship to
PO Box 580
705 N 9th Street
Arlington
NE
68002

Estimate details

Estimate no.: 1224
Estimate date: 03/27/2025

#	Product or service	Description	Qty	Rate	Amount
1.	Concrete Demo		4000	\$1.95	\$7,800.00
2.	Concrete Flatwork 8"	47B 4000 1PF	4000	\$7.75	\$31,000.00
3.	Fill Material	Crushed concrete	2	\$400.00	\$800.00
				Total	\$39,600.00

Accepted date

Accepted by

AP *RLB*

ESTIMATE

HUBBELL EQUIPMENT RENTAL
LLC
1858 W 23rd St
FREMONT, NE 68025

info@hubbellEquipmentRental.com
+1 (402) 936-6768

Arlington Public Schools

Bill to
PO Box 580
705 N 9th Street
Arlington
NE
68002

Ship to
PO Box 580
705 N 9th Street
Arlington
NE
68002

Estimate details

Estimate no.: 1224
Estimate date: 03/27/2025

#	Product or service	Description	Qty	Rate	Amount
1.	Concrete Demo		4000	\$1.95	\$7,800.00
2.	Concrete Flatwork 8"	47B 4000 1PF	4000	\$7.75	\$31,000.00
3.	Fill Material	Crushed concrete	2	\$400.00	\$800.00
4.	Rebar	#4 Steel - 36" grid	4000	\$1.15	\$4,600.00
				Total	\$44,200.00

Accepted date

Accepted by



1.833.MCKINNIS
402.426.2644
mckinnisinc.com
mail@mckinnisinc.com

Maintenance / Repair Proposal

Job Name: Arlington Schools- EPDM Multi Wall Repair Proposal	Date: March 11, 2025
Location of Job: 704 N 9 th St. Arlington, NE 68003	Customer Phone: 402.478.4171
Proposal To: Arlington Schools c/o Lawrence Reed	Email: lawrence.reed@apseagles.org

McKinnis Roofing & Sheet Metal hereby submits specifications and estimates for work at the above location as follows: Please repair map for all locations.

Details of the Project: Multi Wall Repair Proposal

A: GYM Wall Sheet Approx. 130LF

- 1) Carefully remove approx.. 130LF of termination bar above repair area.
- 2) Carefully remove ballast rock, dirt and debris from the bottom of EPDM wall sheet and prepare for wall sheet repairs.
- 3) Carefully cut approximately 130 linear feet of EPDM wall sheet and allow to relax at loose wall repair areas.
- 4) Secure base of EPDM membrane to wall with 2" plates and screws.
- 5) Adhere new EPDM wall sheet to wall and seam to existing EPDM roof to manufacturer's specifications.
- 6) Install EPDM form flashing at corner flashings and angle changes to manufacturer specifications.
- 7) Install 130LF of termination to industry standards.
- 8) Redistribute ballast rock where removed for wall sheet repair.
- 9) Clean up and haul away all roof repair debris.

Cost= \$9,328.16

B: North Gym Wall Sheet Approx. 30LF

- 10) Carefully remove approx. 30 LF of termination bar above repair area.
- 11) Carefully remove ballast rock, dirt and debris from the bottom of EPDM wall sheet and prepare for wall sheet repairs.
- 12) Carefully cut approximately 30 linear feet of EPDM wall sheet and allow to relax at loose wall repair areas.
- 13) Secure base of EPDM membrane to wall with 2" plates and screws.
- 14) Adhere new EPDM wall sheet to wall and seam to existing EPDM roof to manufacturer's specifications.
- 15) Install EPDM form flashing at corner flashings and angle changes to manufacturer specifications.
- 16) Install 30LF of termination bar to industry standards.
- 17) Redistribute ballast rock where removed for wall sheet repair.
- 18) Clean up and haul away all roof repair debris.

Cost= \$3,437.73



1.833.MCKINNIS
402.426.2644

mckinnisinc.com
mail@mckinnisinc.com

C: Elementary Wall Sheet Approx. 65LF

- 19) Carefully remove approx.. 65 LF of coping cap metal (set aside for reuse) above repair area.
- 20) Carefully remove ballast rock, dirt and debris from the bottom of EPDM wall sheet and prepare for wall sheet repairs.
- 21) Carefully cut approximately 65LF of EPDM wall sheet and allow to relax at loose wall repair areas.
- 22) Secure base of EPDM membrane to wall with 2" plates and screws.
- 23) Adhere new EPDM wall sheet to wall and seam to existing EPDM roof to manufacturer's specifications.
- 24) Install EPDM form flashing at corner flashings and angle changes to manufacturer specifications.
- 25) Carefully reinstall coping cap metal set aside for reuse to industry standards.
- 26) Redistribute ballast rock where removed for wall sheet repair.
- 27) Clean up and haul away all roof repair debris.

Cost= \$5,825.33

Circle chosen scope(s) of work above and add total cost to contract price below. If all scopes of work are chosen at the same time deduct \$500.00 from total of all scopes of work.

CONTRACT PRICE: The net sum payable for the above-described work is \$

Lead Paint Questions: Was this property built prior to 1978? <input type="checkbox"/> YES <input type="checkbox"/> NO	Will this exterior project exceed 20 square feet of Paint? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO **If yes, please test for Lead.
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Please sign one copy of this contract and return it to our office if you would like us to proceed with the above work. Thank you for giving us the opportunity of working with you. If you have any questions, please contact our Maintenance Department at 402-426-2644. All Pricing includes lien release & permits. Bid good for 14 days.

Jeff Eele
 McKinnis Representative (Print Name) McKinnis Rep (Signature) Date

Accepted By:

 Owner / Representative (Print Name) Owner / Representative (Signature) Date

MAINTENANCE GENERAL CONDITIONS

1. **Parties:** This contract is entered into by McKinnis Roofing and Sheet Metal, LLC ("McKinnis") and the homeowner listed on the first page of this contract ("Owner").

INTERLOCAL AGREEMENT TO SHARE OCCUPATIONAL THERAPIST

This agreement is made and entered into under the provisions of the Nebraska Interlocal Cooperation Act, NEB. REB. STA. §§13-801 to 13-827, by Washington County School District No. 89-0024 commonly known as Arlington Public Schools (referred to herein as “Arlington”) and Washington County School District No. 89-0003, commonly known as Fort Calhoun Community Schools (herein referred to as Fort Calhoun).

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

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

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

1. **No Separate Legal Entity.** This agreement does not establish a separate legal or joint entity.
2. **Purposes.** The purposes of this agreement are:
 - a. To permit the school district to make the most efficient use of their powers and resources by sharing the services of an Occupation Therapist who will provide services on a .60 FTE basis (112 Days). Fort Calhoun will receive 37 days; Arlington shall receive 75 days or maintain the ability to share the Occupational Therapist with other districts or educational service units within those 75 days.
 - b. To provide consistency in delivery of service;
 - c. To facilitate the school districts’ use of an Occupational Therapist on a shared basis by providing for the scheduling of the Occupational Therapist’s time in a coherent and efficient manner.
3. **Term.** This Agreement shall have a duration of one year, commencing with the 2025-2026 school year, which shall begin on August 7, 2025 and end on July 31, 2026. Subsequently, this Agreement shall automatically renew from year to year for an additional one-year term unless one of the parties gives written notice to the others on or before March 1st of its intention to terminate it at the conclusion of the then-current contract term. The parties may by mutual agreement terminate this agreement at anytime prior to August 31, 2026.

4. **Administration.** Arlington's and Fort Calhoun's Superintendent or their designee, ("Administrators") shall be responsible for jointly administering the cooperative undertaking described in this Agreement. The Administrators may take any action authorized, either explicitly or implicitly, by the Interlocal Cooperation Act, including any action that may be necessary to perform the duties and functions as provided in this Agreement.
5. **Nature of the Occupational Therapist's Employment.** Arlington Public Schools has entered into a written agreement with the Occupational Therapist whereby she is employed to provide services on a .60 FTE basis during the 2025-2026 school year (attached hereto as Exhibit "A"). Arlington agrees to provide the services of the Occupational Therapist to Fort Calhoun on a part-time basis. For the purposes of this Agreement, the Occupational Therapist shall be an employee of Arlington Public Schools and will not be an employee of Fort Calhoun or a "join employee" of Arlington and Fort Calhoun for any purpose.
6. **Sharing of Services Provided by Occupational Therapist.** The Occupational Therapist shall provide Occupational Therapy services to both school districts. The type of services to be provided by the Occupational Therapist to Fort Calhoun shall be the same as those which are described in the Occupational Therapist's contract and/or job description with Arlington. The two districts will work out a schedule reflecting their base days of the service (Fort Calhoun 37, Arlington 75) for the Occupational Therapist prior to schools start in August of 2025.
7. **Occupational Therapist's Salary and Fringe Benefits.** Arlington Public Schools will pay the Occupational Therapist's salary for the 2025-2026 school year pursuant to the terms of the contract (Exhibit A). The parties agree that, for the 2025-2026 school year, Arlington has established the amount of the Occupational Therapist's salary at \$41,082.00. Arlington shall provide the Occupational Therapist with those additional fringe benefits specified in the contract or required by any applicable collective bargaining agreement.
8. **Payment to Arlington by Fort Calhoun.** Fort Calhoun shall make the following payment to Arlington:
 - a. An amount equal to their percentage of days of service, Fort Calhoun 33.33% of the Occupational Therapist's annual salary as set forth in paragraph 7 above.
 - b. An amount equal to their percentage of days of service, Fort Calhoun 33.33% of all expenses incurred by Arlington for FICA and retirement (NPERS), as a consequence of the Occupational Therapist's employment by Arlington.
 - c. An amount equal to their percentage of days of service, Fort Calhoun 33.33% of the cost of fringe benefits specified in the Occupational

Therapist's contract with Arlington (Exhibit A) or as required by any applicable collective bargaining agreement (which includes, but is not limited to, Arlington's share of premiums for group health, dental, long-term and short-term disability, and life insurance, the district's share of the cost for 403(b) and a flexible spending account if they choose to participate in these benefits).

- d. A reasonable amount will be budgeted and paid for professional development expenses (training), travel and/or mileage, and dues as agreed between the parties.

Arlington shall bill Fort Calhoun monthly for all payment pursuant to this paragraph beginning in September 2025 and ending in August 2026. Fort Calhoun will be billed in 12 monthly installments of \$1794.86, the monthly cost of all amounts listed in sections A, B, and C above. The amount billed is due on the 1st of each month and should be paid no later than the 20th of each month. Actual expenses incurred in section D above will be split according to the base days and invoiced on a separate invoice in August 2026.

9. **Occupational Therapist Not a Third-Party Beneficiary.** This agreement does not create any enforceable right in favor of the Occupational Therapist and she is not a third-party beneficiary of the agreement.
10. **No Joint Employment.** The agreement does not make the parties joint employers of the Occupational Therapist for purposes of liability, worker's compensation, unemployment compensation, or any other purpose.
11. **Management, Evaluation, Discipline, and Discharge.** Arlington shall have the right to manage, evaluate, discipline, and discharge the Occupational Therapist in a manner consistent with its employment contract, and as otherwise provided by law. The Fort Calhoun Superintendent shall have the right to direct the Occupational Therapist in his or her work with respect to the services he or she performs for Fort Calhoun, respectively. Arlington shall evaluate the OT as required by law and school policy, provided that it shall consider the positive and negative comments, if any, of the Fort Calhoun Superintendent or other representatives in preparing the OT evaluation. Fort Calhoun's Superintendent, or their designee, shall conduct at least one evaluation of the OT and participate in the OT's annual review.
12. **Termination of the Agreement.** Either party may terminate this agreement during its term if the OT serving at its commencement:
 - a. Submits a letter of resignation with an effective date prior to the end of the term of the agreement, and the Arlington Board of Education accepts the resignation.
 - b. Dies prior to the end of the school year.

c. Is discharged by the Arlington Board of Education prior to the end of the school year.

13. **Manner of Acquiring, Holding, and Disposing of Real and Personal Property.** The parties do not anticipate a need to acquire, hold, or dispose of real or personal property to accomplish the purposes of this Agreement. The Parties' respective governing boards shall determine the manner of acquiring, holding, or disposing of real or personal property in the event that such a need arises.
14. **Provision of Supplies.** Each party shall provide such supplies and equipment as are necessary for the OT's performance of services at its school district.
15. **Financing and Budgeting.** Each party will budget separately to pay the costs and expenses that it will reasonably and necessarily incur to fulfill its obligations under this agreement.
16. **Taxes.** This agreement does not grant the school district any authority to levy, collect, or account for any tax authorized under sections 13-318 through 13-2816.
17. **Liability Insurance.** Each party shall obtain and pay for its own liability insurance coverage for their participation in this Agreement.
18. **Indemnification.** To the extent permitted by applicable law, but without waiving any rights under any applicable state governmental immunity act, the Parties hereto agree to indemnify each other from any and all liabilities, claims, expenses, losses or damages, including attorneys' fees, which may arise in connection with the execution of the work herein specified and which are caused, in whole or in part, by the negligent act or omission of the Indemnifying Party.
19. **Disposal of Property upon Termination.** The parties do not contemplate that this agreement will require the acquisition of any jointly held property. However, if it becomes necessary to dispose of property held jointly under this agreement, it shall be divided and distributed as agreed between the school districts upon termination of the agreement. If a dispute arises as to the value of such property or as to how it will be distributed, such property shall be sold by taking bids at public action and selling said property to the highest bidder with the proceeds therefrom being distributed equally to the school districts.
20. **Nondiscrimination.** The school districts shall not discriminate against any employee or applicant who is to be employed for performance of this agreement with respect to his or her hire, tenure, terms, condition, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.
21. **Employment Eligibility Verification.** The school districts shall use a federal immigration verification system to determine the work eligibility status of employees hired on or after Oct 1, 2009 and who are physically performing services within the State of Nebraska. If a school district employs or contracts with any subcontractor in connection with this Agreement, the contracting party

shall include a provision in the contract requiring the subcontractor to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.

22. **Review of Agreement.** Each party shall review the effectiveness of this agreement at least annually.
23. **Notice.** A school district giving any Notice (“Notice”) under this agreement must give written Notice by personal delivery, registered or certified Mail (in each case, return receipt requested and postage prepaid), or electronic mail (to the respective Superintendents, with receipt confirmed). Notice shall be sent to the following addressees at the following addresses:

Arlington: Arlington Public Schools, 705 N 9th Street, Arlington, NE 68002.

Fort Calhoun: Fort Calhoun Community Schools, PO Box 430, Fort Calhoun, NE 68023-0430.

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

24. **Amendment and/or Extension of Agreement.** The districts may amend or extend this agreement. Any such amendment or extension shall require the approval of both board of education and shall be in writing.
25. **Severability.** If any provision of this Agreement is determined to be unenforceable, the remaining provision of this Agreement remain in full force, if the essential terms and condition of this Agreement for each party remain enforceable.
26. **Counterparts.** The school districts may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The Signatures of all the school district need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile or other electronic means is as effective as executing and delivering this Agreement in the presence of the other school district to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each school district to the other. In proving this Agreement, a school district must produce or account only for the executed counterpart of the school district to be charged.
27. **Assignment.** The school district shall not assign or otherwise dispose of this Agreement or any duty, right, or responsibility contemplated in this Agreement to any other person or entity without the previous written consent of the other party.
28. **Entirety of Agreement.** This Agreement contains the school district’s entire agreement. It fully supersedes any and all prior agreements or understanding between them pertaining to the subject matter hereof.

learn2move, LLC

**Brooke L. Cheleen, PT
16110 Cornhusker Rd
Omaha, NE 68136
402-676-7961**

SERVICE PROVIDER CONTRACT

This contract made by and between the Arlington Public School District, in the State of Nebraska, and learn2move, LLC.

The Arlington Public School District hereby agrees to contract physical therapy services with learn2move, LLC for the 2025-2026 school year.

TERMS AND CONDITIONS

Brooke L. Cheleen, PT on behalf of learn2move, LLC will provide Arlington Public School District physical therapy services to those students identified as needing services by the I.E.P. /M.D.T. /I.F.S.P. Team. The frequency of physical therapy services will be provided as specified on the I.F.S.P. / I.E.P for each student.

learn2move, LLC will submit an itemized monthly billing summary to the Arlington Public School District. These monthly billing summaries will reflect the current state approved rate for physical therapy services. Within a reasonable time frame (30 days), the Arlington Public School District will reimburse learn2move, LLC for the amounts billed.

learn2move, LLC will only bill the Arlington Public School District for those items/services that are reimbursable by the State of Nebraska.

Brooke L. Cheleen, PT will provide proof that she is licensed by the State of Nebraska, and that learn2move, LLC is an Approved Service Provider by the State of Nebraska per request.

Either party may terminate this contract within thirty (30) day written notice to the other party.



learn2move, LLC
By: Brooke L. Cheleen, PT - member

March 9, 2025

Date

Superintendent of Schools Date

Director of Special Education Date



**DANA F. COLE
& COMPANY LLP**
CERTIFIED PUBLIC ACCOUNTANTS

1248 O STREET, SUITE 500
LINCOLN, NEBRASKA 68508
T: 402.479.9300 F: 402.479.9315

DANACOLE.COM

April 11, 2025

Dawn Lewis, Superintendent
Washington County School District No. 24
Arlington Public Schools
705 N. 9th Street
Arlington, NE 68002

Dear Ms. Lewis,

We appreciate this opportunity to provide services to Washington County School District No. 24, Arlington Public Schools.

The enclosed provides information regarding our Firm, including a brief history, services we provide and our proposal to provide services. We take great pride in our Firm and believe we can provide the type of services you may need.

As you review this information, please do not hesitate to call us at 402.479.9300 if you have any questions or need further clarification.

Thank you for allowing us to prepare the enclosed proposal.

Yours truly,

KERRY A. GUSTAFSSON
For the Firm

e-mail: gustafsson@danacole.com
direct line: 402.479.9321

KAG:akb

Enclosures

DANA F. COLE & COMPANY, LLP

Dana F. Cole & Company, LLP is one of the oldest and largest local firms of Certified Public Accountants in the state of Nebraska. Since our founding in 1915 by Mr. Dana F. Cole, we have experienced a strong rate of growth over the years due primarily to our continuing active efforts to meet the needs of our clients. Over the past years, the Firm has expanded and currently maintains 23 registered offices in the following states:

Nebraska • Kansas • Michigan • Minnesota • Missouri • Wyoming

Dana F. Cole & Company, LLP, with 95 professional accountants on our staff, successfully completed our fourteenth peer review in 2023. The Certified Public Accountants within our Firm are active members of the American Institute of Certified Public Accountants and the various state societies. Our Firm is a member of AGN International. This association represents 80 countries, has 200 member firms with approximately 9,559 staff members. The association provides a valuable resource for even the most specialized needs.

The mission of Dana F. Cole & Company, LLP is to provide the most comprehensive professional services while adhering to the highest standards of quality.

Our foundation is built with a singular focus on the client and our basic knowledge of their world. We seek to maintain a long-term professional relationship with our clients. This allows us to provide services that are consistent, beneficial and appropriate for their current goals and needs as well as their lifetime plans. We plan for continued growth to enable us to increase and expand our ability to provide expertise over a broad range of professional services, while becoming more accessible to present and future clients. We strive to meet our employees' needs so they may progress as a member of our firm and our profession and take pride in our ability to achieve the best results possible for our clients.

PURPOSES & AIMS

Dana F. Cole & Company, LLP provides a broad range of professional services as well as specializes in several industries and technical areas. These services include tax services, estate and financial planning, accounting and auditing, general accounting, data processing, general business service and advice, management consulting, pension and profit sharing plans, and special projects. While we serve clients in virtually every major industry, some of the industries in which we serve a large number of clients are: agri business, colleges and universities, contractors, farming and ranching, financial institutions, governmental units, health care, manufacturing, non-profit organizations, professional and other services, retail, utilities and wholesale.

With our offices located in various communities and trade areas throughout Nebraska, Kansas, Michigan, Minnesota, Missouri and Wyoming, we serve our clients efficiently and effectively, respond to their needs in a timely manner, provide information that is pertinent to them, and are aware of local matters that affect them. When needed, we utilize other offices within our firm to assist with large clients, complex technical matters, and clients requiring special expertise. As a member of AGN International, we are able to call upon other member firms for national and international assistance and special expertise.

Our firm strives to continually improve the quality of service to our clients. We wish to maintain a long-term relationship with our clients and furnish them with the services they want and need. We continue to develop our industry and technical specialties, inform clients of the many services we provide and regularly review with our clients, their present situation, goals, needs and lifetime plans so that we may assist them in meeting the challenges of today and tomorrow.

While we have the expertise and background of a large professional organization, we operate in a personal environment through our local offices. This enables our firm to be more aware of what is happening in our clients' world.

Our firm remains committed to providing services in the best interest of our clients.

SERVICES WE PROVIDE

Dana F. Cole & Company, LLP provides a full range of accounting, auditing, tax, data processing and management advisory services to more than 18,000 clients. The following is an overview of these services.

Accounting and auditing services are provided to clients of all sizes and specialties. In our work, we acquire intimate knowledge of a client's financial and administrative operation, and use a constructive approach to recommend, where appropriate, procedures to strengthen the organization and provide comments on accounting and administrative controls in operations. These services include the preparation of annual financial statements for an entity as well as personal financial statements for its owners.

General accounting services that we offer also include general accounting assistance and the preparation of compilation reports for interim and annual periods. Our services include bookkeeping services, financial statements (monthly or quarterly), reconciling bank accounts, accounts receivable, accounts payable, and payroll, including the quarterly returns. We regularly assist clients with accounting problems that may be encountered at any time during the year. These services include preparation of various payrolls, personal property and other compliance reports and assistance with budgeting and cash management.

Tax services include constructive and creative tax planning; preparation of various documents and forms for reporting income for individuals, partnerships, corporations, trusts, pension and profit-sharing plans and estates; representation of clients at administrative proceedings before the various taxing authorities and other tax services as needed.

Estate and financial planning are an important part of services that we offer to our clients. Our Firm is regularly involved in the development of long-range family financial plans. These services include personal financial planning, estate planning including establishment of trusts and gifting programs, as well as pension and profit sharing plans.

Data processing services routinely include the processing of payroll, accounts receivable, accounts payable, general ledgers, and financial statements. We offer services to remote terminals, design and write custom programs, develop and install data processing systems including selection of hardware and software and provide consultation and feasibility studies to meet clients' needs. Our accounting expertise, along with our thirty years of data processing experience, provides a major advantage to clients in need of these services.

Management advisory services are offered to clients on a continuing basis. We believe we are our client's business consultant. We are available to review and make recommendations

regarding accounting systems, cost systems, management information systems, operating controls and employee benefit programs. In addition, we provide an ongoing review of management reports to note items of significance, assist in negotiations with banks, provide guidance and assistance in establishing a business, assist with implementation and review of matters related to a specific profession, such as fee schedules.

We provide electronic newsletters describing in non-technical terms, the latest developments in accounting, financial reporting, taxation, and specific items of importance to the particular profession. In addition, we will conduct seminars on current issues affecting these matters.

QUALITY CONTROL

Our firm is committed to the maintenance of the highest standards of professionalism and quality control. Accordingly, we support the nine elements of quality control as prescribed and adopted by the American Institute of Certified Public Accountants.

Our firm and each one of our partners and staff who are certified public accountants are members of the American Institute of Certified Public Accountants and various State Societies of Certified Public Accountants. In addition, our firm is a member of AGN International. This organization is an association of certified public accounting firms located throughout the world who are dedicated to the development and maintenance of the highest professional standards. Among the requirements for membership in the association is the development of a comprehensive quality control system. We feel our membership in AGN International and our internal quality control system enable us to offer our clients the highest level of quality in professional services.

Our firm is a registered member of the Private Companies Practice Section, the Center for Audit Quality and the Employee Benefit Plan Audit Quality Center. We successfully completed our fourteenth peer review in November of 2023. We have also completed the continuing education qualification requirements of the government auditing standards.

AUDIT APPROACH

Our firm employs a risk assessment approach in the performance of audit engagements. Through this approach, audit programs are designed around the assessed risk that individual financial statement assertions are materially misstated. This assessment of risk then serves as the basis for the design of further audit procedures.

The first step in the process is to perform “risk assessment procedures” (for example, inquiry, observation, or review of documents) to gather information and to further our understanding of your business and environment, including your internal controls. We place a strong emphasis on gaining an understanding of our clients’ activities and controls. We want to ultimately become familiar with your accounting controls, and your organization as a whole, during our planning phase of the audit. We will then focus our audit procedures to areas where we have assessed higher risk, thereby increasing audit efficiency.

Once we have assessed the risk of material misstatement, we will design “further audit procedures” in response to these risks. There are two types of “further audit procedures” that we will use: test of controls and substantive procedures. Often we will perform a combination of these two types of procedures. At the conclusion of our audit, we will evaluate the results of our procedures and reach a conclusion as to whether the financial statements are presented fairly in all material respects. Finally, we will evaluate identified control deficiencies and determine whether these deficiencies, individually or in combination, are significant deficiencies or material weaknesses.

We will plan the audit work to be performed so as to ensure the maximum in effectiveness while maintaining an optimum level of efficiency.

At the conclusion of our engagement, we will meet with management to review the financial statements, management letter and discuss the results of our audit. We will also meet with the Board of Directors as requested, to present the audit.

UNDERSTANDING OF THE ENGAGEMENT

We understand the engagement to be an audit of the financial statements of Washington County School District No. 24, Arlington Public Schools for the year ended August 31, 2025.

The audit will be conducted in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* and the requirements of the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200 and *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance), formerly referred to as OMB Circular A-133, if applicable.

PROPOSED FEES

Our maximum fees, based upon our understanding of the engagement, will be as follows:

	<u>Single Audit, If Required</u>		
<u>Audit</u>	<u>First Major Program</u>	<u>Each Additional Major Program</u>	
\$15,500	\$5,000	\$2,500	

This proposal provides for 10 copies of the report. Additional copies will be provided at a nominal fee.

We will be pleased to meet with you at various times throughout the year to discuss tax, accounting and auditing matters affecting Washington County School District No. 24, Arlington Public Schools. You should feel free to call us at any time in this regard. Our fee for this service would normally be at no charge for a short discussion or telephone response to questions. However, if the matter developed into the preparation of a report, budget, plan or research, it would be billed at our normal rates for the individuals involved ranging from \$75 to \$250 per hour, or a specific fee to be quoted.

Statements would be rendered monthly for any services provided. Payments of said statements are due within thirty days.

Upon acceptance of our proposal, an engagement letter outlining the terms and our understanding of this engagement would be prepared for approval by the appropriate parties.

KERRY A. GUSTAFSSON, CPA
1248 O Street, Suite 500
Lincoln, NE 68508
402.479.9300

**EDUCATION &
CERTIFICATION**

Bachelor of Science Degree.
University of Nebraska, May 1998.
Master of Professional Accountancy.
University of Nebraska, May 1999.
Nebraska, Kansas, Missouri and South Dakota licensed CPA.

EXPERIENCE

Dana F. Cole & Company, LLP since 1999. Staff accountant, senior accountant, manager and currently a partner.

Income tax preparation for individuals, corporations, partnerships and not for profit organizations; fieldwork on compilation, review and audit engagements for commercial and non-profit entities; audits of governmental units including school districts, counties, cities and other entities requiring audits under Government Audit Standards including the Single Audit Act, where applicable.

**PROFESSIONAL
MEMBERSHIP**

American Institute of Certified Public Accountants
Nebraska Society of Certified Public Accountants
Affordable Housing Association of Certified Public Accountants

**PROFESSIONAL
EDUCATION**

Attends at least 65 hours of professional education classes each year. A minimum of 40 hours each year is directly related to accounting and auditing. 30+ hours of teaching professional education to staff.

- Annual Accounting and Auditing Update Regarding Standards, Procedures, Reporting and Documentation
- Annual Compilation and Review Update Regarding Reporting
- Annual Government Accounting and Auditing Update Regarding Standards, Procedures, Reporting and Documentation, Including the Yellow Book Updates
- Annual Non-Profit Accounting and Auditing Updates Regarding Standards, Procedures, Reporting and Documentation
- Audit Requirements of the Single Audit
- Annual Auditing Update for Employee Benefit Plans
- Annual Update on Audit and Reporting Requirements for School Districts
- Risk Assessment Standards Update
- Workshop on Fraud and Internal Control
- FASC Standards Codification
- Annual Update of Student Financial Aid Audits
- Annual Update of Tax Laws and Regulations
- Accounting and Auditing Professional Ethics
- Audit Engagement Planning
- Understanding SEPS and SIMPLES

Report on the Firm's System of Quality Control

November 29, 2023

To the Partners of Dana F. Cole & Company, LLP
and the Peer Review Committee of the Nevada Society of CPA's

We have reviewed the system of quality control for the accounting and auditing practice of Dana F. Cole & Company, LLP (the firm) in effect for the year ended February 28, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of the applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act, and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Deficiency Identified in the Firm's System of Quality Control

We noted the following deficiencies during our review:

1. The firm's quality control policies and procedures requiring that engagements be adequately supervised and reviewed, including engagement quality control (EQC) reviews, have not been complied with to provide assurance that engagements are performed in conformity with applicable professional standards. While partners hours indicate involvement on engagements, the partner and EQC reviews do not appear to be comprehensive. During our review, we noted the following: instances where management representation letters did not include all periods referred to in the reports, a contractor engagement did not include industry specific information in the letter, and a review

engagement where the representation letter wasn't obtained; engagements in various industries where financial statement disclosures were incomplete or were omitted; engagements where workpapers weren't maintained to support the testing of investments, another engagement where procedures in addition to comparing to brokerage statements to test the fair values of investments weren't documented, and membership dues were recognized as received versus as earned over time; procedures weren't documented to determine that relevant controls were implemented by procedures in addition to inquiry, risk assessment over a federal program and tests of internal control over compliance wasn't documented on a single audit engagement; and the auditor's report was not modified on a single audit with errors in the SEFA and DCF, the required MD&A was omitted on a governmental single audit engagement, and on a compilation engagement, the report was dated as of the financial statement date versus the compilation procedures completion date, the report omitted language regarding an other comprehensive basis of accounting used to prepare the financial statements, and the financial statement pages referred to the incorrect basis of accounting. As a result, engagements were deemed nonconforming in not-for-profit engagements including those performed in accordance with *Government Audit Standards* and the Single Audit Act, state and local government engagements, a review of a construction contractor, and a compilation engagement. This is a repeat deficiency.

Opinion

In our opinion, except for the deficiency previously described, the system of quality control for the accounting and auditing practice of Dana F. Cole & Company, LLP in effect for the year ended February 28, 2023, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Dana F. Cole & Company, LLP has received a peer review rating of *pass with deficiency*.

Clark, Schaefer, Hackett & Co.

Certified Public Accountants



September 27, 2024

Kent Klute
Dana F. Cole & Company, LLP
1248 O St. Ste 500
Lincoln, NE 68508-1498

Dear Mr. Klute:

This letter is to confirm that the firm, ***Dana F. Cole & Company, LLP***, is compliant with the AICPA Peer Review Program, administered by the Nevada Society of CPAs. The review remains in process with an open corrective action. Once the corrective action has been completed to the satisfaction of the Committee, we will be able to provide you with a completion letter.

If I can provide any additional information regarding the status of your review, please contact me at (775) 826-6800 or via email, karnold@nevadacpa.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Kary Arnold".

Kary Arnold
Finance & Peer Review Program Manager

Firm: 900010013136
Review: 601718

StudentsIntroductory Statement

The focus of the school system is on the student. The students and their educational development is the central concern of the board of education's policies and the administrative regulations.

The board of education, within the parameters provided by the patrons of the school district, will attempt to provide adequate facilities and available means to all who wish to learn in the school district.

Date of Adoption: April 14, 2008

Reviewed: March 14, 2016; March 11, 2019, March 7, 2022

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

- 1. Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**
- 2. Immunization—Affidavit of Refusal—For Reason of Religious Conflict**
- 3. Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**
- 4. Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**
- 5. Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**
- 6. Physical Examination or Visual Evaluation---Parent Objection Form**
- 7. Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**
- 8. HHS Summary of the School Immunization Rules and Regulations 2018-2019**
- 9. Affidavit (For Child to Enroll Early in Kindergarten)**
- 10. Request for Non Disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**
- 11. Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION
AND VISUAL EVALUATION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2018-2019 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), nechildrensvision.org, 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

**AFFIDAVIT OF REFUSAL OF IMMUNIZATION--
FOR REASON OF RELIGIOUS CONFLICT**

This Affidavit is being submitted on behalf of:

_____/_____/_____

(Name of Student) (Birthdate of Student – mm/dd/yyyy)

If the student is of the age of majority:

I, _____, of lawful age and being first duly sworn, depose and state as follows:
(Name of Affiant/Student)

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personally and sincerely followed religious beliefs.

If the student is a minor:

I, _____, as legally authorized representative of
(Name of Affiant)

_____, of lawful age and being first duly sworn, depose and state as follows:
(Name of Student)

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student’s personally and sincerely followed religious beliefs.

(Signature of Affiant)

SUBSCRIBED AND SWORN to before me this _____ date of _____, 20_____.

Notary Public

STATE OF NEBRASKA)
) **ss.**
COUNTY OF _____)

My Commission expires: _____

**REFUSAL OF IMMUNIZATION
For Medical Reasons**

As the physician of:

Child's Last Name	First Name	Age
Birth Date	School	Grade

A. I have elected to not immunize this student against the following disease(s): (check box*)

- Diphtheria
- Tetanus
- Pertussis
- Polio
- Measles (Rubeola)
- Mumps
- Rubella (German Measles)
- Hepatitis B
- Varicella (chickenpox)

In my opinion, this/these immunization(s) would be injurious to the health and well-being of

- The student
- A member of the student's household or family

Comments _____

Signature of Physician Date

* Each disease for which a vaccine has not been administered must be checked. Parent / guardian

must submit dates of immunization for all other diseases.

Printed from the Nebraska Health and Human Services System Web site. www.hhs.state.ne.us

Documentation of Varicella (Chickenpox) Disease

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

_____ (Name of child/student) (Birth date of child/student)

I _____ verify that the above listed child/student
Parent/Guardian/Medical Provider

had the varicella disease in _____ (year).

(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO
PHYSICAL EXAMINATION OR VISUAL EVALUATION
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in Arlington Public Schools, or who are transferring from out of state into any grade in Arlington Public Schools:

Child No. 1: _____

Child No. 2: _____

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

_____ physical examination

_____ visual evaluation

(check one or both)

for the above named child(ren). I will not hold Arlington Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination or visual evaluation for the above named child(ren).

Dated this ____ day of _____, 20__.

Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]

**Summary of the School Immunization Rules and Regulations
For 2018-2019 School Year**

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	<p>4 doses of DTaP, DTP, or DT vaccine</p> <p>3 doses of Polio vaccine</p> <p>3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age</p> <p>3 doses of pediatric Hepatitis B vaccine</p> <p>1 dose of MMR or MMRV given on or after 12 months of age</p> <p>1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted.</p> <p>4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age</p>
Students entering school (Kindergarten or 1 st Grade depending on the school district's entering grade)	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday</p> <p>3 doses of Polio vaccine</p> <p>3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age</p> <p>2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month</p> <p>2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.</p>
Students entering 7 th grade	<p>Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)</p>
Students transferring from outside the state at any grade	<p>Must be immunized appropriately according to the grade entered.</p>

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 1/25/2017

Date of Adoption: July 10, 2017

**Request For Non Disclosure of
High School Student Personal Information
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of _____ (name of student), a high school student at Arlington Public Schools, not be released without prior parental consent to:

_____ institutions of higher education

_____ military recruiters

(check one, both, or none)

Signed by: ___ Student ___ Parent (Check One)

_____ Signature/Date

_____ Print Name

_____ Address

_____ City/State/Zip Code

Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of Arlington Public Schools that the request for non-disclosure should or should not be made.

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

Reviewed: March 14, 2016; March 11, 2019; August 24, 2020; March 7, 2022

Students

Admission Requirements

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
 2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
 3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
 4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by

reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administration.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on 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 of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes than an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which

meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Military Families

If a parent presents evidence to the District of military orders that military family will be stationed in the State of Nebraska during the current or following school year, the District will enroll preliminarily the parent's students.

Legal Reference: Neb. Rev. Stat. Sections 43-2001 to 43-2012
 Neb. Rev. Stat. Sec. 79-214
 Neb. Rev. Stat. Sections 79-217 to 79-223
 Neb. Rev. Stat. Sec. 79-266.01
 173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: August 24, 2020

Review Date: March 7, 2022

StudentsDiscontinuance of Enrollment for Children Younger Than Six Years of Age

Any person with legal or actual charge or control of a child younger than six years of age prior to the then-current school year, who is enrolled in this school district, may discontinue the enrollment of such child by submitting a written notification to the Superintendent or the Superintendent's designee, indicating that child's name, date of birth, grade level and effective date of discontinuation of enrollment. The notification must be in writing and on a form provided by or acceptable to the Superintendent or the Superintendent's designee containing all information required herein. The form must be dated and signed by a parent or person with legal or actual charge or control of the child. The school district may request written verification or documentation of the person's authority to dis-enroll the child. Upon receipt of required written form and any other required information or documentation, the school district shall note discontinuance of the enrollment on its official records pursuant to state law. Any child dis-enrolled shall not be eligible to re-enroll in this school district until commencement of the next school year, or until the child reaches the age of six prior to the then-current school year, whichever occurs earlier. Any person signing a request for discontinuation of enrollment, acknowledges this policy, procedure and the requirement thereof, and expressly agrees thereto.

Legal Reference: Neb. Rev. Stat. §79-201

Date of Adoption: April 14, 2008

Reviewed: March 14, 2016; March 11, 2019, July 12, 2021; March 7, 2022

AFFIDAVIT
(For Child Age 6 to Not Attend School)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child has or will reached the age of six prior to January 1 of the current school year, but will not reach age seven prior to January 1 of the current school year.

I elect to not enroll the Child in an accredited school this school year and hereby affirm (check or initial appropriate exception for attendance):

_____ the Child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or

_____ the parent or guardian intends for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 200_.

Parent or Guardian

STATE OF NEBRASKA)
)
COUNTY OF _____)

ss.

The foregoing instrument was acknowledged before me this ____ day of _____, 200_ by _____.

Notary Public

PARENT RELEASE
(For Children Age 16 and 17 to Discontinue Enrollment)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child has reached the age of 16 and has not reached the age of 18.

I hereby release the Child from continued enrollment in school. The Child is disenrolled from school effective _____ (insert date; if none stated, disenrollment is effective immediately).

NOTICE: Once disenrollment occurs by Parent Release, any future enrollment or re-enrollment must be approved by the Superintendent.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 200_.

Parent or Guardian

STATE OF NEBRASKA)
)
COUNTY OF _____)

ss.

The foregoing instrument was acknowledged before me this ____ day of _____, 200_ by _____.

Notary Public

Students

Assignment of Students: Grade Placement and Transfer Students

Assignment of Students

It shall be the responsibility of the administration to determine academic placement decisions involving students, including situations where students transfer into Arlington Public Schools from other educational settings. The District reserves the right to make the most appropriate grade level placement, class placement and teacher assignment for students which best fulfills the needs of the students and the school district.

Grade Level Placement and Credits

Students who enter the District shall be required to present transfer documents and such records as the administration determines appropriate, indicating grade placement, courses completed, and special needs or accommodations, and may be required to complete achievement test to determine appropriate placement.

Placement decisions will consider whether the student is transferring from a school which is accredited or approved. An “accredited” or “approved” school is one which was accredited or approved by the Nebraska Department of Education and, for schools from other states, is a school which is accredited or approved by that state’s department of education, meeting requirements which are the same or equivalent as those of the Nebraska Department of Education.

Transfers from Accredited or Approved Schools

Students transferring from accredited or approved schools will initially be placed in the next grade level above that which the student last successfully completed, or for transfers during the school year, in the same grade level as the student was at prior to the transfer. Credits earned at an accredited or approved school may be accepted by the Arlington Public Schools. A student who enrolls during the school year shall be given the opportunity to earn full credit for the courses in which the student is enrolled if the student is able to demonstrate mastery of the subject matter and/or completion of course requirements, other than attendance, at a level required for other students to receive credit who have been enrolled throughout the period for which the credit is to be granted. The administration may use a review of transcripts from prior schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination.

Transfers from Non-Accredited or Approved Schools

New students entering the district from non-accredited schools or home schools, or who have not attended accredited schools in the past semester, will be placed in grades and classes on the following basis:

Elementary (Grades 1-5) – The appropriate level of placement for elementary students may be determined by, but not limited to, consideration of the following information:

Chronological age.

Previous public or private accredited school performance.

Diagnostic test data.

Standardized achievement test data.

Other data that would allow for a demonstration of the student's current level of performance.

Secondary (Grades 6-12) – The appropriate level of placement for secondary students may be determined by, but not limited to, consideration of the following information:

Chronological age.

Previous public or private accredited school performance.

Diagnostic test data.

Standardized achievement test data.

Criterion referenced test data.

Final examination test data.

Other data that would allow for a demonstration of the student's current level of performance.

Graduation Credits – A student who enrolls in the district after attending a non-accredited or home school will be granted credits in core subject matter (English, mathematics, science, social science and physical education) to the extent that the student can show evidence of mastery of the subject matter. Elective credit will not be granted. Mastery may be determined by the following assessment methods:

Completion of chapter tests and/or final exams.

Appropriate criterion referenced examination performance.

Diagnostic test data.

Students transferring from schools which are not accredited or approved (e.g., home schools) will be placed at a grade level to be determined by the administration based on consideration of the following factors:

1. Student's chronological age
2. Transcript review
3. Testing (achievement test date; diagnostic test data; and/or criterion referenced test data)
4. Teacher evaluation of student competency

Credits earned at a school which is not accredited or approved will not be accepted by the Arlington Public Schools. However, the administration may, in its discretion and subject to regulatory requirements, grant a student credits towards meeting graduation requirements for core curriculum courses (not elective courses) completed by the student in a non-accredited or non-approved school if the student is able to demonstrate mastery of the subject matter and completion of course requirements, other than attendance, at a level required for other students to receive credit and to demonstrate that the student has received instruction in such course(s) comparable to that which the student would have received by attending an accredited or approved school. The administration may use a review of transcripts from prior schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination. The same criteria will be used for determining whether to grant credit to such a student who enrolls during the year.

Class Rank and Graduation

It shall be the responsibility of the High School Principal to determine academic grade point average, class rank and eligibility for graduation, subject to review by the Superintendent.

Grade point average (G.P.A.) shall be maintained for the 9th through 12th grades. Courses taken prior to 9th grade are not considered for G.P.A. purposes.

If transferring in from a non-accredited program, pass/fail grades will be assigned to those courses in which students are granted credit when they begin attending Arlington Public Schools.

Class rank is maintained for the 9th through 12th grades. Class rank is based on the Arlington Public Schools G.P.A. To be considered for class ranking and any honors or awards which are based on class rank or G.P.A. (e.g., Valedictorian), students must complete a minimum of four semesters of attendance at Arlington Public Schools. To receive a diploma from Arlington Public Schools students must be enrolled in and complete one semester of courses taken at Arlington Public Schools and students who have transferred from a school which is not accredited or approved must earn a minimum of two years credit in an approved or accredited senior high school, grades 10-12, with the final semester's credit being earned in this school district.

Legal Source: **Neb. Rev. Stat. Sections 79-526 and 79-729;**

Title 92, Nebraska Administrative Code, Chapter 10 and February 1993 “NDE Position Statement Regarding Reintegration of Rule 13 Students to Accredited Schools”

Date of Adoption: April 14, 2008

Date of Re-adoption: June 9, 2008 and September 15, 008

Reviewed: March 14, 2016; March 11, 2019; March 7, 2022

**APPLICATION OF NON-PUBLIC SCHOOL STUDENT
FOR PART-TIME ENROLLMENT**

Application Process:

- Step 1: Complete Parts I, II and III of this Application.
- Step 2: Complete the attached “Statement of Person in Legal or Actual Charge or Control of a Child” form.
- Step 3: Complete Part IV of this Application, **if** you checked item (2) (b) (c) or (d) of the “Statement of Person in Legal or Actual Charge or Control of a Child” form.
- Step 4: Sign this Application in the presence of a notary

Note: You may also need to provide the following documents:

- (1) birth certificate
- (2) proof of immunization, proof of physical examination, and proof of visual evaluation, or written objections signed by parent or legal guardian
- (3) durable power of attorney (delegation of parental powers)
- (4) student records from school currently attending and school last attended & release of student records form

PART I–Student Information

Student’s Name:	DOB:	Grade Level:
Parent/Guardian’s Name(s):	Address:	Telephone:
School Currently Attending:	School Address:	Telephone:
School Last Attended:	School Address:	Telephone:
Special Needs/Concerns (e.g. health concerns) (information is requested for accommodation planning purposes): _____	Special Education Needs: ___ Yes ___ No	If “yes” describe needs: _____ _____ _____

PART II–Part-Time Enrollment Request

Semester Child seeks to begin attending:	
Course(s) or Program(s) in which Child seeks to enroll:	
If the Course is an Integrated Course (e.g. Algebra II), provide description of courses Child has passed to meet prerequisites:	
State whether the Course or Program is offered in the Child’s School:	
State whether Child is seeking to participate in extracurricular activities; and if so, list the activities:	

PART III–Expulsion Status

Has the child been expelled from school (either public or private, and in any state)? ___ Yes ___ No

Has the term (time period) of the expulsion been completed? ___ Yes ___ No

If “no,” state the reason for the expulsion and the term (time period) of the expulsion: _____

PART IV– Residency Information. If you checked item (2) (b) (c) or (d) of the “Statement of Person in Legal or Actual Charge or Control of a Child” form, provide the following supplemental information:

A. Child living with adult who is exercising parental responsibility for the child	B. Child living on own
Name of adults(s) with whom child resides: _____	Do the parents/guardians supply any necessities of life (e.g., food, rent or shelter, health care, etc.) for this child (if "yes", explain)? _____
Child's relationship to those adults: _____	Do the parents/guardians claim the child as a dependent for tax purposes? _____
How long has child lived with you? _____	Do the parents/guardians provide health insurance coverage? _____
Why is the child residing in the District? (Explain thoroughly) _____	Do the parents/guardians provide an allowance or other monetary benefits? (Explain thoroughly) _____
Who is legally responsible for the child? _____	Why is the child residing in the District? (Explain thoroughly) _____
Are you assuming parental responsibilities for this child? _____	
Have you given the District a signed Power of Attorney? _____	

STATE OF NEBRASKA)
)
) ss.
COUNTY OF _____)

The applicants affirm that the above information is full, true and complete to the best of the applicant(s)' knowledge and belief, that the applicants are not aware of any facts which may make the child ineligible for admission to this public school district, and understand and agree that an exclusion from school and criminal complaint may result from the giving of false information. In the circumstance where the child is living with a person other than a parent or legal guardian, the applicant(s) assumes the legal responsibility of a parent for the student for education purposes, and the legal responsibility of a parent in matters concerning liability for disciplinary action, damages to school property, damages to private property at school, and injuries, etc. which may be caused by this child.

It is understood that admission for part-time enrollment is subject to annual application and approval. If admitted the building assignment is to be determined by District policy, the child will be subject to the student conduct and attendance policies of the District, the child must apply for enrollment and attend the entire school year unless an exception exists, and the child is not permitted on school grounds except during times required for attendance in the courses or programs for which part-time enrollment is approved, subject to the discretion of the building principal. It is further understood that the child is not eligible for transportation or transportation reimbursement.

Applicant(s)

Applicant(s)

Subscribed and sworn to me this _____ day of _____, 200_.

Notary Public

**STATEMENT OF PERSON IN LEGAL OR ACTUAL CHARGE OR CONTROL OF A CHILD
SUBMITTED TO ARLINGTON PUBLIC SCHOOLS FOR PURPOSES OF SCHOOL ENROLLMENT**

The undersigned state that I am an adult in legal or actual charge or control of *(Child's Name)*: _____,
a child who resides in this school district at *(Child's Address)*

- 1) I state that I am the child's parent, or
- 2) I state that I have been entrusted with, or assumed, day-to-day care and full-time supervision of, and responsibility for, the child and have been given the authority to act as parent or guardian in educational matters as established by (check *all* that apply):
 - a) a court or testamentary appointment as a legal guardian (*attach copy*) and/or
 - b) a power of attorney delegating such parental powers (*attach copy*) and/or
 - c) through an in loco parentis designation by a parent in which I have been authorized to stand in the place of the parent in caring for and raising the child (*attach any written documentation of such designation*), and/or
 - d) through some other set of circumstances (*please explain on a separate sheet*).

I understand that I may be requested to provide additional information regarding this child. The names and current or last known address of the child's parents are:

Mother: _____ Address: _____ Telephone: _____
Father: _____ Address: _____ Telephone: _____

I understand that I will be responsible for, and will be expected to make, decisions regarding education (including, but not limited to, records, discipline, and special education unless otherwise provided under special education laws and regulations), emergency medical care, and other matters for this child while in legal or actual charge or control of this child and I state that I have the authority to take such responsibility and to make such decisions and to so act. I also understand that I will have responsibilities under the state truancy laws to cause this child to attend school.

Signature of Adult in Legal or Actual Charge or Control

Home Address of Adult in Legal or Actual Charge or Control

Daytime Work Address

Dated: _____

Home Phone: _____

Daytime Work Phone: _____

NOTE: SECTION 79-215 R.R.S. PROVIDES THAT IF THE STUDENT IS HOMELESS OR IF THE ADULT DOES NOT HAVE A PHONE NUMBER AND ADDRESS WHERE HE OR SHE MAY GENERALLY BE REACHED DURING THE SCHOOL DAY, THOSE PARTS OF THE FORM MAY BE LEFT BLANK AND A BOX MAY BE MARKED ACKNOWLEDGING THAT THESE ARE THE REASONS THESE PARTS OF THE FORM WERE LEFT BLANK. THE ADULT WITH LEGAL OR ACTUAL CHARGE OR CONTROL OF THIS STUDENT SHALL ALSO SIGN THE FORM.

_____ This child is homeless, which is the reason items were left blank.

_____ This adult does not have a phone number or address where they may generally be reached during

the school day

(FOR SCHOOL'S USE)

APPLICATION STATUS

- | | | | |
|------------------|--------------|-----|---|
| Decision: | Not Admitted | () | Child a Non-resident |
| | Not Admitted | () | Board of Education Approval Required (Expelled Student) |
| | Not Admitted | () | Other _____ |
| | Admitted | () | Residency based on ___ Natural parent is a resident of
District ___ In Loco Parenti ___ Child is Emancipated |
| | Admitted | () | Courses or Programs of part-time enrollment: _____ |

(Admission is subject to receipt of birth certificate, proof of immunization, physical and visual evaluation, and other required documentation)

Notes:

Date

Signature

Reviewed: March 14, 2016; March 11, 2019; March 7, 2022

Students

Full-time and Part-time Enrollment

Full-time Enrollment

Students must be enrolled in Arlington Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in Arlington Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will not ordinarily not be available for non-public school students.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except

where appropriate to reflect their part-time status.

2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.

9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in any semester. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526
LB 705, § 75
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: 07/10/2023

Arlington Public Schools Proof of Residency – A

Student Name _____

I certify that I, parent and/or guardian of _____
am a resident of the Arlington Public School District.

Residing at _____

Printed Name: _____ Date: _____
Parent/Legal Guardian

Signature: _____ Date: _____
Parent/Legal Guardian

Proof of residency must include three of the documents below. As least one of the documents submitted must be marked with a “ * ”.

_____ *Purchase Agreement/Deed with name and Arlington School District address

_____ *Car Documentation (Title, Driver’s License. or Proof of Insurance with name and Arlington School District address).

_____ *Tax Receipt or statement with name and Arlington School District address

_____ *Utility Bill with name and service with an Arlington School District address

_____ Proof of Employment (either three paystubs or signed letter from Supervisor)

_____ Bank Statement with name and Arlington School District address

Reviewed: March 11, 2019; March 7, 2022

Arlington Public Schools Proof of Residency – B

Student Name _____

I, _____ being the lease/mortgage holder of the residence at

do hereby avow that _____
Lessee

is living with me at the above address for an extended period of time.

Printed name of Lease/Mortgage holder

Printed Name of parent/guardian

Signature of Lease/Mortgage holder

Signature of parent/guardian

Date

Date

STATE OF NEBRASKA
COUNTY OF WASHINGTON

Subscribed and Sworn to before me, a notary public, on this _____ day of
_____, 20_____

Signature of Notary

Reviewed: March 11, 2019; March 7, 2022

StudentsResident Students

Students who are residents of the school district will attend the district schools without paying tuition.

A student is a resident of the school district if he or she resides in the school district, or if at least one of the student's parents reside in the school district.

Students whose residency in the district ceases during a school year may be permitted to continue attending school for the remainder of the school year.

In cases of disputed residency, the Superintendent will decide each case involving the determination of residence of a student upon its individual merits. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. At the request of the Superintendent, parents will submit form "Proof of Residency – A" to the district, with the required supporting documentation.

Any student who is unable to provide proof of residency by providing the required documentation listed in "Proof of Residency – A", will submit form "Proof of Residency – B" with the required co-signatures and notarization. Any such student will also be subject to residency checks by the district. A residency check is a visit to the provided address by district staff to ensure that the student and/or the student's parent(s) are residing in the address provided. Students who repeatedly fail residency checks will be deemed to be improperly enrolled.

Improper Enrollment:

If a student is improperly enrolled in the district, the district in its sole discretion may:

1. Exclude the student from the schools of the district: or
2. Permit the nonresident student to remain enrolled in the district as a nonresident student provided the student files appropriate option paperwork or other legal documents entitling him/her to attend the district.

All admissions are subject to the condition that admission requirements other than residency be satisfied to the extent required by law and that the School District is legally responsible for or authorized to admit the child or provide educational services to the child.

Legal Reference: Neb. Rev. Stat. § 79-215 (residency and admission)

Date of Adoption: July 9, 2018

Reviewed: March 11, 2019; March 7, 2022

StudentsOption EnrollmentA. Process and Time Lines to Option In

For a student to attend Arlington Public Schools as an option enrollment student, the student's parent or legal guardian must submit an application to the Board of Education of the Arlington Public School District between September 1 and March 15 for enrollment during the following and subsequent school years (the "application period").

Upon receipt of an application, the Superintendent or the Superintendent's designee shall provide the resident school district with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

Provisions for Waiver of Application Deadline:

The application deadline will be waived by the School Board for applications to option into the Arlington Public School District, provided that the application contains a release approval from the resident district and satisfies any other requirements of law. Further, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School Board to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.
2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on a timely basis and the filing deadline has not been waived.
3. Previous Option Enrollment: An option enrollment application shall be rejected in the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the "one-time" rule is applicable to the student's circumstance.

4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School Board determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including "previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings" and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

Priority shall be accorded in the following order: (1) first, to those applications required to be given priority by law, (2) second, to those with a sibling in attendance at Arlington Public Schools, with priority within this group being given to those who had earliest filed applications, and (3) third to those without an option student sibling in attendance at Arlington Public Schools, with priority within this group to those who had earliest filed applications.

Filing date determinations are made by the Superintendent, or the Superintendent's designee. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

D. Determination of Capacity

The School Board will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building or in any special education programs operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and availability of appropriate special education programs, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix "1" to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared.

E. Releases for Options Out

Provisions for Release:

A request for release of a resident student of the Arlington Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be

granted unless the release shall not be granted if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

The Superintendent or the Superintendent's designee is hereby authorized to execute such releases on behalf of the School Board and the School District, subject to subsequent ratification by the School Board.

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the Arlington Public School District, the Superintendent or the Superintendent's designee shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by the Arlington Public School District, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

G. Applications Subsequent to Relocations or Mergers

An option enrollment application does not require a release and shall be accepted or rejected within forty-five days after filing in the following circumstances:

1. the student relocated to a different resident school district after February 1, or
2. the student's option school district merged with another district effective after February 1, and
3. the application is for attendance during the immediately following and subsequent school years.

H. Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

An option student shall not be entitled to transportation except as required by law. Transportation or transportation reimbursement will be provided in the following circumstances:

1. The Arlington Public School District may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.
2. Option students who qualify for free lunches are eligible for either free transportation or transportation reimbursement from the option school district.
3. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

I. Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about the Arlington Public Schools and its school, programs, policies and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. §§ 79-232 to 79-246

Date of Adoption: August 8, 2016

Reviewed: March 11, 2019; August 24, 2020; March 7, 2022

RESOLUTION

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

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

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

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

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

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

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

DATED this 14 day of October, 2024

Arlington PUBLIC SCHOOLS

Attest: [Signature]
Secretary

By: [Signature]
President

Appendix "1" to Option Enrollment Policy

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

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

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

RESOLUTION

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

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

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

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

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

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

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

DATED this ____ day of _____, 20__.

[NAME] PUBLIC SCHOOLS

By: _____
President

Attest: _____
Secretary

Appendix “1” to Option Enrollment Policy

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

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

2025-2026 GRADES 7-12 BUDGET SUMMARY				
Area	2025-26	2024-25	Difference	Reasons for increase/decrease
Agriculture	\$ 8,416.89	\$ 12,088.68	-\$3,671.79	last year had natural resources class materials
Art (290)	\$ 969.02	\$ 1,324.05	-\$355.03	pottery wheel taken from curriculum adoption
Business (270)	\$ 4,601.99	\$ 3,987.58	\$614.41	digital accounting software is a small bump
English (210)	\$ 5,053.61	\$ 2,111.52	\$2,942.09	NRI is in this cost this year
FCS (260)	\$ 2,160.12	\$ 4,811.04	-\$2,650.92	last year had physical therapy class materials
Industrial Tech (280)	\$ 1,458.18	\$ 3,663.85	-\$2,205.67	new teacher will assess other costs
Instrumental Music (194)	\$ 2,057.74	\$ 2,303.40	-\$245.66	Work with Dr. Lewis on instrument plan; Adoption year
Math (240)	\$ 1,834.35	\$ 455.93	\$1,378.42	Cost of requested items last year was extremely low
PE (268)	\$ 4,587.78	\$ 2,444.22	\$2,143.56	Digital platform is the primary cost; purchase one foam box jump set
Science (250)	\$ 4,142.93	\$ 6,674.58	-\$2,531.65	material savings; adoption year
Social Studies (230)	\$ 1,211.03	\$ 70.60	\$1,140.43	Only requested \$70.60 last year; Still a low request
Spanish (225)	\$ 1,000.00	\$ 1,000.00	\$0.00	
Vocal Music (297)	\$ 5,806.05	\$ 5,824.08	-\$18.03	
General Education (295)	\$ 30,000.00	\$ 27,500.00	\$2,500.00	only addition is adding potential costs for national competitions
REG ED TOTAL (1100)	\$ 73,299.69	\$ 74,259.53	-\$959.84	
SPED (1200)	2,121.74	\$ 6,140.08	-\$4,018.34	fewer overall requests
GUIDANCE (2120)	\$ 2,355.00	\$ 2,575.00	-\$220.00	
IMPROVEMENT OF INSTRUCTION (2210)	0	0	\$0.00	
INSTRUCTION AND CURRICULUM (2212)	0	0	\$0.00	
STAFF DEV (2213)	\$ 5,000.00	\$ 5,000.00	\$0.00	
LIBRARY (2220)	\$ 2,494.98	\$ 2,810.00	-\$315.02	
PRINCIPAL (2410)	\$ 4,000.00	\$ 4,000.00	\$0.00	
TOTAL ALL	\$89,271.41	\$94,784.61	-\$5,513.20	eliminating startup cost of new courses and fewer SPED budget requests helped to limit overall budget

Elementary Budget Summary				
Area	2025-2026	2024-2025	Difference	Reasons for Increase/Decrease
KDG	\$935.79	\$899.18	\$36.61	
1st	\$517.17	\$542.54	-\$25.37	
2nd	\$1,075.96	\$962.64	\$113.32	Increase in supplies for new teachers
3rd	\$699.62	\$700.28	-\$0.66	
4th	\$621.48	\$653.80	-\$32.32	
5th (150)	\$754.33	\$451.53	\$302.80	Added section of 5th Grade
6th (160)	\$1,503.30	\$2,614.94	-\$1,111.64	One less section of 6th grade and fewer students
Art (190)	\$944.54	\$954.28	-\$9.74	
Title I (101)	\$224.86	\$200.96	\$23.90	
Reading Intervention	\$380.00	\$361.10	\$18.90	
Math Intervention	\$247.44	\$249.86	-\$2.42	
Vocal Mus (197)	\$651.68	\$614.89	\$36.79	
Instr Mus (294)	\$350.00	\$350.00	\$0.00	
PE (168)	\$953.38	\$960.34	-\$6.96	
Science	\$300.00	\$300.00	\$0.00	
General Ed (170)	\$16,500.00	\$16,783.00	-\$283.00	
Instructional Technology	\$2,000.00	\$2,000.00	\$0.00	
REG ED TOTAL (1100)	\$28,884.41	\$29,599.34	-\$714.93	Reduction to overall budget to accomodate increase in special education and added classroom
SPED (1200)	\$3,681.85	\$3,300.00	\$381.85	Added section of elementary specific special education
SUMMER SCHOOL (1300)	\$3,000.00	\$3,000.00	\$0.00	
PRESCHOOL (4401)	\$2,655.30	\$2,686.72	-\$31.42	
GUIDANCE (2120)	\$560.48	\$575.00	-\$14.52	
HEALTH (2130)	\$7,700.00	\$7,700.00	\$0.00	
IMPROVEMENT OF INSTRUCTION (2210)	\$0.00	\$0.00	\$0.00	
INSTRUCTION AND CURRICULUM (2212)	\$0.00	\$0.00	\$0.00	
STAFF DEV (2213)	\$5,000.00	\$5,000.00	\$0.00	
LIBRARY (2220)	\$5,231.29	\$3,997.56	\$1,233.73	Increase due to furniture update
PRINCIPAL (2410)	\$4,250.00	\$4,250.00	\$0.00	
TOTAL ALL	\$60,963.33	\$60,108.62	\$854.71	Overall increase due to furniture replacement in the library.