

Board of Education Regular Meeting
Monday, January 12, 2026 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. ANNUAL BUSINESS
 - 3.1. Administer Oath of Office to all Board Members
 - 3.2. Election of Officers
 - President
 - Vice President
 - Treasurer
 - 3.3. Appointment of Board Committees
 - 3.4. Appoint KSB and PGH&G Law Firms as Official Legal Counsel to Board and Superintendent
 - 3.5. Appoint RVR Bank as Official Depository for All District Funds
 - 3.6. Distribute Conflict of Interest Forms for Board Members
 - 3.7. Approve Washington Co. Enterprise as Official Newspaper of the Board of Education
 - 3.8. Appoint Superintendent as District Non-Discrimination Compliance Coordinator
 - 3.9. Appoint Supt as Secretary and Business Manager as Recording Secretary to the Board of Education
4. CONSENT AGENDA
 - 4.1. Minutes of the Previous Board Meeting(s)
 - 4.2. Monthly Financial Reports
 - 4.3.
 - Resignations: Megan Porras, HS English Language Arts
 - Hires:
 - Reassignments:
5. CURRICULUM/INSTRUCTION REPORTS
 - Math
 - Kindergarten
 - Preschool
6. PRINCIPALS' REPORTS
 - 6.1. Curriculum Director Report
 - Detailed 2024-2025 NSCAS Data
 - 6.2. Dr. Morgan's Elementary Report
 - 6.3. Mr. Pfungsten's Secondary Report

- 6.4. Mr. Shada's Activity Report
7. SUPERINTENDENT'S REPORT
 - 7.1. Enrollment Report
 - 7.2. NASB and NRCSA Reports
 - 7.3. NASB Board Self-Evaluation Process Discussion
 - 7.4. APS 2024-2025 District Annual Report
 - 7.5. Legislative Issues Conference Jan 26 in Lincoln
8. COMMITTEE AND REPRESENTATIVE REPORTS
 - 8.1. Facilities Workshop
 - 8.2. Negotiations Committee
9. NEW BUSINESS
 - 9.1. Discussion of Community Engagement Meeting
 - Topics for Discussion
 - DLR presentation
 - 9.2. Review and Discuss Policies 6000-6200:
 - 6000: General Policy Statement
 - 6010: Scope of Instruction
 - 6020: The Program of Instruction
 - 6110: Calendar
 - 6111: Classroom Environment
 - 6112: School Day for Students
 - 6113: Electronic Communication Devices
 - 6113.1: School Day for Staff
 - 6114: Emergencies
 - 6115: Fire Drills, Emergency Plans
 - 6116: Emergency Dismissal or Cancellation
 - 6117: Ceremonies and Observances and Pledge
 - 6120: Safe Schools Policy
 - 6121: Curriculum Review Cycle
 - 6200: Objectives of the instructional Program
 - 9.3. Discuss and Consider Updated Policies on Second Reading:
 - 3131- Procurement
 - 3132- Internal Controls
 - 9.4. Discuss, Consider, and Take Necessary Action to Approve 2026-2027 Master Agreement with Certificated Teaching Staff
10. ADJOURNMENT

OATH OF OFFICE

I, _____, do solemnly swear
that I will support and defend the
Constitution of the United States and
the Constitution of the State of
Nebraska, against all enemies, foreign
and domestic;

that I will bear true faith and
allegiance to the same; that I take this
obligation freely, without any mental
reservation or for purpose of evasion;
and that I will faithfully and
impartially perform the duties

of the office of member of the school board of Washington County School District 89-0024, a/k/a Arlington Public Schools, according to law, and to the best of my ability.

And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence;

and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

ARLINGTON PUBLIC SCHOOLS' BOARD OF EDUCATION
COMMITTEE PURPOSE, ASSIGNMENTS, AND OPERATING PROCEDURES
2025

There are various benefits the board/district will realize as a result of committee work. Committee work enables board members, administrators, and other appropriate personnel to focus on a specific goal, objective, or education issue, and the ability to provide recommendations to the board through informational reports. The investment of time by board members in committee work is purposeful, requires less personal time toward board service, and allows the board member to serve in specific areas of interest and/or expertise.

Committee work is driven by the charge, information, and data supplied by the administration and the staff. The roles of administration and the roles of the board are sustained within committee work. Committees do not have the authority to take formal action. Committees instead, support informed decision-making of the board as a whole.

STANDING COMMITTEE ASSIGNMENTS 2025

<u>Curriculum/American Civics</u>	<u>Buildings and Grounds</u>	<u>Finance</u>	<u>Negotiations</u>
Board Members: Shanon Willmott - Chair Jason Arp Steve Slykhuis	Board Members: Jason Arp -Chair Steve Slykhuis Cassie Flesner	Board Members: Chase Kratochvil-Chair Cassie Flesner Brian Laaker	Board Members: Chase Kratochvil-Chair Shanon Willmott Brian Laaker
Staff Members: Dawn Lewis Aaron Pfingsten Jacque Morgan	Dawn Lewis Lawrence Reed	Dawn Lewis	Dawn Lewis

APPOINTED REPRESENTATIVES 2025nas

St. Paul's Lutheran Liaison

Board Members
Brian Laaker
Jason Arp

Staff Member:
Dawn Lewis

COMMITTEE PURPOSE:

- A. The duties of the Curriculum/American Civics shall be those prescribed by law. The committee will assure the Board that, as required by law, American citizenship remains an important part of the District curriculum. The committee shall review any concerns to controversial education materials as stated in Policy #6300 (Review of Instructional Materials) that would be appealed beyond the Superintendent's level. In addition they shall review curriculum proposals and proposed programming changes or additions brought forward by administration.

- B. The Building, Grounds and Transportation Committee shall be responsible for the long-range planning of school facilities, grounds, and transportation. The committee will provide input or review to the superintendent on maintenance and repairs of facilities, grounds, and transportation and provide board input regarding building projects and major repair projects. The committee will have the additional responsibility of making recommendations for boundary changes as they relate to school attendance areas and any

potential changes to the District boundaries. Any recommendations related to transportation policies and procedures will be considered by committee before approval by the Board. The committee shall keep the Board informed of its activities and seek board approval of its recommendations.

- C. The Finance Committee shall be responsible for the review of all district claims and monthly/annual financial statements and shall have the responsibility of overseeing the long-range budget planning of the District. The committee will review the administration's proposed budget and recommend a budget for adoption to the Board.
- D. The Negotiation Committee shall undertake an annual review of the staffing of the schools. The committee shall make recommendations on salary schedule and benefits under consideration to the entire Board prior to the development of the annual district budget. As provided by various board policies and contracts, the committee shall review and make recommendations on negotiations with employees and other personnel grievance and contract matters.

OPERATING PROCEDURES:

- A. Committees will stay focused on the specific purpose of the committee and will follow the line of authority, both of which are outlined in the committee description.
- B. eMeetings will be used for sharing of agendas and documentation (as appropriate) for committee meetings.
- C. Agendas for the committee members will be developed by the superintendent with input by the chairperson.
- D. Minutes for all committee meetings will be prepared by the Superintendent then submitted to the committee members for their review via email. All committee members should execute an email "respond to all" within one week to indicate that they reviewed the minutes and to include any suggested corrections. Failure by a committee member to respond will be an indication of approval. Minutes will include a specific section that captures committee Recommendation for Action.
- E. Chairperson of each committee will provide general review of committee meetings at the monthly board meeting and superintendent will attach minutes to monthly board meeting agenda.

Internal Board PoliciesConflict of Interest—Other Than Contracts or Employment

1. Members of the Board of Education of this School District shall abstain from voting on matters on which they may have a conflict of interest. Any Board member who would be required to take any action or make any decision in the discharge of his or her duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (A) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict; and,
- (B) Deliver a copy of the statement to the Secretary of the Board of Education, who shall enter the statement into the public records of the School District.

The Board member shall take such action as the Commission shall advise or prescribe to remove himself or herself from influence over the action or decision in the matter.

2. The provisions of paragraph 1 above shall not prevent a Board member from making or participating in the making of a School District-related decision to the extent that the individual's participation is legally required for the action or decision to be made. In such event, the Board member shall report the occurrence to the Commission.

3. Except as defined in Nebraska statute and this policy, conflict of interest of a Board member shall not prevent a Board member from serving on the Board or restrict the hiring or purchasing practices of this School District.

4. The Superintendent, or the Superintendent's designee, shall provide:
- (A) Each Board member with copies of state statutes of Nebraska pertaining to conflicts of interest at the organizational meeting of the Board of Education held at the regular School Board meeting in January of each year. In addition, any newly appointed or elected Board member shall be provided such statutes.
 - (B) When possible, provide each Board member with a list of financial matters on the agenda to come before the Board of Education at the next regular meeting in sufficient detail to allow the Board member to identify potential conflicts of interest and report and receive advice from the Commission.

5. For purposes of this policy, immediate family member shall be defined as a child residing in the Board member's household, a Board member's spouse or an individual claimed by that Board member or the Board member's spouse as a dependent for federal income tax purposes.

Legal Reference: Neb. Rev. Stat. § 49-1425; § 49-14,101; § 49-14,102; § 49-14,103;
§ 49-14,103.01; § 49-14,103.02; § 49-14,103.03; § 49-14,103.04;
§ 49-14,103.05; § 49-14,103.06; § 79-818; § 79-544 and § 49-1499.

Date of Adoption: August 8, 2016

Reviewed: October 9, 2017

Internal Board Policies - Board MembersReporting Procedures

It shall be the policy of Arlington Public Schools that any school Board member who has a direct or indirect interest in a formal contract entered into with Arlington Public Schools, or an open account, shall provide the Superintendent of schools with the following:

1. Names of the contracting parties.
2. Nature of the interest of the school Board member.
3. Date that the contract was approved by the school Board.
4. Amount of the contract.
5. Basic terms of the contract.

The above information shall be provided to the Superintendent of schools no later than ten (10) days after the contract has been signed by both parties. Such information shall be kept on a ledger, and shall be retained in the ledger for five (5) years from the date of the last day in office of the school Board member. The ledger kept by the Superintendent of schools shall be available for public inspection during the normal working hours.

It shall further be the policy of Arlington Public Schools that in the case of open accounts, the above information shall be filed within ten (10) days after the account is opened and thereafter the interested officer shall file a revision to the statement within ten (10) days of each payment on the account specifying the date and amount of the payment.

Legal Reference: §49-14,103.02

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: April 14, 2014, October 9, 2017

Internal Board Policies - Board MembersConflict of Interest/Contracts

It shall be the policy of Arlington Public Schools that any contract whether oral or written, formal or informal, which is entered into by the school district and in which a member of the Board of Education is directly or indirectly interested, is voidable unless certain reporting, disclosure and abstention requirements are met. The school district is authorized to enter into a contract in which a member of the Board of Education is directly or indirectly interested so long as:

1. The Board member makes a declaration on the record regarding the nature of his/her interest prior to official consideration of the contract.
2. The affected Board member does not participate in consideration or discussion of the contract.
3. The Board member does not vote on the granting of the contract except that if the number of members of the Board declaring an interest in the contract would prevent the Board with all members present from securing a quorum in the issue, then all members may vote on the matter.
4. The Board member does not in any way participate in the inspection, operation, administration or performance under the contract on the part of the district.

It shall further be the policy of Arlington Public Schools that the above provisions apply not only to formal contracts but also to open accounts.

Legal Reference: 49-14,103.01

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: November 11, 2013, October 9, 2017: October 12, 2020

Board of Education Regular Meeting

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

Monday, November 10, 2025 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

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

1.2. Roll Call

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

Jacque Morgan Elementary Principal, Dawn Lewis, Superintendent, and recording Secretary Jennifer Arp were also present. Aaron Pfingsten and James Shada were unavailable due to hosting a JH Girls Wrestling meet this evening. Mr. Shada was present for a short time to present the scoreboard information and his Secondary Report.

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 Steve Slykhuis and a second by Brian Laaker.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

Lisa Flesner was present at tonight's board meeting and addressed concerns about the financials. She expressed her concerns about the funds in activity accounts and about the scoreboards- and the funding that is going towards the scoreboards. Mr. Kratochvil addressed Mrs Flesner's concerns and said he would respond at a later date with some answers.

3. CONSENT AGENDA

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

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

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations:

Hires:

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

- Social Studies

Helen Regier, Jeff Hallstrom, and Kyle Buckingham were all present at tonight's meeting to present the Social Studies and history curriculum and classes for the board. They are the teachers of the Middle School and High School classes.

5. PRINCIPALS REPORTS

5.1. Scoreboard Sponsor Update

Mr. Shada provided the board with an updated list of sponsors. He updated the board with a new sponsor that will be an anchor sponsor. The board asked a few questions about how active we are looking for sponsors and if we will still continue to seek or approach potential sponsors. They

wanted to be assured that sponsors would still continue to be looking for sponsors even though spots are filled or full.

5.2. Mr. Pfingsten's Secondary Report

5.3. Dr. Morgan's Elementary Report

5.4. Mr. Shada's Activity Report

6. SUPERINTENDENTS REPORT

Dr. Lewis updated the board with Legislative updates, AFR/Audit, and the state education conference. The third and final DLR focus group will meet and go over more of the planning process, discussing renovations and possible updates to the facility for the future.

Dr. Lewis also wanted to provide the board with some information with regard to an upcoming trip/meeting that she would have to be present at that would pull her away from the Board meeting in June 2026. She would like the board to begin thinking about what that board meeting might look like.

State Board of education conference Nov 20-21 — those board members registered will discuss plans and travel for that meeting.

6.1. Legislative Preview

6.2. Discussion of June 2026 Regular board meeting:

- Dr. Lewis Scheduled to be in Wash DC for NCSA on June 8

6.3. ESU 3 Annual Report

6.4. AFR/Audit Update

6.5. NRCSA and NASB Reports

6.6. Update on DLR Process

- Third Focus Group Meeting Nov 17 at 5:00pm

6.7. State Education Conference Nov 20-21

- Schedule and Transportation Arrangements

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Negotiations Committee

Negotiations committee met with the AEA for an initial meeting on Oct 28th- the second meeting will need to be rescheduled due to some conflicts with members. A new date will be set soon.

8. NEW BUSINESS

8.1. Discuss, Consider and Take Necessary Action to Approve Baseball Field Improvement For Legion Baseball to be Reimbursed

Motion to Approve Baseball Field Improvement For Legion Baseball to be Reimbursed by the Legion Passed with a motion by Steve Slykhuis and a second by Brian Laaker.

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

Legion coaches made the improvements, and have the funds for the bill. They desire to run the expense through the activity fund at school, and reimburse us for the amount to save the tax money for further improvements at the baseball field.

Dr. Lewis provided the board with the updates of the expenses, she explained to the board the

reasons why they are asking to utilize the school for this project.

8.2. Review Policies 5416-5601:

- 5416- Student Fees Appendix and Policy
- 5417- School Wellness Policy and Administrative Regulation
- 5418- Homeless Student Policy and Forms
- 5419- Student Privacy Protection Policy
- 5420- Date Violence Policy
- 5421- Use of Restraints and Seclusion
- 5422- Pregnant and Parenting Students
- 5501- Bus Transportation
- 5503- Use of School Buses
- 5504- Special Education Transportation
- 5505- Safe Pupil Transportation Plan
- 5506- Safe Pupil Transportation
- 5507- Foster Care Student Transportation
- 5601- Asthma and Allergic Reaction Protocol and Physician Form

The board reviewed the attached policies as annual review required by the state.

The board had the opportunity to ask questions if necessary, but no new updates to any policies or changes are being presented this evening.

8.3. Discuss, Consider and Take Necessary Action to Approve Budgeted Transfer to Activities Fund for Athletics Account to Balance End of Fiscal Year 2024-2025 for the Amount of \$33,348.48

Motion to Approve Budgeted Transfer to Activities Fund for Athletics Account to Balance End of Fiscal Year 2024-2025 for the Amount of \$33,348.48 Passed with a motion by Chase Kratochvil and a second by Jason Arp.

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

Mr. Kratochvil presented information to the board on the state of the funds for the activity account. Mr. Kratochvil spoke about the fact that our school, along with many other school districts, that the activity fund, is always at a loss due to the nature of the funding. Costs keep going up, and we do not ask our students to pay any fees to participate in any activities to make up for differences in the costs.

The transfer is to make up the negative that the account acquired throughout the year and will zero out the negative balance, making it easier to track the expenses and revenues for the year starting with a \$0 balance. This is just a better way to show the balance and has always been budgeted in the general budget each year, and a better way to get more eyes on it and easier to see the funding and how it flows each year.

9. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 8:26 pm.

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

Board of Education Regular Meeting

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

Monday, December 8, 2025 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

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

1.2. Roll Call

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

Also Present were Aaron Pfingsten, Jacque Morgan, James Shada, Dawn Lewis and recording secretary Jennifer Arp.

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 Steve Slykhuis and a second by Jason Arp.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

No visitors were present to speak.

3. CONSENT AGENDA

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

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

Minutes were not attached to this board meeting, Minutes for November and December will be attached in January.

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

*Percentage of funds sheet not attached

3.3.

Resignations:

Hires:

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

4.1. NSCAS Report 2024-2025 School Year

- AQuESTT Information

Dr. Lewis spoke to the board about the AQuestt Classification information. Tashia Wolf will go into a more in-depth review of testing data at a later date once all the information and data is released.

AQuestt data is a snapshot of our school as a whole in comparison to other Nebraska schools.

The data is from the 2024-2025 school year. This information is provided by the Nebraska Department of Education and does include testing data as compared to other schools in the state, including NSCAS/MAP Testing data and ACT data.

5. REVIEW OF ANNUAL DISTRICT PLAN

Dr. Lewis went over the Annual District plan for the board, and the strategic plan document. The board reviews these plans multiple times a year, making sure the district is staying on track to follow our plans and practices for the year.

The Board Goal document is reviewed quarterly.

6. PRINCIPALS REPORTS

6.1. Dr. Morgan's Elementary Report

6.2. Mr. Shada's Activity Report

- Scoreboard Sponsor Update

6.3. Mr. Pfingsten's Secondary

7. SUPERINTENDENTS REPORT

7.1. DLR Update

There is a document attached from DLR going over the findings of what the focus group foresees as the future of the school and district. DLR is showing a breakdown of the prioritization of what the stakeholders and focus group felt were the highest priority for the needs of the district.

7.2. Supt Leave Log Review

7.3. NRCSA and NASB Reports

7.4. Legislation Update: Watch List

- EPIC
- AFAN
 - Changes valuation inside the formula
 - Hard Caps on Valuation increases
 - Minimum teacher compensation funded by block grant
- Retirement (possible 120 hard no-work rule)
 - Currently 180 days with some flexibility and limitations
- Budget Shortfall
- Others:
 - Option/SPED
 - Supt Pay
 - Hard Tax Caps (access to 3-7% discussed)
- Change in Senators:
 - 10 term limited out
 - 2 not running again
 - 12 seeking re-election

7.5. Discuss Bus Delivery Date

7.6. Discuss and Consider Dates for Annual Community Engagement Meeting and Board of Education Retreat

Possible dates for the community engagement meeting:

Wed Jan 28th — no activities on the calendar at this point. The board would like to keep the meeting on the last week of January to keep it around the same time frame each year.

6:00-8:00pm

NASB has regularly been used to facilitate the engagement meeting- the board would like to have an outside facilitator to conduct the meeting, so that the public feels more heard. The board would like to discuss having NASB and DLR both at the meeting to facilitate.

Board retreat

Schedule for Monday March 16th location TBA start time 5:00pm

8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1. Buildings and Grounds Committee

- Focus Group Meetings Report

8.2. Finance Committee

The entire board met before the meeting tonight to go over the audit with the auditor for the

2024-2025 fiscal year.

8.3. Professional Development Sharing

Cassie Flesner and Shanon Willmott both discussed the sessions they attended at the State Education Conference. They both shared some valuable information with the rest of the board. Mrs. Flesner shared a "Circle UP" program that has been instituted by Brady Public Schools, and she shared information on how it works and thought it might be a good discussion for our board to look at possibly trying to adapt to our school and community.

9. NEW BUSINESS

9.1. Discuss, Consider, and Take Necessary Action to Approve Financial Statements for 2024-2025 Fiscal Year

Motion to approve the 2024-2025 Financial Statements as presented Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

Kerry Gustafuson from Dana Cole Audit firm was present at the finance workshop prior to tonight's board meeting. The board as a whole had an opportunity to ask questions and get clarification on any issues or thoughts on the 2024-2025 audit.

The board felt good about the findings and that the report is easier to read.

9.2. Discussion, Consider and Approve Supt Evaluation

Motion to approve the superintendent evaluation as presented for 2024-2025 Passed with a motion by Chase Kratochvil and a second by Jason Arp.

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

Mr. Kratochvil discussed the Superintendent's evaluation, he spoke to the board about the documents that the board members should have received. Those documents are considered a personnel file, so no documents will be shared with the public on the results.

10. ADJOURNMENT

Mr. Kratochvil adjourned the meeting at 8:37pm.

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

**Arlington Public Schools
December 31, 2025**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance	
General Fund - 864	\$ 3,002,885.48	\$ 680,896.91	\$ 1,255,582.12	\$ 6,266.55	\$ -	\$ 2,434,466.82	HL Dec in Jan
Activities - 109	\$ 212,012.53	\$ 83,359.59	\$ 37,522.24	\$ 425.30	\$ -	\$ 258,275.18	
Hot Lunch - 487	\$ 39,953.78	\$ 31,823.23	\$ 85.00	\$ 48.41	\$ -	\$ 71,740.42	HL Dec in Jn
Depreciation Fund	\$ 1,021,864.84	\$ -	\$ -	\$ 2,691.98	\$ -	\$ 1,024,556.82	
Depreciation CD - 5826	\$ 284,398.87	\$ -	\$ -	\$ -	\$ -	\$ 284,398.87	
Total Depreciation:						\$ 1,308,955.69	
2017 Bond Refunding	\$ 789,443.83	\$ 5,326.65	\$ 543,903.75	\$ 1,626.90	\$ -	\$ 252,493.63	
QCPUF	\$ 176,331.87	\$ -	\$ -	\$ 363.39	\$ -	\$ 176,695.26	
Spec Bldg Fund	\$ 636,164.40	\$ 14,993.83	\$ -	\$ 1,311.02	\$ -	\$ 652,469.25	
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Spec Bldg:						\$ 652,469.25	
Total Special Funds	\$ 2,908,203.81	\$ 20,320.48	\$ 543,903.75	\$ 5,993.29	\$ -	\$ 2,390,613.83	
Total SF minus CD's	\$ 2,623,804.94					\$ 2,106,214.96	

CHECK REGISTER FOR DECEMBER 2025

PAYEE NAME	DESCRIPTION (Includes special fund checks)	AMOUNT
Airgas	Welding gas tank rental	\$ 68.78
Allied Appliance	Washer Repair-drain pump	\$ 227.31
American Lift & Sign	Sponsor Panel Scoreboard	\$ 645.26
Arbor Family	Quarterly Invoice Jan-March 2026	\$ 3,906.84
Arbor Family	Onsite hours for November	\$ 900.00
Bomgaars Supply	Bus barn supplies	\$ 387.04
Border States Ind	lights for locker room & blue gym	\$ 390.00
Carolina Biological Supply	Agar Powder	\$ 16.09
Charleston Inc	AAON 2 stage ignition control-mtce	\$ 314.54
Martin Clausen	monthly pest control	\$ 92.64
Compound Sportswear	Womens 1/4 zip jacket-wrestling	\$ 33.30
Dana F. Cole & Co	final billing acct & auditing services	\$ 3,640.69
D B Nebraska Svc	Spark-sensor Electrode	\$ 208.00
Dietze Music House	Bari Sax Repair	\$ 30.00
Dietze Music House	Yakety Sax	\$ 36.00
Dietze Music House	Sheet music	\$ 274.56
DLR Group	APS Future Plans	\$ 805.67
Eagle Auto Repair	Van 4 flat repair	\$ 37.90
ESU 3	Brook Valley Student Svc Nov	\$ 10,030.00
ESU 3	Speech & Vision services, tax forms	\$ 2,972.64
ESU 5	Cloud Hosting-yearly fee	\$ 2,176.20
Egan Supply	Cleaning supplies-custodial	\$ 4,289.84
Egan Supply	Gym Floor Resurfacing	\$ 3,942.50
Fiber Platform	internet provider	\$ 558.62
Fastwyer	telephone service	\$ 474.67
Fabrication Holdings	Steel weld coupons (welding class materials)	\$ 984.00
5th Season	fall lawn application	\$ 500.00
Gartner & Assoc	AAON sparker wire (hv/ac)	\$ 168.00
Gene Steffy's	van headrest Van #2	\$ 270.00
Heartsmart.com	Electrodes for AEDs	\$ 1,071.00
Hometown Leasing	printer copier lease	\$ 1,810.93
Hugh O'Brien Youth Leadership	registration	\$ 325.00
Japp Seeding	drill seeding	\$ 8,497.00
Jeredith Brands	cleaning of middle school wing	\$ 1,890.00
Jeredith Brands	facility cleanings November (gym)	\$ 240.00
Jeredith Brands	facility cleaners December (gym)	\$ 640.00
KSB School Law	Emails & meetings re personnel matter	\$ 2,346.40
KSB School Law	calls & emails re personnel matter	\$ 385.00
Knudsen Oil & Feed	fuel for buses	\$ 2,211.45
LE Learn2Move	PT services	\$ 943.75
Menards	Electrical parts-board room	\$ 77.07
Menards	icemelt for sidewalks	\$ 454.65
Menards	hardware for bus barn	\$ 148.83
MacGill & Co	bandages	\$ 47.50
Wes Martens	Activities work	\$ 65.00
Midwest Alarm Svc	repair dialer	\$ 429.00
Methodist Fremont Health	athletic trainer services for Nov	\$ 2,290.21
NCS Pearson	school psych reports	\$ 78.00
NCS Pearson	online assessments	\$ 59.95
NCS Pearson	assessments	\$ 28.42
Omaha Truck Center	Bus 2010 alternator	\$ 501.89
Omaha Truck Center	Bus 2020 lever latch & cylinder lock	\$ 163.21
Omaha Truck Center	Bus 2019 pump & bus barn supplies	\$ 2,634.56
One Source	background checks	\$ 64.50
OPPD	Electricity	\$ 10,016.39

O'Reilly Auto Parts	Van 5 battery & bus barn supplies	\$	489.79
Ortmeier CPA	Agreed Upon Procedures for 2024-25	\$	4,500.00
JW Pepper	sheet music-HS	\$	84.49
Plank Road Publishing	sheet music-elem	\$	50.35
Roots to Wings	Farmer Service Fees (sped student services)	\$	945.00
Sparqdata Solutions	Annual Subscriptions	\$	4,900.00
Thermo King	battery	\$	540.00
Thermo King	Bus barn supplies	\$	521.00
Thermo King	deicing materials for mtce	\$	550.00
Total Fire & Security	service call Hs entry reader	\$	447.48
VISA	Various supplies for classrooms	\$	2,461.86
Village of Arlington	Water	\$	706.04
Waste Connections	trash service	\$	865.25

Total Payables (GF checks not mailed until approved by the BOE) **\$92,862.06**

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

Casey's	fuel for vans	\$	1,023.35
NCS Pearson	open invoices		\$197.64
Trevipay-Walmart	supplies for classes		\$99.54
Trevipay-Walmart	supplies for classes		\$208.12
Barina Buresh Crosland	reimbursement for hotel inadvertently put on personal car		\$250.00

Total Hand payables **\$1,528.65**

Total General Fund **\$94,390.71**

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

Omaha Truck Center	Bus	\$	131,880.00
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Total Special Funds **\$131,880.00**

Hot Lunch Expenses

US Foods			\$5,629.64
Sysco			\$3,883.18
CWD			\$5,594.45
Jackson Service			\$681.68
Hiland Roberts			\$2,169.35
Hobart	kitchen oven repair	\$	1,015.55
HyVee	gluten meal items		\$270.64

Hot Lunch Total **\$19,244.49**

EFINANCE - POWERSCHOOL
DATE: 01/07/2026
TIME: 10:26:18

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 5/26

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
48883			4607 VISA		VOID: MULTI STUB CHECK	
48884	9001	01/07/26	4607 VISA	2610	AMAZON - 2 PACK SENSORY W	13.99
48884	9001	01/07/26	4607 VISA	2610	AMAZON - 200 PIECES CARTO	20.99
48884	9001	01/07/26	4607 VISA	2610	AMAZON - 288PCS ASSORTED	29.95
48884	9001	01/07/26	4607 VISA	2610	AMAZON - 3 RING BINDERS 4	18.99
48884	9001	01/07/26	4607 VISA	2610	AMAZON - 60 PCS WOOD CHRI	7.19
48884	9001	01/07/26	4607 VISA	2610	AMAZON - LEGO MINECRAFT P	11.19
48884	9001	01/07/26	4607 VISA	2610	AMAZON - PRESCHOOL LETTER	13.99
48884	9001	01/07/26	4607 VISA	2610	AMAZON - PRINTED DRAGON E	19.73
48884	9001	01/07/26	4607 VISA	2610	AMAZON - SQUISHMALLOWS 3	22.99
48884	9001	01/07/26	4607 VISA	2650	AMAZON-BRYSON SCREEN CLEA	48.42
48884	9001	01/07/26	4607 VISA	2733	AMAZON-CHAIR	123.49
48884	9001	01/07/26	4607 VISA	2431	AMAZON-CLEAR OFFICE MAT	104.49
48884	9001	01/07/26	4607 VISA	2610	AMAZON-DRY ERASE MARKERS	6.49
48884	9001	01/07/26	4607 VISA	2734	AMAZON-HDMI CABLE	16.03
48884	9001	01/07/26	4607 VISA	2734	AMAZON-LCD SCREEN SHAFT H	142.90
48884	9001	01/07/26	4607 VISA	2734	AMAZON-WIFI ACCESS POINT	457.95
48884	9001	01/07/26	4607 VISA	2610	COSTCO-PASTRIES FOR EXTER	42.35
48884	9001	01/07/26	4607 VISA	2610	EBAY-TOUCH SCREEN GLASS D	179.95
48884	9001	01/07/26	4607 VISA	2626	FILL-RITE BUS BARN FUEL	85.00
48884	9001	01/07/26	4607 VISA	2580	MECA PARKING OMAHA DEC 19	30.00
48884	9001	01/07/26	4607 VISA	2643	MOSYLE MANAGER	5.50
48884	9001	01/07/26	4607 VISA	2610	REFRESHMENTS FOR SCHOOL I	88.84
48884	9001	01/07/26	4607 VISA	2610	SCOOTERS-COFFEES EXT REVI	158.44
48884	9001	01/07/26	4607 VISA	2610	SOUP GROCERIES	71.92
48884	9001	01/07/26	4607 VISA	2610	TPT - COLON & SEMI-COLON	6.99
48884	9001	01/07/26	4607 VISA	2610	TPT - NARRATIVE WRITING:	4.00
48884	9001	01/07/26	4607 VISA	2610	TPT - WINTER SNOWMAN JANU	4.99
48884	9001	01/07/26	4607 VISA	2643	TPT-ACTIVITIES FOR GOVERN	14.60
48884	9001	01/07/26	4607 VISA	2610	WALMART - NURSE OFFICE SU	33.91
48884	9001	01/07/26	4607 VISA	2610	WALMART BREAKFAST FOR EXT	56.12
48884	9001	01/07/26	4607 VISA	2610	WALMART-FOODS CLASS THANK	392.10
48884	9001	01/07/26	4607 VISA	2610	WALMART-GROCERIES FOR THA	9.30
48884	9001	01/07/26	4607 VISA	2610	WALMART-TEACHER INSERVICE	38.68
48884	9001	01/07/26	4607 VISA	2610	XC SHORTS	108.75
48884	9001	01/07/26	4607 VISA	2610	XC SHORTS	71.64
		TOTAL CHECK				2,461.86
		TOTAL FUND				2,461.86
		TOTAL REPORT				2,461.86

**General Fund
2025-2026**

<u>Receipts</u>	<u>Budgeted</u>	<u>Actual Receipts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 7,192,766.00	\$ 1,498,620.00	20.84%	27.72%
Carline Taxes	\$ 3,000.00	\$ 588.16	19.61%	15.84%
Motor Vehicle	\$ 400,000.00	\$ 161,151.36	40.29%	38.11%
PreSchool Tuition	\$ 20,000.00	\$ 11,220.00	56.10%	45.60%
County Sources	\$ 40,000.00	\$ 144.11	0.36%	4.11%
State Aid	\$ 2,279,755.00	\$ 878,464.00	38.53%	40.32%
Sped SA Revenue	\$ 936,000.00	\$ 155,421.00	16.60%	10.70%
Federal & all other	\$ 390,000.00	\$ 366,434.50	93.96%	
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$3,072,043.13	27.28%	31.19%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
General Fund Totals				
Elementary	\$ 4,814,946.37	\$ 1,755,170.42	36.45%	31.22%
Secondary	\$ 4,811,590.37	\$ 1,653,922.13	34.37%	32.27%
District	\$ 2,623,968.83	\$ 754,209.16	28.74%	27.30%
Total	\$ 12,250,505.57	\$ 4,163,301.71	33.98%	30.80%

General Fund Categories of Particular Interest

Transportation

Elementary	\$ 251,435.22	\$ 152,956.48	60.83%	21.17%
Elem Transportation Maint.	\$ 87,044.32	\$ 26,323.22	30.24%	31.20%
Secondary	\$ 160,981.09	\$ 137,535.37	85.44%	27.90%
HS Transportation Maint.	\$ 31,261.08	\$ 9,688.01	30.99%	65.70%

District Level Categories of Particular Interest

Facilities and Operations

Operat of Building	\$ 705,125.81	\$ 180,343.63	25.58%	21.44%
Building Maint.	\$ 511,779.16	\$ 117,630.30	22.98%	24.11%
Grounds Maint	\$ 112,600.00	\$ 16,510.32	14.66%	15.80%

EFINANCE - POWERSCHOOL
DATE: 01/09/2026
TIME: 11:17:52

ARLINGTON PUBLIC SCHOOL
SUMMARY EXPENDITURE COMPARISON REPORT

PAGE NUMBER: 1
EXPCOM31

SELECTION CRITERIA: orgn.fund='01'
ACCOUNTING PERIOD: 4/26

FUND - 01 - GENERAL

TITLE	CURRENT YEAR				PRIOR YEAR			
	BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
TOTAL ELEMENTARY	4,814,946.37	1,754,973.26	3,059,973.11	36.45	4,943,736.10	1,543,569.66	3,400,166.44	31.22
TOTAL SECONDARY	4,811,590.37	1,653,922.13	3,157,668.24	34.37	4,433,518.09	1,430,757.32	3,002,760.77	32.27
TOTAL DISTRICT WIDE	2,623,968.83	754,209.16	1,869,759.67	28.74	2,449,663.01	668,733.48	1,780,929.53	27.30
TOTAL GENERAL	12,250,505.57	4,163,104.55	8,087,401.02	33.98	11,826,917.20	3,643,060.46	8,183,856.74	30.80
TOTAL REPORT	12,250,505.57	4,163,104.55	8,087,401.02	33.98	11,826,917.20	3,643,060.46	8,183,856.74	30.80

		Activity Balances as of		12/31/2025	
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ 15,698.98	\$468.00	\$14,000.00	\$ 2,166.98
702	Always For Kids ELEM	\$ 13,354.46	\$ 6,292.33	\$6,929.24	\$ 12,717.55
702	HS Always for Kids	\$ 2,355.89	\$705.07	\$466.86	\$ 2,594.10
703	Art Class	\$ 5,791.54	\$1,055.00	\$3,004.68	\$ 3,841.86
704	Art Club	\$ 1,596.69	\$0.00	\$68.95	\$ 1,527.74
705	Athletics	\$ (33,348.50)	\$75,554.70	\$50,580.50	\$ (8,374.30)
706	Band	\$ 3,960.89	\$851.85	\$1,117.21	\$ 3,695.53
708	Book Club	\$ 822.17	\$0.00	\$97.80	\$ 724.37
709	Cheerleading	\$ 1,336.15	\$7,607.07	\$4,393.04	\$ 4,550.18
710	Welding	\$ 2,202.95	\$300.00	\$0.00	\$ 2,502.95
711	Class of 2030	\$ -	\$0.00	\$0.00	\$ -
713	MS Show Choir	\$ -	\$515.00	\$420.00	\$ 95.00
714	SKILLS	\$ 336.53	\$1,098.79	\$512.00	\$ 923.32
716	GIRLS WRESTLING	\$ 1,398.90	\$4,706.00	\$270.00	\$ 5,834.90
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 620.62	\$24,524.35	\$17,813.53	\$ 7,331.44
721	Dance Squad	\$ 5,825.13	\$4,050.50	\$3,236.43	\$ 6,639.20
722	Drama	\$ 2,245.84	\$1,834.89	\$446.99	\$ 3,633.74
723	MS STEM	\$ 250.56	\$710.46	\$172.64	\$ 788.38
725	WEIGHTS	\$ (30.82)	\$637.25	\$0.00	\$ 606.43
726	FBLA	\$ 17,499.94	\$22,627.77	\$19,192.70	\$ 20,935.01
727	Football	\$ 7,481.28	\$6,437.00	\$6,411.19	\$ 7,507.09
728	Reimbursement (general)	\$ 278.55	\$605.00	\$351.28	\$ 532.27
732	Fam Cons Science	\$ (194.52)	\$400.00	\$545.83	\$ (340.35)
733	Wrestling	\$ 1,043.48	\$6,504.00	\$1,303.95	\$ 6,243.53
735	Honor Society	\$ 1,184.19	\$100.00	\$42.95	\$ 1,241.24
736	Activities Interest	\$ 4,089.10	\$988.96	\$0.00	\$ 5,078.06
737	MS Student Council	\$ 3,684.26	\$0.00	\$0.00	\$ 3,684.26
739	Library Fund Elem/HS	\$ 1,433.77	\$632.32	\$512.53	\$ 1,553.56
740	Industrial Tech / Woods	\$ 3,475.21	\$675.00	\$0.00	\$ 4,150.21
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82
744	HS Lounge	\$ 119.09	-\$119.09	\$0.00	\$ -
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 214.17	\$0.00	\$0.00	\$ 214.17
748	Spring Musical	\$ 14,117.33	\$5,051.10	\$2,271.27	\$ 16,897.16
749	Student Council	\$ 4,368.97	\$1,872.80	\$1,630.34	\$ 4,611.43
750	Student Vending	\$ (663.09)	\$524.00	\$203.07	\$ (342.16)
751	Swing Choir	\$ 3,784.32	\$67.30	\$1,554.35	\$ 2,297.27
753	Yearbook	\$ 743.38	\$2,040.00	\$4,120.72	\$ (1,337.34)
756	Pepsi	\$ 792.71	\$1,000.00	\$476.59	\$ 1,316.12
758	Floor Fund	\$ 427.95	-\$427.95	\$0.00	\$ -
762	Baylor/ACT	\$ 3,121.21	\$36.00	\$3,175.00	\$ (17.79)
764	Metro	\$ 25,466.91	\$1,000.00	\$0.00	\$ 26,466.91
765	Class of 2028	\$ 1,267.40	\$2,152.50	\$650.25	\$ 2,769.65
766	FFA	\$ 15,133.42	\$26,829.45	\$23,701.05	\$ 18,261.82
768	RR Store	\$ 7,840.58	\$1,000.00	\$1,850.84	\$ 6,989.74
770	K3 Basketball Camp	\$ -	\$0.00	\$0.00	\$ -
773	Class of 2024	\$ 798.81	\$0.00	\$0.00	\$ 798.81
774	Class of 2025	\$ 60.04	\$0.00	\$0.00	\$ 60.04
775	Class of 2026	\$ 2,755.59	\$0.00	\$0.00	\$ 2,755.59
776	Class of 2027	\$ 3,639.90	\$135.00	\$0.00	\$ 3,774.90
777	Class of 2029	\$ -	\$1,067.80	\$0.00	\$ 1,067.80
782	Volleyball	\$ 8,415.72	\$2,099.75	\$741.86	\$ 9,773.61
783	Boys Golf	\$ 3,441.85	\$1,000.00	\$0.00	\$ 4,441.85
784	Girls Golf	\$ 4,472.71	\$1,030.00	\$115.61	\$ 5,387.10
785	Cross Country	\$ 7,576.53	\$1,513.00	\$3,932.94	\$ 5,156.59
786	Track Fund	\$ 4,064.38	\$1,000.00	\$487.50	\$ 4,576.88
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 493.69	\$2,503.50	\$1,892.00	\$ 1,105.19
789	Baseball Fund	\$ (333.34)	\$12,540.50	\$11,540.50	\$ 666.66
790	Boys Basketball	\$ 697.34	\$4,069.88	\$2,546.87	\$ 2,220.35
791	Girls Basketball	\$ 4,750.24	\$6,341.20	\$1,873.54	\$ 9,217.90
792	MS Girls Basketball	\$ 181.50	\$0.00	\$0.00	\$ 181.50
793	Striv	\$ 1,585.17	\$930.00	\$0.00	\$ 2,515.17
794	Sped	\$ 1,163.21	\$2,109.10	\$1,813.76	\$ 1,458.55
795	Wellness (District)	\$ 1,094.00	\$3,000.00	\$1,100.00	\$ 2,994.00
796	Elementary Activity	\$ -	\$240.00	\$240.00	\$ -
799	Elem Run Club	\$ -	\$212.40	\$44.80	\$ 167.60
713	Alpaca	\$ 7.00	\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$1,078.11	\$688.38	\$400.52	\$ 1,365.97
200-800	HS Unified School	\$1,125.99	\$3,463.38	\$3,010.52	\$ 1,578.85
300-801	Hospitality	(\$140.22)	\$1,300.00	\$525.25	\$ 634.53
	Totals	\$190,912.23	\$256,151.31	\$201,789.45	\$245,274.09

Math Department Board Report

2025-2026

What do we want students to learn?

Our mathematics curriculum is based upon the Nebraska Mathematics Standards and the Arlington mission statement to develop skills for lifelong learning. Students in grade 9 are assessed in the fall, winter, and spring using the MAP test. Students in grades 7-8 complete the math MAP test in the fall and winter, then take the NSCAS test in the spring. In order to prepare students for these exams and to promote student growth and development, we are doing goal setting prior to each test. Students fill out individual goal sheets tailored to their specific areas of strengths and weaknesses. This helps the students become stakeholders in the process because they see what their scores are and how they are doing over the course of the school year. Once students have taken their math MAP test, we as teachers then review their scores and data and go over new goals for them to set for the next test.

Our 11th grade students are assessed in the spring through the ACT. For our 10-12 grade students, the mathematics department uses the following assessments to prepare them for the upcoming tests:

- John Baylor Test Prep (ACT, required by all juniors in the spring)-Grade 11
- Pre-ACT tests-Grade 10

How do we know students are learning?

As noted above, MAP tests are given to 9th grade students three times per year to analyze student growth. Middle school students take the MAP test in the fall and winter, then take the NSCAS test in the spring.

Below is the data for the first two administrations of the MAP test for grades 7 and 8. The 9th grade students will take their second MAP test January 12 and 13.

Grade Level	National Average RIT Score (Fall 2025)	APS Average RIT Score (Fall 2025)	National Average RIT Score (Winter 2025)	APS Average RIT Score (Winter 2025)	Average Student Growth by Grade Level
7th	217	225	221	227	+2
8th	222	228	226	232	+4
9th	224	236	N/A	Testing in Jan.	

The state of Nebraska continues to use the ACT as the 11th grade statewide assessment. The following table shows trend data for proficiency shared by Tashia Wolf for the ACT Math test.

ACT - Math	2024-25	2023-24	2022-23	2021-22	2018-19	2017-18
Percentage of Students Proficient	69	64	48	70	50	61

Composite Score Average	20.4	21.3	19	20.1	19.7	20.5
State Composite Score Average	18.9	18.8	18.9	19.1	19.7	19.8

How do we respond when students are not learning?

In the middle and high school, the GRIP program is utilized to give students an opportunity to work on missing work or work that is not deemed proficient.

We offer extra support in certain classes to those students who struggle with math. These classes are either co-taught by a mathematics and a special education teacher or have extra support available with a paraeducator. Students are placed in these classes by teacher recommendation. Currently, Math 7, Pre-Algebra, Basic Algebra I, Basic Geometry, and Math Topics are being offered as co-taught/supported classes.

Students that exhibit sustained difficulty in math are referred to the secondary MTSS team.

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

In middle school, we offer advanced math courses for those students who excel in mathematics. We offer an Algebra I course to advanced 8th grade students and a Pre-Algebra course to advanced 7th grade students. Students are also given the opportunity to participate in the Accelerated Learning Program, which is a STEM-based class.

In the high school, we offer honors level courses to our advanced learners. We offer dual enrollment Intermediate Algebra, Statistics, PreCalculus Algebra, Trigonometry, and Calculus I. New to our offerings this year are the Intermediate Algebra and Statistics courses. Each is a one-semester course. We also offer Technical Math and Business Math through Metropolitan Community College to our students planning to attend a two year college. The Technical Math course offers two tracks: construction-related trades, automotive-related trades. All students complete a prerequisite college PreAlgebra course and then select the Technical or Business class they want to take. The courses are self-paced and students have two semesters to complete the course they choose. If they finish early they have the option to take another course to earn additional credits.

Other Information

This is the second year of implementing our new Big Ideas curriculum. One of the enhancements of Big Ideas (compared to our previous Big Ideas curriculum) is the ability of teachers to customize online homework, quizzes and tests. Previously we could not adjust these. This allows us to tailor these formative and summative assessments to best measure our students' understanding and progress.

Kindergarten

BOARD REPORT - JANUARY 2026

Multi-Cultural Aspect

Kindergarten vitalizes multiculturalism in a variety of different ways: through language arts and math curriculums, social studies, read alouds, and purposeful play.

- Multiple ethnicities are represented in both our reading and math curriculum characters.
- Each week, writing has a focus book. Many of the books are multicultural and feature different ethnicities and cultures within our society around the world.
- We learn the meaning and importance of different holidays and teach the students about our country's history and importance of people from the past.
 - Thanksgiving (Wampanoag)
 - Holidays Around the World
 - Dr. Martin Luther King Jr. Day
- We read numerous books and many of them depict characters of a variety of cultures and ethnicities.
- Students partake in purposeful play each morning. In many of our play centers, we have dolls or figurines from a variety of cultures.

What Do We Want Students To Learn?

Superkids, our reading curriculum, and Envisions, our math curriculum meet the Nebraska State Standards. In social studies and science, we focus on a variety of themes throughout the year that align with the seasons and holidays. As teachers, we ensure that all standards are being taught. Teachers of our youngest students have an important job that goes beyond academics. We teach social and emotional skills through daily interactions, purposeful play, morning meetings, and modeling.

Our SLO Goals are in the area of phonemic awareness. We chose this area of study because it is the foundation of reading and is of the utmost importance to blossom a successful reader.

How Do We Know Students Are Learning?

We assess our students with classroom assessments monthly. As we learn new skills, more classroom assessments are added. By the end of the year, we assess each student on name writing, letter recognition, letter sounds, rhyming, sight word recognition, blending, segmenting, reading on grade level, number writing, number recognition, counting, addition, subtraction, positions of objects, 2D shapes, 3D shapes, measurement, coins, telling time to the hour, and parts of a digital/analog clock. (See the attached classroom assessment document.) On top of our classroom assessments, we use i-Ready as a district to monitor student progress in the fall, winter, and spring. These assessments are used to differentiate and guide instruction which allows us as teachers to monitor and observe student learning.

Kindergarten

CONTINUED BOARD REPORT - JANUARY 2026

How Do We Respond When Students Are Not Learning?

Data from our classroom and district assessments are used to drive instruction. We track the progress of each student and differentiate our small groups based on their progress. Students that are below proficiency in our district assessments are referred to Title I Reading, math intervention, classroom interventions, and small groups differentiated by skill level.

- i-Ready creates an individualized path for students to intervene at their level. Students complete 30 minutes of this intervention for reading and math weekly.
- Title I Reading is used to support students that are having difficulty in reading. Title I Reading intervention begins in January. Students are taken several times a week to work with a teacher or a trained paraprofessional on reading area weaknesses.
- Small group reading is used to help the students become more fluent in their reading and improve their beginning reading skills. The students are placed in groups of the same skill level and the group is led by a classroom teacher. This allows for student differentiation.
- Math intervention is used to support students that are having difficulty in math. If a teacher has concerns within the first semester, interventions may start.
- Small group math is used to help the students become more independent with their math skills and improve their number sense. The students are placed in groups of the same skill level and are led by a classroom teacher. This allows for student differentiation.

How Do We Extend Or Enrich The Learning For Students Who Exceed Proficiency?

Data from our classroom and district assessments are used to drive instruction. We track the progress of each student and differentiate our small groups based on their progress. Those who exceed proficiency are continuously being challenged in small groups and on their i-Ready individualized path. On top of that, our language arts and math curriculum provide higher level options to challenge students with advanced skills. As teachers we are continuously creating materials based on our students' learning needs.

Other Information

As kindergarten teachers, we are continually seeking out our own professional development, especially when it comes to the Science of Reading. We are continually finding ways to engage our students and make reading fun, hands-on, and meaningful. The Superkids program aligns with the Science of Reading as well as our state standards. It provides us with a variety of resources that excite the students: consumable books with captivating characters, intriguing songs that reinforce each week's skill, and manipulatives that provide explicit, meaningful instruction.

As a team, we are so grateful that the district values purposeful play and the chance to let kids be kids. So much learning, real-life problem solving, and relationship building happens during those 30 minutes. Our classrooms may not be quiet, but the students are always engaged in learning and are growing as little humans. In addition to play centers, our students also get to play with independent academic activities during our small group reading and math stations.

Preschool Board Report, January 2026

Specifics:

We currently have 20 students in the preschool program. 2 of those students are in special education while the other 18 are typically developing peers. 7 of the students are three or four years old so will be returning next year. The other 13 students will all be transitioning to Kindergarten in the fall.

We currently have 3 students receiving home based services.

I. Multi-Cultural Aspect:

Students in the preschool program have many opportunities to be exposed to different cultures and abilities. We read a variety of books and discuss different types of cultures. Our curriculum, Creative Curriculum has many songs and books that help teach this. We also have dolls and other toys that represent different races that the children play with. Since many of the students in the preschool program have a verified disability all the students are exposed all the time to differences in learning.

II. What do we want students to learn?

The primary goals of the preschool classroom involve:

- A. Develop life skills and self help skills such as putting a coat on, using a spoon, clean up toys.
- B. Develop fine motor skills to help them learn to write their name, hold a pencil, use scissors.
- C. Develop academic skills from writing their name, counting, knowing letters, etc.
- D. Develop listening and following direction skills
- E. Develop communication skills like talking to students when they are upset, taking turns, using manners, etc.
- F. Develop social emotional skills, playing with other kids, following directions from adults, etc.

GOLD

I am using the Teaching Strategies Gold Assessment to document and verify student progress. I also track students progress with those who have IEPs.

III. How do we know students are learning?

We know that students are learning by completing daily documentation and small group activities. The results from the Teaching Strategies Gold rating scales and individual assessments are then used to assess what skills individual students need to work on so that activities can be developed to enhance those skills. Students are also learning through play.

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

When students aren't learning, we find a different way to teach them. We use small group activities and hands on activities. We also help them learn through play.

V. How do we extend learning for students?

We extend learning for students by having different activities for them to do. We meet them where they are at. For example, if a student is just starting out to write their name, we would have them trace it first. Then we would have them try and write it. Some students are writing their names in all capital, backwards, I have activities that help them write their name the “correct” way so that they are hopefully ready for kindergarten.

VI. Other Information

Students are learning, whether that would be through play, small group activities, outside, music and movement, etc. It is awesome to see how far they have come this 1st semester. It is also cool to see the older kids play with the younger kids and teach them things.

Submitted by Anna Hornung ECSE teacher

Curriculum and Data Board Report

Professional Development

Our professional development opportunities continue to evolve. We have built upon our original four-point professional development system by offering teachers multiple pathways to earn these points. This year, we expanded the system to a six-point model. The additional two points are not included in professional development mini-sessions; instead, they are earned through peer observations. Teachers complete one peer observation each semester by visiting a colleague's classroom and using the Marzano Teacher Expectations Checklist to guide the process. These peer observations provide fresh perspectives, encourage constructive feedback, reduce instructional isolation, strengthen professional community, and help educators discover new strategies to improve student learning—fostering a culture of continuous, collaborative improvement. The following are the mini sessions our teachers have had the opportunities to participate in this year...

- Personal Finance
- Suicide Training
- Powerschool Ins and Outs
- Canvas
- Positive Intent
- Special Education Modifications
- Sensory Framework
- Assessment in Physical Education

Team Meetings

Dr. Morgan and I continue to participate in weekly team time with each elementary grade-level team. Team time provides an opportunity for us to meet regularly with teachers to discuss curriculum, instruction, assessments, data analysis, interventions, and student behavior. These meetings give us the opportunity to maintain a strong focus on student learning while fostering a culture of collaboration.

During the first semester, our work has centered on student academic conversations, effective ways to provide instructional support, science pilot and adoption check ins/discussions, SOAR behavior support, curriculum needs, and data collection.

Curriculum

→ **24-25 Adoption Phase: Science**

- ◆ Twig (Elementary)
- ◆ Amplify (Middle School)
- ◆ HMH/McGraw Hill (High School)

→ **24-25 Implementation Phase: Fine Arts/Spanish**

- ◆ Music First (Middle/High School)
- ◆ Quavar (Elementary)

→ **24-25 Research & Development Phase: Social Studies**

Current Core Curriculum

Math	Reading	Science	Social Studies
Envisions (Elem) Big Ideas (MS/HS)	SuperKids (K-2) myView (3-5) myPerspectives (6-12)	Inspire (K-2) Elevate (3-6) Amplify (MS) McGraw Hill (HS) HMH (HS)	HMH into SS (K-1) myWorld (2-6) HMH (MS/HS) Pearson (MS/HS)

Data/Testing

Elementary District Level Assessments	MS/HS District Level Assessments
<ul style="list-style-type: none"> ● iReady (K-6) <ul style="list-style-type: none"> ○ 3 times yearly ● NWEA Map (2-6) <ul style="list-style-type: none"> ○ 3 times yearly ● NSCAS <ul style="list-style-type: none"> ○ Spring Yearly ● District Sight Words (K-4) <ul style="list-style-type: none"> ○ Monthly ● Fastbridge SAEBRs (Soc/Emot) K-6 <ul style="list-style-type: none"> ○ 3 times yearly ● ELPA 21 (as needed) ● NAEP (as required) 	<ul style="list-style-type: none"> ● iReady (7-8) <ul style="list-style-type: none"> ○ 3 times yearly ● NWEA Map (7-9) <ul style="list-style-type: none"> ○ 3 times yearly ● PreACT ● ACT ● AVAB ● PSAT ● Fastbridge SAEBRs (Soc/Emot) 7-12 <ul style="list-style-type: none"> ○ 3 times yearly ● ELPA 21 (as needed) ● NAEP (as required)

Spring 2025 assessment data was released to the public in late November. Arlington continues to perform well across NSCAS Reading, NSCAS Math, NSCAS Science, and ACT results. When compared to schools within our array and ESU region, Arlington Elementary ranks in the top half across all grade-level assessments. Middle School continues to be an area of focus as we look to find ways to combat the decline in scores. Please see the attached information for detailed scoring results.

The State of Nebraska continues to partner with NWEA/ACACIA to give us NSCAS . This assessment is given in the spring and replaces the MAP test for grades 3-8. Map is given to grades 1-9 in the fall and winter and grades 1-2 and 9 in the spring.

This year, we fully implemented i-Ready and myPath across grades K–8. As with any new assessment and instructional tools, there has been a learning curve; however, the data-rich information provided by i-Ready on a daily basis has proven invaluable in helping us meet students at their individual learning levels. i-Ready and myPath offer personalized learning pathways in reading and math, adapting instruction to each student’s needs following diagnostic assessments. These targeted lessons help address skill gaps, build student confidence, and maintain engagement through interactive, game-based instruction, ultimately driving academic growth.

Goal Setting

We continue to implement testing goal setting in grades 3–9, providing teachers and students the opportunity to meet individually to discuss scores, expectations, and goals for future assessments. Teachers meet with each tested student both before and after testing to review progress and reflect on results. The purpose of this process is to help students better understand the importance of assessments and the valuable information they provide to teachers in order to individualize instruction. Additionally, these conversations strengthen teacher/student relationships by creating intentional time focused on student learning and growth.

New Teacher Mentoring

This year, we are piloting a new elementary-level teacher mentoring program. The mentoring S.W.A.T. Team was developed to support teachers by **Supporting, Welcoming, Advising, and Teaching**. Our S.W.A.T. Team mentors provide guidance, resources, instructional support, modeling, and opportunities for in-depth exploration of effective teaching practices. This program is designed to enhance

mentees' instructional practices and promote student success. Key responsibilities include modeling and refining high-leverage instructional strategies within the classroom, providing feedback on lesson planning and classroom management, and creating structured opportunities for goal setting and reflection throughout a teacher's first three years in the district.

Supporting – Providing consistent, empathetic guidance and resources to new educators.

Welcoming – Creating a positive, inclusive environment where new teachers feel valued and connected.

Advising – Offering expert mentorship, constructive feedback, and career development advice.

Teaching – Modeling effective instructional practices and supporting pedagogical growth.

Focusing on Student Success:

Modeling and Observation:

SWAT Team mentors will model or find models of best practices in the classroom, allowing teachers to observe effective teaching strategies and classroom management techniques.

Coaching and Feedback:

They provide constructive feedback on lesson plans, teaching strategies, and classroom management, helping teachers refine their approach and address areas for improvement.

Resource Sharing:

SWAT Team mentors share relevant resources, including lesson plans, instructional materials, and professional development opportunities, to support teachers in their work.

Advocacy:

They advocate for the needs of teachers within the school, ensuring they have the necessary support, resources, and working conditions to succeed.

Collaboration and Communication:

They foster a collaborative environment, encouraging teachers to share ideas, discuss challenges, and work together to improve student outcomes.

Addressing Student Needs:

SWAT Team mentors may help teachers identify and address the diverse needs of students, including those with learning difficulties or other challenges.

Guiding teachers through challenges:

Mentors provide a safe space for teachers to discuss challenges they are facing and offer support in finding solutions.

Promoting a positive school culture:

Mentors contribute to a positive and supportive school environment by fostering collaboration, communication, and mutual respect.

Fostering growth and independence

- Modeling professionalism: Demonstrating a commitment to ongoing learning, ethical behavior, and positive professional interactions.
- Encouraging leadership and initiative: Helping the mentee identify and pursue opportunities for leadership within the school and grade level.
- Empowering the mentee to make independent decisions: Providing guidance and support while fostering the mentee's ability to take ownership of their professional development and decision-making.

Schools	District ELA	District Math	District Science	Elem. ELA	Elem. Math	Elem. Science	Middle ELA	Middle Math	Middle Science	ACT ELA	ACT Math	ACT Science
Fort Calhoun	76	77	95	77	78	98	72	74	92	75	64	78
North Bend	75	85	91	73	89	90	77	81	91	61	44	71
Bennington	77	82	94	74	80	97	81	84	95	61	58	68
Syracuse	76	86	89	70	77	.	77	88	89	76	68	68
Arlington	72	81	86	75	83	95	66	76	78	67	64	62
Millard	73	71	88	67	73	87	75	67	89	56	56	62
Wahoo	66	75	91	59	68	91	72	83	92	57	60	62
Blair	72	74	91	70	70	97	78	82	90	46	55	60
Springfield Platteview	68	65	85	67	60	86	69	70	80	63	56	60
DC West	68	68	87	62	64	82	75	72	94	52	59	59
Papillon LA-Vista	69	64	85	44	41	69	66	61	82	52	49	57
Yutan	81	85	94	82	87	98	79	83	90	62	44	56
Ashland-Greenwood	70	73	84	71	74	92	70	71	77	48	48	53
Louisville	66	66	89	65	66	88	68	66	89	53	63	53
Conestoga	67	67	76	63	65	86	75	72	69	58	44	51
Bellevue	62	60	74	43	51	72	75	70	74	40	37	48
Raymond Central	62	69	86	63	80	95	66	63	82	50	37	44
Logan View	73	74	95	76	75	93	68	71	96	42	32	42

January 2026 Elementary Principal Board Report

Elementary Math Action Plan

Student Learning: Students will increase overall achievement in the area of Math.

Professional Practice: MAP, Pre/Post Tests, District Assessments

<p>Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)</p> <p>Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)</p> <p>Currently 71% of students met or exceeded benchmarks on MAP Math. The desired outcome would be increased to 85% of students meeting benchmarks on MAP Math. (Fall 2025)</p> <p>Currently 76% of students met or exceeded benchmarks on MAP Math. The desired outcome would be increased to 85 % of students meeting benchmarks on MAP Math.(Winter 2025)</p>		
Action Text:	Supports/ Resources:	Timeline (or) Frequency:
Whole Group	Envisions	Daily (60-75 min/Daily)
Intervention	Small Group Dennis, Bridges	Daily (20-25 min/daily)
Small group instruction	iReady, EnVisions	3-5 days a week
Progress Monitoring	iReady	Weekly

Elementary ELA Action Plan

Student Learning: Students will increase overall achievement in the area of English Language Arts.

Professional Practice: Increase in ELA knowledge marked by increase in classroom assessments, teacher observations, and increase in MAP scores.

Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)		
<p>Currently 68 % of students met or exceeded benchmarks on MAP. The desired outcome would be increased to 80 % of students meeting benchmarks on MAP. (Fall 2025)</p> <p>Currently 76 % of students met or exceeded benchmarks on MAP. The desired outcome would be increased to 80% of students meeting benchmarks on MAP. (Winter 2025)</p>		
Action Text:	Supports/ Resources:	Timeline (or) Frequency:
Whole Group	K-2 - Super Kids 3-5 MyView 6 My Perspectives	Daily
Intervention	UFLI - Title EIR/Corrective - Intervention	Daily
Small group instruction	iReady, SuperKids	3-5 days a week
Progress Monitoring	iReady	Weekly

Holiday Celebrations: Students participated in games, crafts, annual dodgeball tournament (Grades 3-6), watched a movie, and enjoyed a snack. We had so much fun getting in the Holiday spirit.



PTO Holiday Store: PTO provides a Holiday store for students to shop for people of their choosing. Volunteers help students to decide, purchase, and wrap their presents.

December Eagle of the Month:



Congratulations to Kinsley Maly, Janie Fullner, Calli Dabney, Violet Lang, Brileigh Elliott, Ethan Vilwok, June Lorsch.

Secondary Principal's Report

January 2026 Board Meeting

Final Exam Exemption Numbers

Fall 2023 - 63.8% able to exempt final exams

Fall 2024 - 64.5%

Fall 2025 - 70.6%

Average Daily Attendance

ADA Fall 2023 - 95.09% MS

(PS Report) 95.35% HS

95.26% Total (94.84% 2023-24 School Year)

ADA Fall 2024 - 96.45% MS

(PS Report) 95.75% HS

95.97% Total

ADA Fall 2025 - 97.3% MS

(PS Report) 96.3% HS

96.8% Total

Planning for 2026-27

Department planning meetings for the 2026-2027 school year began today. We use these meetings as a kick off to the 2026-27 planning process especially for budgeting and scheduling.

PTC

Parent-teacher conferences will be held in the competition on Wednesday, February 11 and Thursday, February 12.

Economics Education

Recently, the 8th-grade students took the Econ and Personal Finance Challenge through the Nebraska Council on Economics. Cash prizes are given to 1st, 2nd, and 3rd place and our teams placing in the top two were:

Personal Finance Challenge

1st Place

Economics Challenge

1st Place

2nd Place

HOBY Nominee

Landon Shada is Arlington's Hugh O'Brien Youth Leadership representative.

Record Setters

In an effort to recognize the hard work our student-athletes are putting in with their strength, power, and agility training, we want to highlight a few record breakers from this fall:

Peyton Marfisi - 10 Yard Dash - 1.63 (weight class) and Broad Jump - 114" (weight class)

Reid Lancaster - Squat - 250 (weight class)

Dustin Osborne - Squat - 345 (weight class)

Hayley Arp - Squat 275 (weight class)

Lukas Price - Squat - 495 (**All-Class**)

Care Packages for the Troops

Mrs. Rolland and the student council asked for donations and prepared care packages for the troops. We received communication that the packages arrived and were appreciated!



Wrestling Invite

On January 16, 2026 we host the Arlington girls wrestling invite. We have 15 girl teams coming to the girls tournament. On January 17, 2026 we host the boys wrestling invite. We have 16 teams for the boys tournament. We are hosting mainly schools from the area. Running the event takes a lot of work from our staff and our community. I see this meet as a great opportunity for our district to show what a wonderful place Arlington is, and how great the people are that live and work with the school district.

NCPA ACADEMIC ALL-STATE AWARDS

Since 2006 this NSAA Award Program has recognized students who meet the criteria for nomination by their school in the season of their activity. Each year the NSAA and the NCPA recognize students during fall, winter and spring seasons who are nominated by their schools for their individual academic excellence, leadership, and significant contributions in their NSAA activity. The criteria is as follows:

1. A nominated student must be a varsity player or organizational leader who has played a significant role on the team or in the organizational activity during the seasons for which nominations are accepted.
2. A nominated student must have a minimum cumulative grade point average, in all curricular subjects, of 93% or 3.7 on a 4.0-point scale or the equivalent.
3. NSAA high schools or their cooperative sponsorship may nominate a maximum of two students per NSAA activity program.

Fall 2019 Nebraska Chiropractic Physicians Association (NCPA) Academic All-State Awards winner from Arlington winners were:

Boys Cross-Country: Ethan Hilgenkamp, Henry Lancaster

Girls Cross-Country: Corinne May, Willa Wollberg

Football: Brantley Fullner, Luke Ott

Girls Golf: Aspen Smutz, Addison Thomas

Softball: Emerson Timm, Lydia Schaapveld

Volleyball: Corinne Crosland, Addilyn Hilgenkamp

Play Production: Honora Andreasen, Katherine Douglas

Video Board Update

- Carson Wealth Management – Unable to commit this year.
- Wholestone Farms on 10/16 – We will revisit the conversation in the spring. A better time of year for their business.
- Lauritsen Farms on 10/16, 12/4 – Jason Arp – No commitment at this time.
- Arlington Pet Hospital on 10/21, 12/4, 1/6 – No commitment at this time
- Memorial Community Hospital and Health System 10/22 – They have agreed to become an Anchor Sponsor \$25,000! They plan to send their first payment this week.
- Rosenbauer on 12/4 – Not able to be a sponsor
- Brainard Chiropractic- talked with them many times in the last two months. Hopeful they will have an answer for us.
- Maxim Cleaning and Restoration: talked to them on 12/8, 12/23, 1/7
- Midwest Fire and Alarm: 12/16, 1/6

Grade Level	Prvs Year Comp					
	12/30/2025	10/1/2025	9/6/2024	12/2/2024	3/8/2025	Final June 2025
PS	26	25	26	26	28	25
KG	46	45	45	47	46	46
1ST	45	46	52	51	52	52
2ND	50	50	47	48	48	47
3RD	50	49	51	52	53	53
4TH	53	53	56	56	57	57
5TH	60	59	39	40	41	41
6TH	40	40	57	56	56	56
PS-6 TOTAL	370	367	373	376	381	377
7TH	59	59	56	55	55	53
8TH	57	56	51	50	50	49
9TH	51	51	67	66	64	63
10TH	64	64	61	61	61	60
11TH	61	61	56	57	55	55
12TH	55	56	44	44	44	44
7-12 TOTAL	347	347	335	333	329	324
PK-12 TOTAL	717	714	708	709	710	701

OPTION ENROLLMENT

IN/OUT	IN	Out	Net
KG	11	1	10
1ST	7	3	4
2ND	10	3	7
3RD	15	3	12
4TH	16	2	14
5TH	18	1	17
6TH	5	7	-2
7TH	12	2	10
8TH	11	3	8
9TH	8	3	5
10TH	15	6	9
11TH	15	5	10
12TH	9	5	4
TOTAL	152	44	108
Net % Option	15%		

NASB BOARD QUICKS

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

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

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.
All Dates & Locations Tentative & Subject to Change

JOIN US!

LEARN MORE!

Events & Networking - <https://members.nasbonline.org/events>

Where Will NASBe This Month?*



Austin, TX
Bloomfield

Brady
Franklin
Fullerton

Las Vegas, NV
Lewiston
Lexington
Lincoln
Loomis

McCool Junction
Norfolk

Perkins County
Shickley
St. Paul

Summerland
Sutton

The Capitol
Thedford
Wakefield

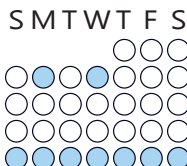
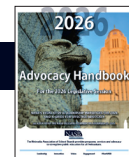
Wheeler Central
Wilber-Clatonia

For ... Advocacy,
Board Retreats,
Engagement, Events,
Strategic Planning,
and more!

*Items currently scheduled

Your 2026 Advocacy Handbook is now posted!

<https://members.nasbonline.org/government-relations>



JANUARY 2026

JANUARY



TODAY (January 5): DEADLINE for school boards to notify the Sec of State, County Clerks, or Election Commissioners of offices to be filled, terms, vacancies, votes to cast, and filing deadlines for each office. (§32-404 & §32-601)

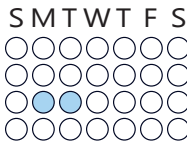
TODAY (January 5): First day to file for office to have name placed on the ballot as a candidate for the 2026 election. (§32-606)

1st Day of the 2026 Legislative Session - Wednesday, January 7, 2026

School Board Member Week in Nebraska - January 25-31, 2026

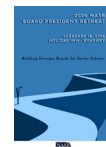
Legislative Issues Conference - January 25-26, 2026 - Lincoln

Look for your annual Membership Guide to be delivered soon!



FEBRUARY 2026

FEBRUARY



Board President Retreat - Monday, February 16 - Kearney

February 17: Deadline for incumbents (any current office holder) to file for office on the primary ballot. (§32-606)



Continued on Page 2

Leadership

Innovation

Vision

Engagement

#liveNASB

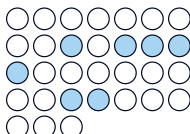
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SMTWTF S



MARCH 2026

MARCH



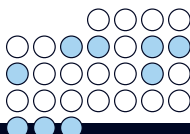
Budget & Finance Workshop - Tuesday, March 10 - Seward

COSSBA Annual Conference - March 12-15 - Louisville, KY

Budget & Finance Workshop - Tuesday, March 24 - West Point

NAEP State Convention - March 24-25 - Kearney

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APRIL 2026

APRIL



Budget & Finance Workshop - Tuesday, April 7 - Ogallala

Amplified Budget & Finance Workshop - Wednesday, April 8 - Kearney

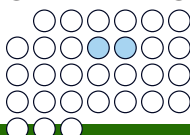
NSBA Annual Conference - April 10-12 - San Antonio, TX

Final Day of the 2026 Legislative Session - Friday, April 17

2026 NASB Federal Advocacy Fly-In - April 26-29 - Washington, DC



SMTWTF S



JUNE 2026

JUNE

NASB Member Golf Outing - Wednesday, June 10 - Kearney Country Club

School Law Seminar - June 10-11 - Kearney



Continued on Page 3

Leadership

Innovation

Vision

Engagement

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NASB BOARD QUICKS

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

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ALICAP Summer Workshop - Tuesday, July 7 - Gering

ALICAP Summer Workshop - Wednesday, July 8 - Kearney

ALICAP Summer Workshop - Thursday, July 9 - Lincoln

Candidate Workshops - Summer

Area Membership Meetings - August through September

State Education Conference - November 18-20 - Omaha

New Board Member Workshops - December 2026 & January 2027

YOUR 2026 PLATINUM AFFILIATES

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

Leadership

Innovation

Vision

Engagement

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Nebraska Rural Community Schools Association

Member Update

January 8, 2026



Photo Credit: Elba Public Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

NRCSA Calendar



NRCSA Events

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](#)

NRCSA Golf Tournament

July 28, 2026

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

9:30 AM January 20, 2026

Via Zoom

NRCSA Legislative Committee

9:30 AM Thursdays during hearings

Via Zoom

NRCSA Scholarship & Recognition Committee

February 26 & 27, 2026

NCSA Conference Room

At the NCSA Building in Lincoln

NRCSA Executive Committee

3:00 PM March 18, 2026

Bronze 5 Room

At the Crowne Plaza in Kearney

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.



Axtell Community Schools
Search Complete



Red Cloud Community Schools
Interim Search Complete



Bancroft-Rosalie Community Schools
Application Process Complete
Finalists Selected: **Nov. 17, 2025**
Interviews: **Dec. 6, 2025**
Contract Starts: **July 1, 2026**



Sandy Creek Public Schools
Application Process Complete
Finalists Selected: **Jan. 5, 2026**
Interviews: **Jan. 10, 2026**
Contract Starts: **July 1, 2026**



Hampton Public Schools
Application Process Complete
Finalists Selected: **Nov. 21, 2025**
Interviews: **Dec. 6, 2025**
Contract Starts: **July 1, 2026**



Hayes Center Public Schools
Search Complete



Newman Grove Public Schools
[Announcement of Vacancy](#)
[Apply for this Vacancy](#)
Application Deadline: **Jan. 22, 2026**
Finalists Selected: **Jan. 28, 2026**
Interviews: **Feb. 4, 2026**
Contract Starts: **July 1, 2026**



Potter-Dix Public Schools
Search Complete

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

Login: member Password: learning

NRCSA Updates



The Nebraska Unicameral started the 2026 session on Wednesday, Jan. 7. A regular focus of the first ten days is always bill introductions, but there are other issues that will be discussed, such as the budget deficit and a possible personnel move within the roster of Senators.

NRCSA's Legislative Committee will begin weekly Zoom meetings on **Thursday, Jan. 15** to discuss bills that have been introduced and upcoming bill hearings. Once all bills have had their hearings, the Committee will begin meeting every other week for the remainder of the session.

A new feature for NRCSA members is that we are going to try and put out a short weekly update on what is going on legislatively. The plan is to put this out on Friday each week.

From NRCSA Executive Director Jack Moles: At the NRCSA Executive Committee's meeting on November 19, I informed the Committee of my intention to retire at the end of the current school year. While we don't know an exact end date, it will likely be sometime this coming summer. The Executive Committee will utilize the NRCSA Superintendent Search Service in conducting a search for my replacement. I would encourage anyone who has interest in the position to contact me and I will provide as much information about the position as possible.

I will write more at a later date, but I do want all to know that being the Executive Director of NRCSA has been one of the topmost highlights of my professional career. I truly loved being a teacher, a coach, a Principal, and a Superintendent, but I believe this has been my favorite role in education.

I plan to do all I can to assist the Executive Committee in the search, short of actually taking a role in choosing my replacement. That is the job of the NRCSA elected leadership and I will support them all that I can. I am already making plans on how to support the next NRCSA Executive Director.

The application period is now open and closes on Friday, January 16. Application information may be accessed at <https://www.nrcsa.net/member-services/superintendent-search>.

The NRCSA Legislative Forum will be held on Thursday, February 26 at the Cornhusker Hotel in Lincoln. The Forum gives us a chance to hear first hand from Senators and others involved in the legislative process. Speakers will share insight during the morning session, followed by a luncheon.

NRCSA Leadership

Chris Kuncl, President.
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.
Ord Public Schools

Stephanie Kaczor, Pres-Elect.
Riverside Public Schools

Jeremy Braden, Secretary.
Doniphan-Trumbull Public Schs

District Representatives:

Ginger Meyer, West
Chadron Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Andrew Havelka, Southeast
Freeman Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Jessica Bland,
Oakland-Craig Public Schools

Jim Widdifield
Minden Public Schools

During the luncheon we attempt to make it possible for you to have lunch with your Senator if he/she is able to join us. Information on registration can be accessed here:

[Register for the 2026 NRCSA Legislative Forum](#)

Ideas on how to deal with cancellations for NRCSA events were shared with the Executive Committee several months ago. After receiving input from the Committee members, a policy was presented at the November meeting of the Executive Committee and adopted. Following is the policy that will be followed moving forward:

POLICY ON CANCELLATIONS FOR NRCSA EVENTS

When planning for a large event (i.e. NRCSA Spring Conference or NRCSA Legislative Forum), NRCSA must make financial commitments such as facility rental and costs of meals. Weather sometimes causes a decision to be made by NRCSA in the form of a cancellation or postponement of the event, or for registrants to decide whether or not they can attend the event. Sometimes registrants need to make a decision not to attend due to other reasons. NRCSA has weighed the issues of its financial commitments versus registrants not being able to attend for various reasons. Thus, the following policy has been adopted:

WEATHER CANCELLATION DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the next year's event.

WEATHER POSTPONEMENT DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the re-scheduled event.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA AT LEAST A WEEK PRIOR TO THE EVENT:

Two options will be provided to the registrant, including vendors: A full refund OR carry the registrant amount forward to the following year.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA WITHIN A WEEK PRIOR TO THE EVENT:

For members, an option will be provided to have the registration fee carried forward to the next year's event OR a refund minus the costs to NRCSA for meal(s). (NOTE: In 2026, for the Spring Conference this would be \$105, for the Legislative Forum the cost is \$45.)

For vendors, the option to carry the registration amount to the following year will be provided.

DECISION BY A REGISTRANT TO NOT ATTEND THE EVENT, BUT FAILS TO COMMUNICATE WITH NRCSA PRIOR TO THE EVENT:

No refund will be provided.

There will be a few NRCSA leadership spots available for the 2026-27 school year. We are currently taking nominations for the following positions:

PRESIDENT ELECT—this position is part of a three year Presidency cycle (President-Elect, President, Past-President). This is a state-wide election with each member entity having one vote.

NORTH CENTRAL DISTRICT REPRESENTATIVE TO THE EXECUTIVE COMMITTEE—Current North Central District rep Dale Hafer is term-limited, thus the position will be open. The position has a term of three years, with the ability to run for a second term. This position is voted on by member entities in the North Central District.

SCHOLARSHIP AND RECOGNITION COMMITTEE MEMBER: The committee will possibly be moving from two year to three year terms. To make this work we would only add one new committee member for the coming year. The person can come from any of the NRCSA geographic districts.

Self-nominations for positions are accepted.

We need help in identifying student groups to help with the NRCSA Spring Conference. Each year we like to put a focus on groups from our member schools. Needed are:

- A student instrumental music group
- A student vocal music group
- Two successful FFA programs to share on the successful programs their chapters have undertaken.
- Two successful student-led businesses to share on their learning experiences and community involvement in their businesses.

If you have a group you would like to have considered, please contact NRCSA Executive Director Jack Moles.

The NRCSA Spring Conference is quickly approaching! The conference will be held at the Younes Conference Center North in Kearney on March 19 & 20. We are also offering a free pre-conference. Franklin-Covey has provided NRCSA with the opportunity to provide a very valuable experience, centered around the work of Steven Covey. The pre-conference will take place on Wednesday, March 18, 2025 from 10:00 a.m. to 2:00 p.m. A free lunch will also be provided.

[Register to attend the 2026 NRCSA Spring Conference](#)

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 each 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 Spring semester were received and the three recipients have been selected. They are:

- Jacey Anderson, Thedford
- Maren DeJonge, HTRS
- Kylie Hiatt, Shelby-Rising City



SHELBY-RISING CITY ELEMENTARY PRINCIPAL HEATHER THOMPSON, JACK MOLES, KYLIE HIATT, SHELBY-RISING CITY SUPERINTENDENT TUCKER TEJKL



THETFORD PRINCIPAL ADAM KUNTZ, JACEY ANDERSON, JACK MOLES



HTRS SUPT GEORGE GRIFFIN, JACK MOLES, MAREN DEJONGE, HTRS PRINCIPAL KIM CANIGLIA

Former Senator Lynne Walz was recently presented with NRCSA’s Friend of Rural Education Award. Sen. Walz had been unable to attend the NRCSA Spring Conference to receive her award, so NRCSA Executive Director Jack Moles travelled to Fremont to make the presentation. The Friend of Rural Education Award goes to individuals who are not NRCSA members who have made significant contributions to rural education in Nebraska or to NRCSA itself.



Application information for NRCSA Scholarships and nomination information for NRCSA Awards were sent out right after Thanksgiving. One change to the Scholarships was approved by the NRCSA Executive Committee at its November 19th meeting. We are increasing the number of NRCSA scholarships for students entering the field of education when they go to college. We have been awarding 20 such scholarships for the past several years, but will now increase the number of scholarships to 23. These scholarships will remain at \$2,000 per recipient. We will still offer two Gary Fisher Fine Arts Scholarships in the amount of \$2,000. That means that NRCSA will be awarding a total of \$50,000 in scholarships to 25 students from NRCSA-member districts! Please help by making sure that students are aware of the scholarships. We did send notice of the scholarships to each member district’s high school Counselor.

Each year NRCSA recognizes several individuals with our “Outstanding” Awards to a worthy Board of Education Member, Superintendent, Principal, Elementary Teacher, Secondary Teacher, Music Teacher, ESU Staff Member, and Classified Staff Member. You all have outstanding individuals in your schools—please consider nominating them for these awards.

Each year, one of the recipients of one of the Outstanding Teacher Awards (Elementary, Secondary, and Music) is chosen to be NRCSA’s nominee for the National Rural Education Association’s Rural Teacher of the Year Award. NRCSA’s nominee for the 2025 award was Kari Schroder of Syracuse-Dunbar-Avoca. Kari was the runner-up for the NREA Award this year. She was awarded a teacher’s bell by the NREA.



KARI SCHROEDER (CENTER), WITH SYRACUSE ADMINISTRATION & NRCSA EXECUTIVE DIRECTOR JACK MOLES

NRCSA held all of its committee meetings on Wednesday, Nov. 19 in conjunction with the NASB/ NASA Education Conference in Omaha. Some of the outcomes from these committee meetings include:

The Executive Committee:

- approved a move to add three additional \$2,000 NRCSA Scholarships which go to students from NRCSA-member schools. The students must be entering the field of education. This brings the number of \$2,000 scholarships that NRCSA provides to seniors from member schools to 25. Twenty-three of the scholarships go to students entering education, while two go to students who will major in fine arts.
- approved the adoption of an “event cancellation policy”. The policy lays out the procedures for late cancellations of those who are signed up for events. NRCSA must commit to meals prior to hosting events. The policy will address how refunds are made for cancellations.
- agreed to partner with the Holocaust Learning Experience. This group provides free teacher materials that can be used in meeting Rule 10 requirements in teaching the Holocaust and other genocides. More information will come out later.
- accepted an invitation from the University of Kansas Literacy Grant. Member schools that choose to participate will receive grants and participating teachers will receive stipends.

The Scholarship and Recognition Committee made a recommendation to make terms on the committee three years instead of two. This will serve to make terms the same as those on the Executive and Legislative Committees. The Executive Committee will vote to approve the move at its January meeting.

The Legislative Committee discussed several “rumored” legislative issues.

The Closing the Achievement Gap Committee is working on a plan which would ask for districts to apply for recognition of their intentional work in closing the achievement gap between students in poverty and students not in poverty. More information will come later.

SUPERINTENDENT SEARCH & PLANNING

As Boards of Education and Superintendents start to plan for the future, there may be a change in Superintendent approaching your district. 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.

NRCSA has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, and Potter-Dix Boards of Education identify their next Superintendent. We are currently assisting the Sandy Creek and Newman Grove Boards of Education with their search. We also assisted Red Cloud in a search for an Interim Superintendent.

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. Our current consultants are: Jim Havelka, Fred Helmink, Robin Stevens, Rob Hanger, Caroline Winchester, Curtis Cogswell, Mike Cunning, Paul Sheffield, Mo Hanks, and Jay Bellar.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at jmoles@nrca.net or by phone at 402-335-7732.

Another service that is offered is a planning service. It is a common practice for Boards of Education and the Superintendent to develop short and long-term plans. We are currently assisting Anselmo-Merna in their planning process. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

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 143 such meetings. I most recently attended the Board meetings at Superior on Dec. 8, Riverside on Dec. 9, and Blue Hill on Dec. 15.

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

MONDAY, JANUARY 12: Brady and Eustis-Farnam

I have really enjoyed this venture 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.



RIVERSIDE BOARD OF EDUCATION AND ADMINISTRATION

The School Financing Review Commission, which was created last Spring by the Unicameral, has had four meetings thus far. Information on the meetings can be found on the NDE website at <https://www.education.ne.gov/commissioner/school-financing-review-commission/>. The committee has presented its preliminary report to the Unicameral.

The Commission is made up of 18 individuals and is chaired by Commissioner of Education, Dr. Brian Maher. Senators on the Commission include Sen. Dave Murman, Sen. Jana Hughes, and Sen. Eliot Bostar, as well as former State Senators Lou Ann Linehan, Tom Briese, and Fred Meyer. Individuals from the Education world include Brady Superintendent Ann Foster, Pender Superintendent (and NRCSA Legislative Co-Chair) Jason Dolliver, Bennington Superintendent Aaron Plas, Millard Superintendent John Schwartz, Lincoln Associate Superintendent Liz Standish, Lakeview Board of Education President Keith Runge, Omaha Board of Education member Shavonna Holman, and Chancellor of the Nebraska State College System, Dr. Paul Turman.

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) has released a new research brief examining chronic absenteeism in Nebraska’s K–12 schools and its effect on student outcomes, including assessment scores, graduation rates, and college enrollment.

The analysis highlights that chronic absenteeism—defined as missing 10 percent or more of the school year for any reason—has risen sharply in Nebraska since the COVID-19 pandemic and remains persistently high. Rates jumped from 10 percent in 2019–2020 to nearly 24 percent the following school year and have since remained above 20 percent statewide.

Key Findings from the NSWERS brief:

- Nebraska’s chronic absenteeism rate has stabilized but remains elevated at more than one in five students.
- Disparities exist across student race/ethnicity, with Indigenous/Native American and Black students showing the highest rates of chronic absenteeism.
- Chronically-absent students consistently score lower on statewide assessments (NSCAS and ACT) compared to their peers.
- Chronic absenteeism greatly reduces the likelihood of graduating on time; students with regular attendance are nearly six times more likely to graduate high school than their chronically-absent peers.
- College-going rates show a significant divide: nearly 71 percent of non-chronically absent graduates enroll

in postsecondary education compared to just 49 percent of chronic absentees.

“These findings underscore the lasting impact of chronic absenteeism on students’ academic progress and future opportunities,” said Dr. Jay Jeffries, author of the brief. “Addressing absenteeism requires not only monitoring the type of absence but also understanding the characteristics of students who are chronically absent.”

The full report, NSWERS Brief on the Impact of Chronic Absenteeism on Academic Outcomes in Nebraska, is available at:

<https://insights.nswers.org/briefs/2025-chronic-absenteeism>

A year ago, NRCSA introduced a new initiative to assist rural schools in educating their communities about digital citizenship. Our partnership with A.Plum Creative will provide members with ready-to-use, research-based resources designed to help districts promote responsible technology use among students and families.

The program has its origins out of a goal by the Hershey Board of Education and Superintendent Jane Davis to work on digital citizenship in their district. The district worked with A.Plum Creative on the initiative, then shared information on the program with the NRCSA Executive Committee.

This research based, legally vetted campaign includes monthly social media graphics and captions that focus on key topics like online safety, respectful communication, digital wellness and appropriate tech use. All content is designed to engage school communities and support districts in meeting digital citizenship education goals.

We offer a set of tiered service options for NRCSA Member Districts:

- Tier 1 – NRCSA Branded Content (\$2,500/school year): Monthly graphics and captions with NRCSA branding, aligned to seasonal themes and events.
- Tier 2 – District-Branded Content (\$5,000/school year): Customized graphics and captions tailored to your district’s brand and messaging.
- Tier 3 – Custom Content + Consultation (\$7,500/school year): District-branded content plus three planning calls per year with A.Plum Creative.
- Tier 4 – Full Social Media Management (\$10,000/school year): District-branded content, full posting and scheduling, community engagement and monthly performance reports.

This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at anna@aplum.com or visit www.aplum.com.

Good Life EDU Podcast Featuring Anna Weber & Jane Davis

Recently, Minden Superintendent Jim Widdifield contacted the NRCSA office to see if we could be in assistance in helping him conduct a survey concerning Early Childhood programs in our rural schools. We assisted him with dissemination of the survey and he recently shared results.

From Jim: I have finally completed putting this together for those who filled out the survey. I received a good response from 87 schools. I appreciate all the schools that took the time to complete the survey. I did not include the specific schools in the results, but instead grouped them by size.

I share this information with you, not only because it has some very good information on Early Childhood programs, especially as it pertains to age groups, numbers of staff, and funding sources, but also to remind you that if you are wanting to research something please keep NRCSA in mind. Sometimes we already have compiled the information you are looking for. Also, if you want to do surveys, we can help you to disseminate the survey

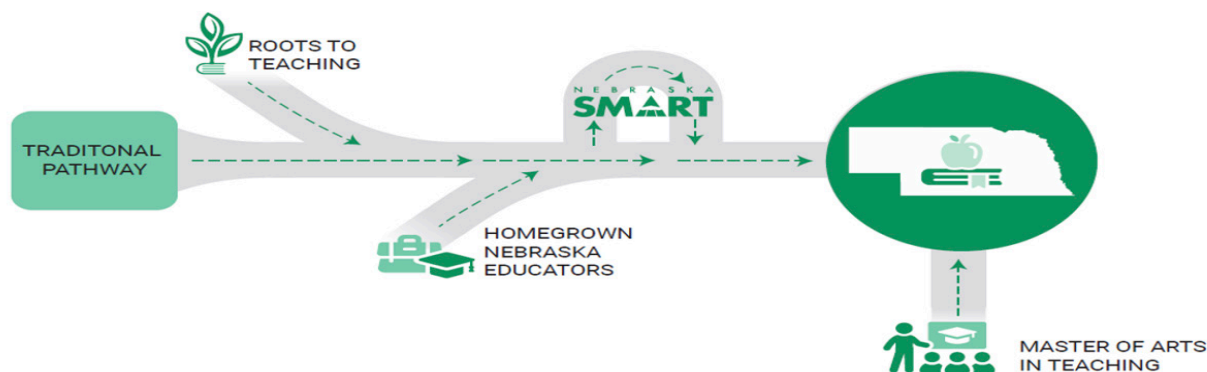
materials.

Nebraska Pre-School Programs

I recently had a communique from a member Superintendent as to the history of Equalization Aid in his district. That is something we keep track of on an annual basis for all districts, so his request for help was very easily filled. Again, at NRCSA we may have already compiled information you might be wanting to find. All you need to do is ask!

Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

Educator Preparation Pathways



The Nebraska State Colleges (Chadron, Peru, and Wayne) are proactively addressing the growing teacher shortage across the state, particularly in rural communities. With their evolution beginning as Normal Schools to present, and approximately 28% of undergraduate students majoring in teacher education (the largest comprehensive major system-wide), the Colleges have long played a central role in preparing future educators.

However, as Nebraska faces increasingly urgent staffing shortages in K–12 classrooms, especially in high-need areas such as special education, early childhood, and STEM, the State Colleges continue to evolve to meet this challenge through four strategic initiatives.

Nebraska Roots to Teaching (NRT), seeks to offer a high school-to-career educator pathway modeled after Washington State’s successful Recruiting Washington Teachers (RWT) program. Anchored in Wayne State College’s STEP (Students to Teachers through Educator Pathways) program, NRT is expanding dual credit options in education across the three colleges. High school students (especially first-generation and underrepresented learners) will be able to complete introductory education courses for dual credit, participate in campus-based experiences, and receive mentorship from teacher-mentors and college “navigators” throughout their transition into college and early teaching careers. Flexible modalities, financial incentives, and future paraeducator credentialing further broaden access for rural students.

The **Homegrown Nebraska Educators Apprenticeship Program** seeks to leverage new flexibility under Nebraska Department of Education Rules 20 and 21 to provide an alternative pathway to certification for paraprofessionals and place-bound adults. Building on Chadron State College’s pilot model, this initiative allows candidates to remain employed in their local districts while completing a bachelor’s degree and teacher certification. Courses are fully online and asynchronous, ensuring flexibility for working adults. The program emphasizes district-identified endorsement areas, such as special education and elementary education, and uses a competency-based credit model to reward relevant experience.

The **Nebraska SMART (Success Made Accessible through Rural Tutoring)** initiative connects teacher education candidates from the three State Colleges with K–12 students in their home districts through virtual

tutoring. Focused on supporting rural schools, SMART offers academic help during afternoons and evenings while providing early, meaningful field experience for teacher candidates. By allowing candidates to serve students in their own communities, the program strengthens local ties and broadens access to educational support. SMART not only improves outcomes for K–12 learners but also enhances the preparation of future educators committed to serving Nebraska’s rural schools and communities.

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor’s degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor’s degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession. Together, these initiatives form a comprehensive ecosystem of entry points into the teaching profession. From high school dual credit options and rural tutoring roles to full apprenticeship models and flexible graduate pathways, the Nebraska State Colleges are creating scalable solutions to address Nebraska’s critical teacher shortage, ensuring every community has access to well-prepared, locally rooted educators for years to come.

Chris Prososki, formerly the Superintendent at Southern and now at Hastings, 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](#)

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,

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.

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](#)

NRCSA is pleased to be in 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 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)



[New Leaf Flyer](#)

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.

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 the 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 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. In talking with some districts, there is a chance there could be upwards of 112 entities participating. 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 2024-25, the rebate was over \$34,000 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).

U.S. Bank provided two webinars for those considering using the program or for those who are currently using it, but want to find out more about the program. The slides from the webinar are available below.

[U.S. Bank Commercial Card Program](#)

2026 NRCSA Legislative Forum

The 2026 NRCSA Legislative Forum will be held on Thursday, February 26, 2026, at the Cornhusker Marriott Hotel in Lincoln.

This year's program will feature remarks by many educational policy leaders.

There will again be the opportunity to discuss issues of local interest with senators over lunch. This provides an invaluable opportunity to network and discuss issues with your senator.

Be sure and make plans to attend!!

Room Reservations

There are rooms available at the Cornhusker Hotel at a discounted rate of \$119.00 per night for Wednesday February 25, 2026. The Cornhusker is a Marriott Hotel; they have instructed customers to use the central reservation line or the link below to reserve a room.

*Cornhusker Marriott Hotel: 1-866-706-7706

The deadline to reserve from NRCSA's room block is **February 5, 2026**

Program Highlights

Thursday February 26, 2026

8:20 A.M. - Welcome & Announcements

8:30 A.M. - Committee Chair or Rural Senator

9:00 A.M. - Committee Chair or Rural Senator

9:30 A.M. - Committee Chair or Rural Senator

10:00 A.M. - Committee Chair or Rural Senator

10:30 A.M. - Committee Chair or Rural Senator

11:00 A.M. - Committee Chair or Rural Senator

11:30 A.M. - Committee Chair or Rural Senator

12:00 P.M. - Lunch with Senators

1:10 P.M.- Jack Moles & Russ Westerhold;
NRCSA Executive Director & Lobbyist

1:45 P.M.- Closing & Adjourn

Please note: The schedule is subject to change.

2026 NRCSA Spring Conference

The 2026 NRCSA Spring Conference will be held on March 18 to 20, 2026, at the Crowne Plaza and Younes North Convention Center in Kearney.

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

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

Be sure and make plans to attend!!

Room Reservations

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

These hotels participate in group rates for Spring Conference

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

These hotels do NOT participate in group rates

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

Program Highlights

Wednesday March 18, 2026

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

Presented by:



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

7:00 PM Early Registration and Hospitality Rooms Open

Thursday March 19, 2026

7:15 AM Registration & Exhibit Hall Open

8:00 AM General Session

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

12:00 PM General Session

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

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

6:00 PM Country Buffet

7:00 PM Hospitality Rooms Open

Friday March 20, 2026

7:30 AM Registration Open

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

9:00 AM – 9:50 AM Select-a-Session V

10:00 AM Brunch

10:50 AM Closing Session

12:50 PM Gifts, Prizes, & Giveaways



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

January 2026:

*** The NSAA’s Above and Beyond program is designed to recognize and celebrate the outstanding individuals who make a meaningful impact within their communities. Whether it’s a student, coach, community member, or parent, this award honors those who go the extra mile to support and uplift others. The NSAA recognizes an individual each week. Individuals from NRCSA member school districts who have been recognized to date are:**

- January 7: Mila Wehrbein of Plattsmouth.
- December 24: Mike Szeckely of Loomis.
- December 17: Bailey Svoboda of David City.
- December 10: Jason LaFollette of Syracuse.



*** NCSA recently hosted the State Principal’s Conference in Lincoln. Those from NRCSA-member districts who received special recognitions included:**

- This year’s Nebraska Distinguished Principal is Josie Floyd, principal of Dudley Elementary in Gothenburg.
- The 2025-26 NSASSP Middle School Principal of the Year is Troy Mauch, who has served Alliance Middle School since 2015.
- Crofton High School’s Johnnie Ostermeyer is announced as the 2026 NSASSP High School Principal of the Year.
- The Outstanding New Principal of the Year Award recipient was Kimberly Roberts, Principal at Central Elementary for Fairbury Public Schools.
- Dr. Julie Downing, Professional Learning Coordinator with ESU 13, is named the recipient of the 2025 Friend of NSASSP Award.

Nebraska Rural Community Schools Association

- The NSASSP Distinguished Service Award is presented to Patrick Moore, 7-12 principal at Blue Hill Community Schools.



Josie Floyd



Troy Mauch



Johnnie Ostermeyer



Kimberly Roberts



Dr. Julie Downing



Patrick Moore

*** Several players from NRCSA-member schools received first team All-State honors in Volleyball from the Omaha World-Herald (OWH) and/or the Lincoln Journal-Star (LJS). Included were:**

- ALL CLASS ALL STATE: Shayla Rautenberg, Milford (OWH, LJS). She was also named the honorary captain for the All Class-All State Team by both the Omaha World-Herald and the Lincoln Journal-Star.
- CLASS C1: Shayla Rautenberg, Milford (OWH, LJS), Nora Herian, Pierce (OWH, LJS), Halle Dolliver, Malcolm (OWH, LJS), Payton Dolliver, Malcolm (OWH, LJS), Kamryn Behrns (OWH, LJS), David City (OWH, LJS), Kelsey Haynes, Louisville (LJS).
- CLASS C2: Briar Ray, Oakland-Craig (OWH, LJS), Rena Rasmussen, Laurel-Concord-Coleridge (OWH, LJS), Alicia Johansen, Freeman (OWH, LJS), Ashley Beethe, Johnson County Central (OWH), Carlie Kvols, Laurel-Concord-Coleridge (OWH), Addison Kastanek, Freeman (OWH, LJS), Mia Thomsen, Oakland-Craig (LJS)
- CLASS D1: Kyra Nelms, Southwest (OWH, LJS), Kaydence Haase, Exeter-Milligan/Friend (OWH, LJS), Erin Gegg, Shelton (OWH, LJS), Daisy Ryan, Overton (OWH, LJS), Libby Mitchell, Amherst (OWH, LJS), Kyla Elfgren, Overton (OWH), Breckyn Veskerna, Amherst (OWH), Kyla Griess, Sutton (LJS), Eden Peterson, Cross County (LJS)
- CLASS D2: Taryn Arbuthnot, S-E-M (OWH, LJS), Kenna Oligmueller, Wynot (OWH, LJS), Brooklyn Holtze, Cambridge (OWH, LJS), Emily Schack, Dundy County-Stratton (OWH, LJS), Clara Spargo, Dundy County-Stratton (OWH, LJS), Haley Wieseler, Wynot (OWH, LJS), Jaylin Geisen, Wynot (OWH, LJS)

*** Alliance was the Class B State Runner-up in Unified Bowling.**

*** Jack Tarr, retired Activities Director for Malcolm, will receive the National Federation of State High School Association's National Athletic Directors Citation Award.**

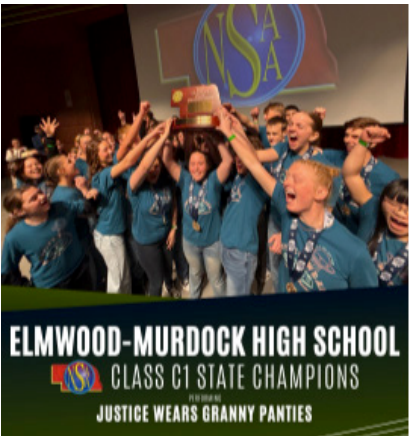


JACK TARR

*** The NSAA honored Keri Hogue of Elmwood-Murdock as the 2025 as the Outstanding Theater Educator.**



*** Elmwood-Murdock was the Class C1 State Champion in Play Production.**



*** Ravenna was the Class C2 State Runner-up in Play Production.**

*** Louisville was the Class B State Runner-up in Play Production.**

*** Wausa won the Class D1 State Play Production championship. This was Wausa's 17th State Championship in Play Production. Pawnee City was the runner-up.**



*** Arnold was the runner-up in Class D2 State Play Production.**

*** Several students and crews from NRCSA member schools won Outstanding Performer and**

*** Outstanding Technical Crew recognitions at the State Play Production competition. Include were:**

- CLASS D2 OUTSTANDING PERFORMER: Rose Woepfel (Chambers)
- CLASS D1 OUTSTANDING PERFORMERS: Braydon Hoelsing (Wausa) and Tyler Tegtmeier (Pawnee City)
- CLASS D1 OUTSTANDING TECHNICAL CREW: Sutherland
- CLASS D1 OUTSTANDING TECHNICAL CREW MEMBERS: Payten Weber (Sutherland) and Hadlee Scott (Sutherland)
- CLASS C2 OUTSTANDING PERFORMERS: Wyton Fiddelke (Ravenna) and Owen Standage (Ravenna)
- CLASS C1 OUTSTANDING PERFORMER: Brooklyn Dowding (Elmwood-Murdock)
- CLASS B OUTSTANDING PERFORMER: Dayton Carlson (Louisville)
DAYTON CARLSON, LOUISVILLE
- CLASS B OUTSTANDING TECHNICAL CREW: David City
- CLASS B OUTSTANDING TECHNICAL CREW MEMBERS: Madeleine Summers (David City) and Rylee Thoendel (David City)



Rose Woepfel (Chambers)



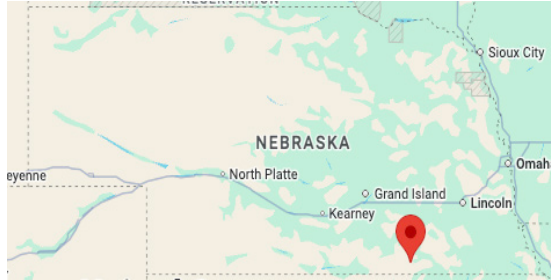
DAYTON CARLSON, (Louisville)

*** Many football players from NRCSA-member schools were recognized as First Team All State honorees by the Omaha World-Herald (OWH) and/or the Lincoln Journal-Star. Included were:**

- ALL CLASS: Keian Kaiser, Sidney (OWH)
- CLASS B: Tristan Campbell, McCook (LJS)
- CLASS C1: Wyatt Dent, Central City (OWH, LJS), Canon Allen, Aurora (OWH, LJS), Luke Wellman, Lakeview (OWH, LJS), Ben Monheiser, Sidney (OWH), Rhys Dorcey, Sidney (OWH), Nolan Asher, DC West (OWH, LJS), Grayson Vogt, Lakeview (OWH, LJS), Keian Kaiser, Sidney (OWH, LJS), Parker Osten, Lakeview (OWH, LJS), Logan Brewer, Fort Calhoun (OWH, LJS), Alek Doty, Sidney (OWH, LJS), Porter Mathews, O'Neill (OWH, LJS), Will Janssen, Syracuse (LJS), Garrett Schoen, Milford (LJS), Brandon DeAnda, Lakeview (LJS), Hunter Holle, Syracuse (LJS), Axel Jorgensen, Gothenburg (LJS), Grady Welke, O'Neill (LJS), Ryder Thiesen, Pierce (LJS), Jayce Hoffman, Chadron (LJS)
- CLASS C2: Jack Poppe, Doniphan-Trumbull (OWH, LJS), Colt Meyer, Ord (OWH, LJS), Brogan Benes, Boone Central (OWH, LJS), Kaleb Fenner, Yutan (OWH, LJS), Connor Heiderman, Battle Creek (OWH, LJS), Jordan Williams, Ord (OWH, LJS), Owen Sutter, Yutan (OWH, LJS), Rhodee Hill, Hershey (OWH, LJS), Madden Brabec, Wood River (OWH, LJS), Nolan Duzic, Malcolm (LJS)
- CLASS D1: Wes Biltoft, Sandy Creek (OWH, LJS), Brody Koehler, Johnson-Brock (OWH, LJS), Gatlin Davidson, Stanton (OWH, LJS), Hayven Stewart, Plainview (OWH, LJS), Christian Shaw, Sandy Creek (OWH, LJS), Kam Sealey, Sandy Creek (OWH, LJS), Tyson Jackson, Crofton (OWH, LJS), Gage Walton, Plainview (OWH, LJS), Kohen Lingenfelter, Plainview (OWH, LJS), Eli Fjell, Shelby-Rising City (OWH, LJS), Coy Vrbka, Shelby-Rising City (OWH, LJS), Alston Clark, Sandy Creek (OWH, LJS), Grant Jordan, Crofton (OWH), Ethan Latta, Dundy County-Stratton (OWH, LJS), Jeff Vrbka, Shelby-Rising City (OWH), Carson McDonald, McCool Junction (OWH), Brock Jeannoutot, Bloomfield (OWH, LJS), Brock Bailey, Dundy County-Stratton (LJS), Jacob Huxoll, Sutton (LJS), Owen Larsen, Pender (LJS), Preston Hoxhoven, Crofton (LJS), Preston Prochaska, East Butler (LJS)
- CLASS D2: Kotner Koch, Wynot (OWH, LJS), Briggs Ernst, Howells-Dodge (OWH, LJS), Tate Kvanvig, Mullen (OWH), Carson Sieber, Deshler (OWH, LJS), Hunter Luther, Howells-Dodge (OWH, LJS), Parker Schmidt, Wynot (OWH, LJS), Lane Heimes, Wynot (OWH, LJS), Dane Duryea, Anselmo-Merna (OWH, LJS), Wyatt Frey, Lawrence-Nelson (OWH, LJS), Maurice Robinson, Sandhills/Thedford (OWH, LJS), Oran Grint, South Loup (OWH), Caden Swanson, Loomis (LJS), Nicholas Gonzalez (LJS), Jackson Williams, Lawrence, Nelson (LJS), Eli Luther, Overton (LJS), Dashiell Coleman, Elmwood-Murdock (LJS)
- CLASS D6 (as selected by the 6-Man Coaches Association: Jacob Barber, (Southwest), Cody Holmgren (Crawford), Kayde Ramm (Stuart), Houston Billeter (Southwest), Gage Ely (Red Cloud), Kaycen Hanna (Arthur County), Landon Duester (Silver Lake, Deric Kelley (Southwest), Atreyu Kling (Pawnee City, Owen Littau (Stuart), Drew Schmaderer (Stuart), Kaleb Miller (Leyton)

MEMBER SPOTLIGHT

Thayer Central Community Schools



Mascot: Titans

Enrollment: 420 students

Location(s): Hebron, NE

Interesting Fact: Thayer Central is in Hebron, Nebraska. It also consists of Chester, Hubbell, Byron, Gilead, and Belvedere.

Fact: Chester, Nebraska, is known as the birthplace of 6-man football, invented in 1934 by Stephen Epler, a coach at Chester High School, as a way for small schools with limited players and finances to enjoy the sport during the Great Depression. The first game was played in Hebron, NE, and the game emphasized speed over size, quickly becoming popular in small communities.

Superintendent: **Eric Miller**

Principal(s): **Eric Hoops** – Elementary, **Bryan Solomon** – Secondary

Board of Education: President – **Rob Marsh**, Vice President – **Tysen Hissong**, Secretary – **Nate Casey**, **Jeremy Heitman**, **Karen Kroll**, **Thad Mumm**

Programs:

Special Education:

Thayer Central Community Schools would like to recognize our growing Special Education Department as it responds to the evolving needs of our students. Over the past three years, our special education population has grown by nearly 39 percent, a clear indication of both increased need and increased trust in the services we provide. In response, the district has expanded programming to include a Life Skills component, at each level, strengthening our ability to serve students with diverse learning and developmental needs. Most importantly, our students in this program continue to demonstrate measurable growth, increased independence, and meaningful success. This progress reflects the professionalism, dedication, and student-centered focus of our special education staff, whose work makes a lasting difference for students and families every day.

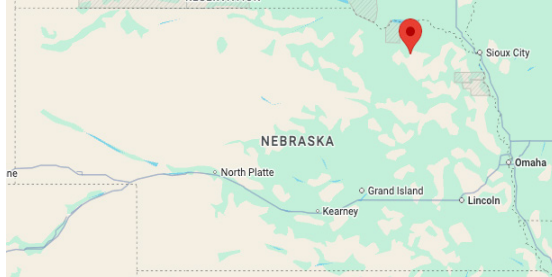
Vocal Music:

Mrs. Erin VanderSchaaf (pictured below), is in her 6th year at TCCS and has built an exceptional vocal music program that is visible across our school and community. From the elementary programs that sparks early enthusiasm for music, to meaningful 7–12 performances, Erin consistently creates authentic opportunities for students to grow and perform. Her students regularly represent the district with pride, through performing the national anthem at athletic events, selections to state-wide events, or community outreach at local nursing homes and churches. In the classroom, Erin exemplifies what it means to be a master teacher: she values every student, fosters inclusion through shared musical interests, and builds strong relationships rooted in respect. Erin's impact extends far beyond our music room, and Thayer Central is stronger because of her leadership, talent, and commitment to students.



MEMBER SPOTLIGHT

Wausa Public Schools



Mascot: Vikings

Enrollment: 210 students

Location(s): Wausa, NE

Interesting Fact: Strong Community Support for Student Opportunities:

Voters in the Wausa school district recently approved a \$2.15 million bond to upgrade and expand the school's sports facilities, demonstrating strong local commitment to enhancing opportunities for students both on and off the field. In 2020, Wausa Public Schools approved a 3 million dollar bond for upgrades to their school building, with an additional 1 million dollar donation for a new ITE/AG Building.

Superintendent: Brad Hoelsing

Principal: Shane Anderson - High School Principal, Heather Heimes - Elementary Principal

Board of Education: Mike Kumm, Katie Clausen, Amanda Nipp, Derek Cunningham, Brian Wakeley, Eric Wynia



Programs:

Exceptional Fine-Arts Tradition:

Corie Clausen is the dedicated K-12 band and choir director at Wausa Public Schools, where she leads both programs with passion and commitment, growing strong ensembles that bring music to life for dozens of students each year. Under her guidance, the Wausa High School marching band has earned top honors in its class at regional events, including winning its division at Wayne State College’s annual Band Day, showcasing the band’s precision, spirit, and musical excellence under her direction. Clausen’s choir program is equally vibrant – with around 30 students in high school choir and about 25 in high school band – and her students regularly compete in regional and state contests, as well as having a strong showing in both All state honor choir and Class D All state Band and Jazz band. Mrs. Clausen is building strong vocal skills and musical confidence for her students while representing Wausa across the region. Wausa High School’s One-Act Play program is a statewide powerhouse – under the directorship of Sheila Hoelsing, the team has qualified for the state play production contest for 20 straight years, winning 17 state championships and one runner up in play production in that timespan, showcasing a long tradition of excellence in theater and the arts. Mrs. Hoelsing’s program is a showcase program for the Wausa school district, something that the community has long supported, and holds incredibly high expectations for.



ITE/SHOP/WHIP:

Wausa Public Schools has partnered with Builders of the Future and the Wausa Economic Development Corporation to build a house for the community of Wausa. Wausa’s WHiP (Wausa High Internship Program) as well as the Skills USA and Builders of the Future has been instrumental in partnering with the economic development group in Wausa in providing students opportunities to learn about the trades while working in real world environments while giving back to our community through the building of houses in our community.

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 Update

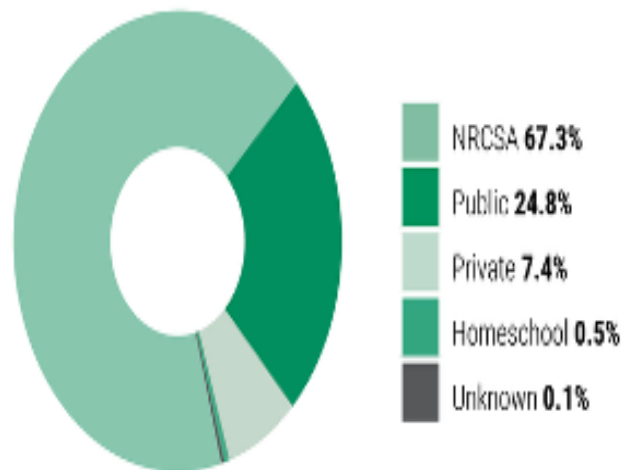
Free One-on-One Tutoring Now Available for All Nebraska Students

Nebraska SMART is helping students across the state reach their full academic potential through free, online tutoring available to all K–12 students. The program connects students with trained college tutors who provide personalized, one-on-one support in core subjects.

To date, Nebraska SMART tutors have completed more than **2,171** tutoring sessions, serving **868** students statewide. The program’s success is possible thanks to strong partnerships with schools and organizations across Nebraska like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.

868 STUDENTS SERVED

Since February 2024, 868 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.

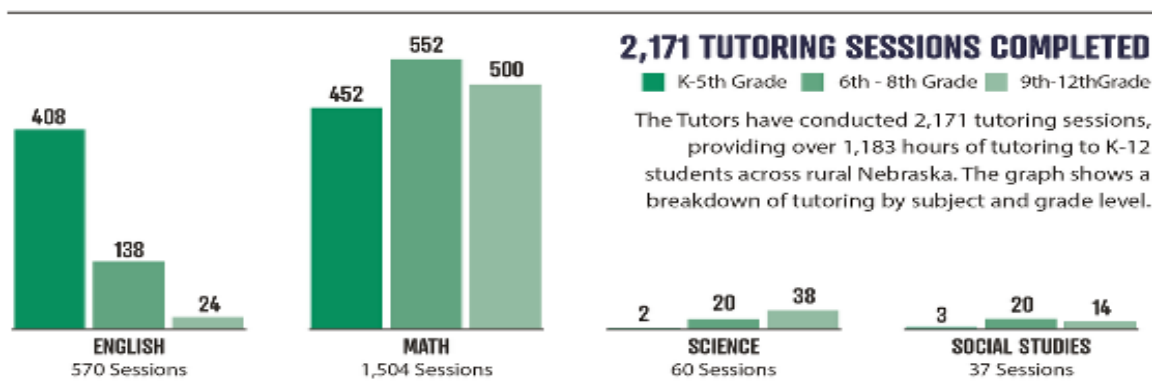


How to Access Tutoring

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

For NRCSA schools, Nebraska SMART offers a meaningful way to extend learning beyond the classroom without adding extra cost or staff burden. Teachers and school leaders are encouraged to share this opportunity with students and families and to remind them that free, one-on-one tutoring is just a click away. Please help promote this free service to your students and families by sharing our [flyer](#) (also available in [Spanish](#)).

Together, the Nebraska State Colleges, the Nebraska Department of Education, and NRCSA schools are making a statewide impact, helping every student build confidence, master challenging subjects, and stay on the path to success.



Together, the Nebraska State Colleges, the Nebraska Department of Education, and NRCSA schools are making a statewide impact, helping every student build confidence, master challenging subjects, and stay on the path to success.

To learn more or help your students get started, visit www.nscs.edu/nebraskasmart or contact Judi Yorges at [jyorges@nscs.edu](mailto: jyorges@nscs.edu).

As we hear concern from rural districts concerning moves in the national front regarding the Department of Education, the National Rural Education Association (NREA) and the National Education Association (NEA) have combined to share a website outlining the amount of federal funding that goes to public schools. The website can be accessed here:

[How Much Funding Does My Public School Get from the Federal Government](#)

Dr. Steven Johnson, a member of the NREA Executive Committee, provided a document entitled, “Strengthening Rural Communities Through Public Education”. Many of you had an opportunity to meet Steve at the NRCSA Spring Conference. His article may be accessed here:

[Strengthening Rural Communities Through Public Education](#)

The Center on Budget and Policy Priorities, along with the Food Research and Action Center, has drawn attention to the possibility that the Community Eligibility Provision (CEP) might be substantially altered. This change

could have a negative impact on several school districts in Nebraska. The following website provides a great overview of the concern and allows the viewer to go specifically to Nebraska to see how the change could affect districts.

[State by State Fact Sheet](#)

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](#)

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 National Rural Education Association (NREA) is proud to release Why Rural Matters 2025—the 11th edition in a long-standing series of reports that examine the contexts and conditions of rural education across all 50 states. This report continues the critical mission of drawing attention to the urgent need for policymakers, educators, and communities to address rural education challenges and opportunities within their own states.

Since its inception, the Why Rural Matters series has sought to make publicly available data more accessible and actionable. The overarching goal remains clear: to promote informed, civil dialogue about our shared civic responsibility to ensure that every student—rural or urban—has access to high-quality educational opportunities.

New in this year's edition is the inclusion of Bureau of Indian Education (BIE) schools. In his topical essay, Alex

Red Corn provides critical insights into the significance of BIE schools, which educate students from multiple tribes and nations with unique histories and cultures. The report carefully distinguishes between “states” proper and BIE schools while underscoring their shared place in the broader rural education landscape. The analyses and data presented in *Why Rural Matters 2025* are intended to inform policy discussions, guide decision-making, and inspire action. The report highlights states that have demonstrated measurable progress over time, highlighting examples where thoughtful policy interventions have led to improved outcomes for rural students. These stories of progress offer valuable lessons and serve as evidence that strategic, context-sensitive policies can make a tangible difference in the lives of rural learners.

Data used in *Why Rural Matters 2025* come from public sources: the National Center for Education Statistics (NCES), the United States Department of Education, the U.S. Health Resources & Services Administration, and the U.S. Census Bureau.

The National Rural Education Association is proud to launch the 2025 *Why Rural Matters* report, a project with a more than 20-year history of shaping the conversation about rural education. First conceptualized by the Rural Schools and Community Trust, the report has evolved into a vital resource for policymakers, educators, and communities. Today, NREA carries this important work forward, ensuring that the voices, needs, and strengths of rural schools and students remain at the forefront of education policy and practice nationwide. We are also grateful to the Rural Schools Collaborative, whose continued support strengthens NREA’s work on behalf of rural schools, educators, and students across the country.

I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters 2025](#)

The National Rural Education Association (NREA) 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](#)



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

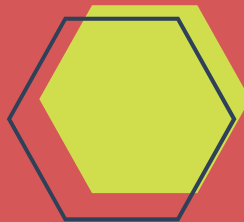


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

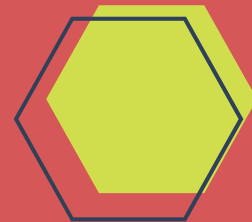


During the Game/Event

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, of which NRCSA is a member, works closely with the the Committee for Education Funding (CEF) on federal policy issues. Following is an update on education issues on the federal level from CEF:

I. Policy Intelligence and Education News

Department of Education's website is periodically offline – The Department of Education's (ED's) website (www.ed.gov) has been repeatedly offline today, with some of the career and technical education and adult education sites down since last night. I asked the education authorizing committee and Appropriations Committee staffers if this is related to the government shutdown and having no staff there to fix a technical problem or is this a statement of the Administration's intention to close ED; apparently it is an inadvertent technical issue. I wouldn't normally assume nefarious intentions, but this year has demonstrated that the Administration is working to dismantle ED from within. The website glitches serve to as a reminder that if there is information on the ED website that you regularly use, you should download it and save it elsewhere.

Judge extends order halting layoffs of federal employees during the shutdown – Yesterday a federal judge extended her original order that temporarily stopped the Administration from firing federal employees during the shutdown, which had included about 465 employees at ED. The Administration is now prohibited from making a reduction in force (RIF) during the government shutdown. So those employees given RIF notices in early October now likely have their jobs for the time being but most are furloughed and not being paid. See [CNBC article](#) for details.

Government shutdown continues – The government has been mostly shut down for more than four weeks now, with apparently no high-level talks about how to resolve the conflicts; the House has been in recess since mid-September. Proposals to pay specific groups of federal employees – those still working, or those at specific agencies – and to continue funding specific programs – such as SNAP benefits – have not passed the Senate. The impacts of the shutdown will be felt more widely this week as federal employees except for troops get no October paycheck, the Administration is not using a contingency fund to pay SNAP benefits on November 1 so 42 million beneficiaries will be without income for food, some federally supported programs that had been kept open this month with leftover funds will shut down, and Obamacare health care premiums for 2026 get posted that do not include a subsidy that

is expiring. These actions result from choices that Congress and the Administration are making. When there is a will to spend federal funds – for instance, for billions of dollars of tax breaks in Republicans' bill this summer, for an emergency response or financial bailout – or to cut funds – for instance, for student loans, for research, for SNAP benefits or Medicaid - Congress can pass legislation that spends more or cuts funding, or that provides a tax break or tax increase.

Fact sheets from House Appropriations Committee Republicans and Democrats – Yesterday both House Appropriations Committee Democrats and Republicans posted material that bolster their opposing positions:

Republican press release listing 300+ groups supporting the House-passed funding bill to reopen the government – The [press release](#) lists hundreds of organizations that support the House-passed bill, including many representing agricultural and business interests, the airline industry, chambers of commerce, veterans groups, and conservative interest organizations.

Democratic [fact sheet](#) about how Administration actions “make their shutdown more painful” – The Democratic fact sheet lists three ways that the Administration's actions are making the shutdown more painful for Americans: the mass layoffs announced in early October (now paused due to the District Court judge mentioned above, but I'd expect the Administration to appeal); executive orders to cancel funding to specific cities or state led by Democrats; and delaying or withholding funding for programs that have a source of funding available, like SNAP and some emergency assistance programs.

Three 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](#)

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.



Since 1967, Farris Engineering has helped rural Nebraska school districts plan and phase facility improvements to maximize funding opportunities, stretch budgets, and support long-term success. Through comprehensive facility assessments, master planning, and thoughtful MEP design, we help schools set priorities, reduce operating costs, and create flexible learning spaces that adapt to student needs.

Phasing is key to the success of rural facilities. By breaking projects into manageable steps aligned with grants, bonds, and budgets, districts can address aging infrastructure without straining resources. Our recommendations optimize costs across the lifecycle to boost building performance, cut energy use, and improve comfort while staying on budget.

Efficient HVAC, lighting, and controls deliver major long-term savings. Simple, smart systems help districts reduce utility costs, improve reliability, enable technology-rich classrooms, and qualify for incentives. These strategies matter in rural areas, where staffing is limited, and systems must be robust and easy to operate.

Farris has served many NRCSA districts, including Gordon-Rushville, Hemingford, Mitchell, Chambers, Mullen, Meridian, Hershey, and Ponca, providing assessments, energy audits, HVAC upgrades, technology-ready infrastructure, and cost-effective renovations. Our focus: safe, comfortable, efficient spaces for students to thrive.

As a 100% employee-owned firm with offices in Sidney, Lincoln, and Omaha, NE; Council Bluffs, IA; Colorado Springs and Sterling, CO; and Kansas City, MO, we take great pride in supporting the rural schools that anchor our communities. We are honored to partner with NRCSA to help districts plan wisely, invest strategically, and build facilities that serve students for decades.

Project Spotlight: Hershey Public Schools Activity Center & Renovations Hershey, NE • 55,000 SF Renovated + 30,000 SF New Construction

The Hershey Public Schools Activity Center and Renovation project shows how Farris Engineering modernizes rural districts by helping them update facilities with strategic phasing, MEP design, and budget-conscious planning. This multi-year Activity Center and Renovation project turned a 1959 building into adaptable, future-ready learning spaces while maximizing long-term value.

Farris renovated 55,000 square feet, creating modern K-12 spaces, updated high school classrooms, and dedicated areas for Title I, Speech, and Special Education. The former gymnasium was converted into a PreK-12 Media Center and Collaboration Space, serving as a key hub without the need to build new facilities.

Beyond refurbishing existing spaces, the district added 30,000 square feet—including a cafeteria, kitchen, Health Science area, multipurpose room, and new locker rooms. Farris' MEP and life-safety design improved ventilation, lighting, comfort, and reliability to support modern classrooms.

Safety was a key focus. Farris provided new fire alarm and suppression systems, enhanced building controls, infrastructure for a secure entrance, and upgraded intercoms. These updates ensure safety and easy maintenance—important for rural districts with limited staff.

This project shows how phased improvements, smart mechanical, electrical, and plumbing (MEP) planning, and community-driven investment help rural Nebraska schools expand capacity, improve instruction, and reduce operating costs. It also highlights Farris' collaborative approach: practical, energy-efficient, maintainable systems built to serve students for decades.

Nebraska Rural Community Schools Association

Hershey Public Schools Activity Center & Renovations by Farris Engineering





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

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

Farris Engineering

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



Roofing and Building Maintenance

Tremco Roofing

Jim Wolfsohn
3735 Green Road
Beachwood, OH 44122
Phone: (909) 302-0617
jim.jwolfsohn@tremcoinc.com



construction | the people you build with

MCL Construction

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



Voss Lighting

Mike Little
4624 S 140th St
Omaha, NE 68137
Phone: (402) 850-9789
mike.little@vosslighting.com



Network For Educator Effectiveness (NEE)

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



WILKINS

ARCHITECTURE | DESIGN | PLANNING

Wilkins Architecture, Design, Planning

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



Blue Ribbon Supporters



Albireo Energy



Blue Cross Blue Shield of Nebraska



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First National Capital Markets



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Kearney Visitors Bureau



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BD Construction

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Boyd Jones Construction

BVH ARCHITECTURE

BVH Architects



Cariina



Franklin Covey Education



On to College



RMV Construction



Sampson Construction



Student Assurance Services



Trane Technologies

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.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

Student Achievement

2024-2025 Dual Credit Information

95

of Arlington students that earned college credit

1,722

Total Credits Earned

17% Increase in Students Earning Credits through Metropolitan Community College

Class of 2025 Data

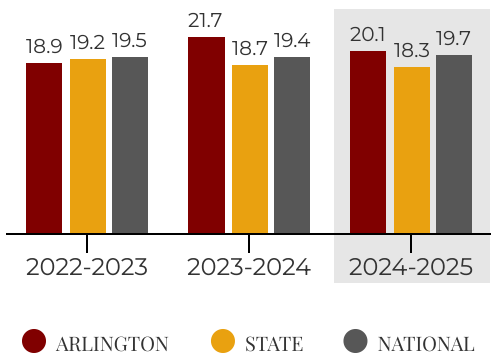
Total # of 2025 Arlington Graduates **44**

100%
Graduation Rate

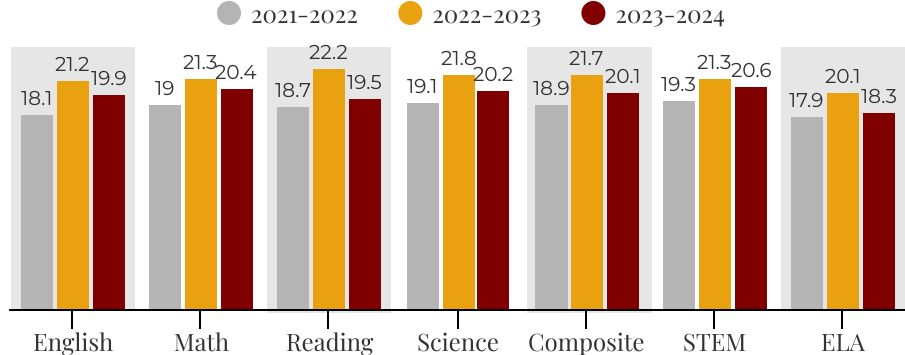


30 # of graduates that received at least one scholarship → **\$3,759,376**
Total dollar amount of scholarships earned by Class of 2025

2025 ACT Average Composite Score

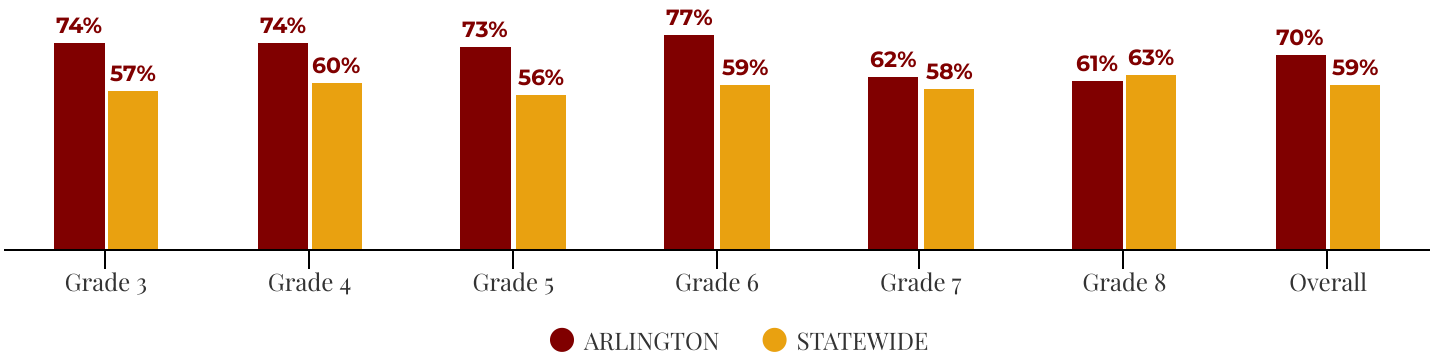


ACT 2025 Average Score by Subtest

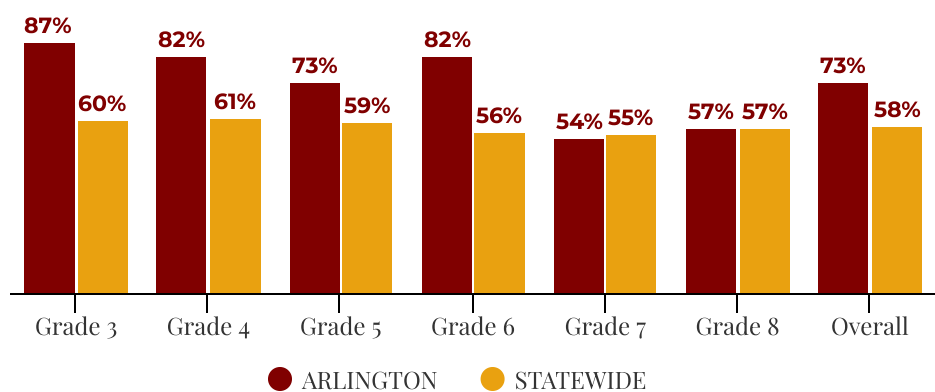


*Results represent students enrolled full-time in Arlington Public Schools.

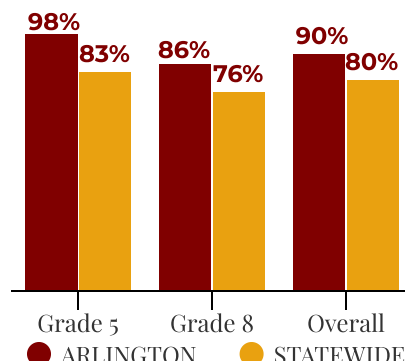
2025 NSCAS English Language Arts Percent Proficient



2025 NSCAS Mathematics Percent Proficient

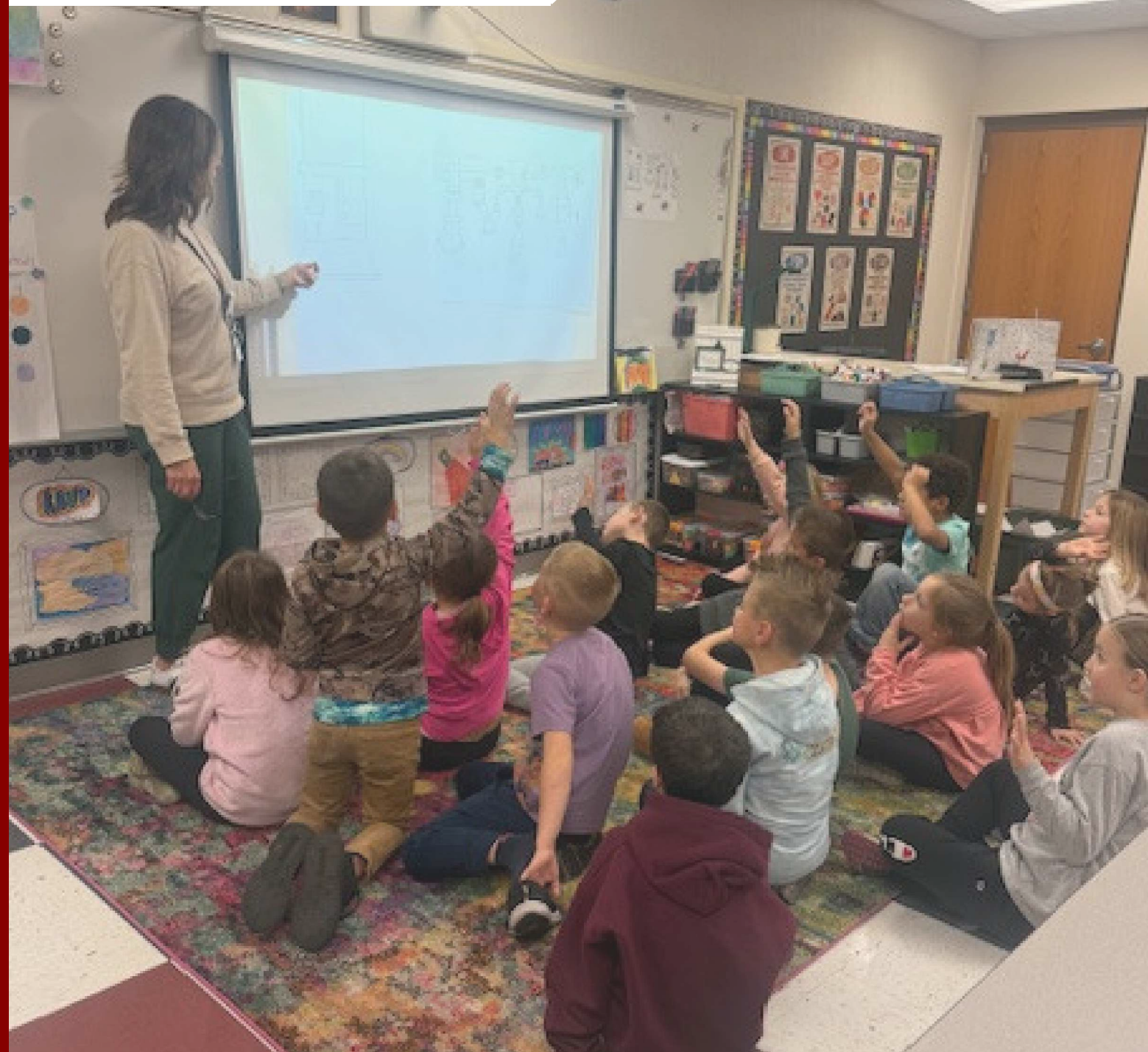


2025 NSCAS Science Percent Proficient



2024-2025 Annual Report

Soaring to Excellence



Arlington Public Schools
705 N. 9th Street
Arlington, NE 68002
www.apseagles.org
facebook.com/apseagles.org

High School Office
PH: 402-478-4171
Elementary Office
PH: 402-478-4121

Superintendent's Office
PH: 402-478-4173
Fax: 402-478-4176



Annual Report

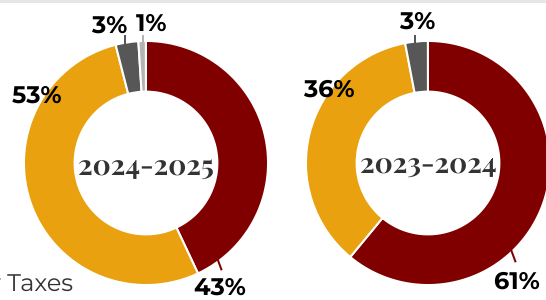
This Annual Report is intended to provide a 'snapshot' of information for district patrons. All of the information is based upon the **2024-2025** school year. We encourage you to visit our schools and to take an active role in the education of Arlington students. This report is produced by the superintendent's office and all comments and questions concerning this report should be directed to the superintendent's office at **402-478-4173**.

District Goals:

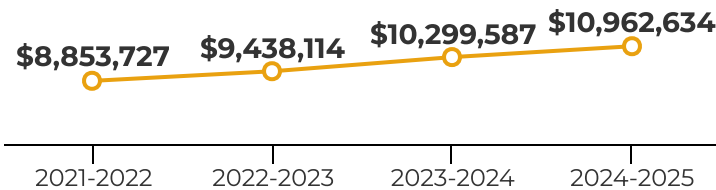
1. Maximize district resources to provide quality facilities and educational programs.
2. Work proactively with the community to improve the educational and enrichment programs.
3. Provide quality facilities to enhance educational programs and extracurricular programs.
4. Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.
5. Research, develop and implement a school-wide plan to support mental, emotional, and behavioral health concerns of all students.

School Finance Receipts

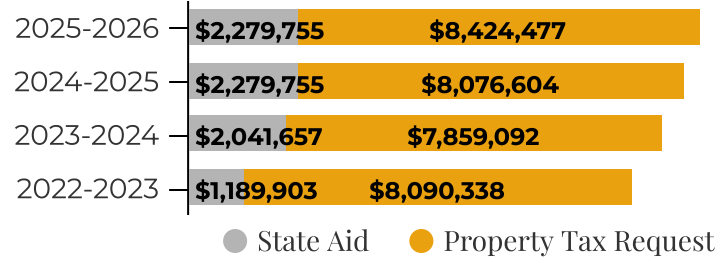
- Federal
- State
- Other
- Local/Property Taxes



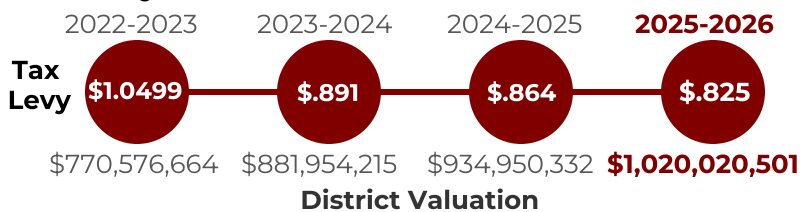
Total General Fund Disbursements



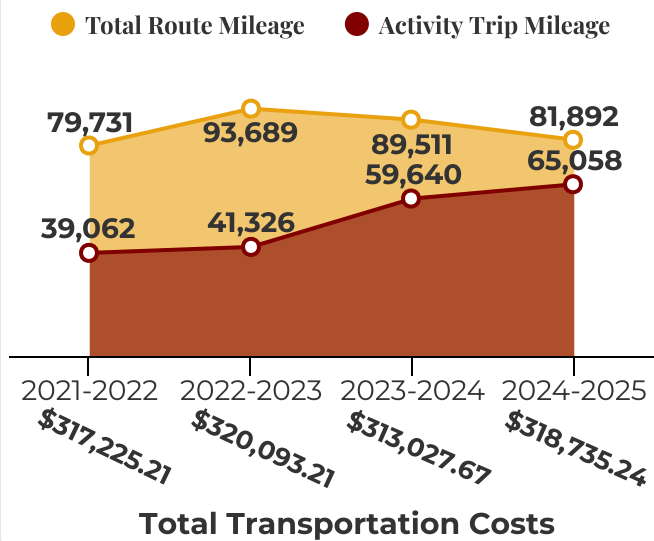
State Aid and Property Tax Request



Mill Levy and Valuation



Transportation Facts & Figures



Number of School Meals Served (K-12)

	Breakfast	Lunch
2024/25	8,447	75,379
2023/24	9,439	78,709
2022/23	10,103	79,979
2021/22	22,775	83,949

Certified Staff Data

	Avg. Teacher Salary	Avg. Years Experience	% w/Masters Degree/Higher
24/25			
Arlington	\$64,354	13.00	63.00%
State	\$63,527	14.00	59.00%
23/24			
Arlington	\$64,741	13.00	70.00%
State	\$60,378	14.00	59.00%
22/23			
Arlington	\$62,106	12.30	62.82%
State	\$58,923	13.86	58.25%
21/22			
Arlington	\$62,106	13.56	62.16%
State	\$58,923	13.94	57.72%

Our Mission

"The Mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society."

Student Population Characteristics

Enrolled in Special Education
ARL- 14.97% STATE- 17.07%

Mobility Rate (Moving In/Out During Year)
ARL- 1.54% STATE- 3.65%

Eligible for Free/Reduced School Meals
ARL- 24.93% STATE- 50.53%

702

Total PK-12 Students in 2024-2025

2023/24 - 709 Students
 2022/23 - 691 Students
 2021/22 - 710 Students
 2020/21 - 689 Students

Parent-Teacher Conference Data

	Fall 2023	Fall 2024	Fall 2025
AES	97%	96%	96%
AMS	58%	57%	52%
AHS	36%	40%	39%

PK-12 Enrollment

Fall Membership 2024-2025

Pre-school	26
Kindergarten	46
1st Grade	52
2nd Grade	46
3rd Grade	51
4th Grade	56
5th Grade	39
6th Grade	56
7th Grade	55
8th Grade	49
9th Grade	65
10th Grade	61
11th Grade	56
12th Grade	44
Total PK-12	702

PK-12 Daily Attendance Data

2024/25	ARL	95.63%
	State	92.8%
2023/24	ARL	95.54%
	State	92.59%
2022/23	ARL	93.6%
	State	92.5%
2021/22	ARL	95.35%
	State	92.28%
2020/21	ARL	95.71%
	State	93.21%

AHS Student Participation Data

	Athletics	Activities
2024/25	70%	72%
2023/24	67%	71%
2022/23	64%	69%
2021/22	62%	66%
2020/21	68%	66%

% of Students involved in at least one school sponsored activity

Highlights

High School

- Partnered with Metropolitan Community College to offer a variety of courses: **95 students earned 1722 credit hours**
- Implemented **new Math curriculum**
- Inducted **5 individuals and 1 FBLA team** into the **Arlington Hall of Fame**
- ArloStriv** broadcast multiple state events
- Partnered with United Way to offer a new class: **Jobs for America's Graduates**

Elementary School

- Implemented **Envisions Math curriculum** for Grades K-6
- Launched **S.O.A.R.**, a new **Behavior Management system** to promote positive behaviors
- Promoted being **Safe, Owning behaviors, Active listening, and Respect** through S.O.A.R.
- Continued **Eagle Pride Initiative** with **Eagle of the Month program** to promote school spirit

Activities Program

- 102 Scholar Athletes**
- State **Cross Country**: Boys' Team & 2 Girls Qualified
- Hailey O'Daniel- State Cross Country Champion**
- State Girls **Wrestling: Kelise Cook-Krivohlavek- State Runner Up**
- State Girls **Basketball** Qualifier
- State **Track** 8 Qualifiers
- FBLA** 31 National Qualifiers
- FBLA E-Sports** 2nd Place, **Business Management** 3rd Place

Follow us on Twitter: [Arlington Schools @ArloEagles](#) [Arlington Activities @ArloEaglesSport](#)

Community Engagement Meeting Question Bank

1. What are the districts' greatest strengths or accomplishments that we should preserve and build upon?
2. What programs, initiatives or partnerships have been especially effective in serving students?
3. What unique assets does our community have that could support student success?
4. Identify the points of pride, accomplishments, and achievements of the school district.
5. When you think about an ideal school district, what does success look like?
6. What do you most want students to know, do, and become by the time they graduate?
7. In what ways should the district reflect the needs and values of the broader community?
8. Identify the challenges that currently impact or may impact the district and community in the future.
9. Identify the knowledge and skills a student should possess as a graduate of this school district.
10. What more can the district do to attract students/families to the area to increase enrollment?
11. Identify what you believe are the key areas the district might focus on to improve and expand learning facilities and grounds. (*Functionality of learning space, Safety, and security, building access and parking, Capacity to support student enrollment, Building maintenance, Extracurricular facilities, and grounds, Other*)
12. If you could implement one change to benefit student success, what would it be?
13. What barriers do students face that may prevent them from achieving academic success?
14. How can the school district strengthen its partnerships with families, businesses, and organizations in our community(ies)?
15. What would make you feel more connected and informed about the district's work?
16. In what ways would you like to be more involved in supporting students or district initiatives?
17. If the district could focus on only 2-3 major priorities over the next five years, what should they be?
18. How should the district measure its progress and share the results with the community?
19. What new ideas, innovations, or practices should the district consider exploring?
20. What steps could be taken by the district to ensure every student feels valued and included?



InstructionGeneral Policy Statement

The Board of Education delegates to the Superintendent the responsibility of maintaining the program of instruction and extracurricular activities.

The instructional program and extracurricular activities shall meet the accredited school system standard of the State Board of Education through the Nebraska Department of Education, Federal regulations, Nebraska School Activities Association regulations and the policies of the Board of Education.

The professional staff is responsible for the development of educational and activities programs which meet the objectives of Arlington Public Schools.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017, January 13, 2020

InstructionScope of Instructional Program

- A) The District shall provide instruction suitable to the needs of all who are legally eligible to attend school in the District.
- B) Except for special types of instruction, the instructional program may be arranged in units commonly designated as grades, each grade approximately the work of one (1) year. Such a program of instruction shall be organized into schools or other administrative units as follows:
 - 1. The elementary school shall provide for the instruction of children kindergarten through sixth grade.
 - 2. The secondary school shall provide for the instruction of children in grades seven (7) through twelve (12). Within the secondary school grades seven (7) and eight (8) may be treated as separate from grades nine (9) through twelve (12).
 - 3. Instruction appropriate to the needs of the community and individuals may be provided for adults and others beyond the age required to attend school.
 - 4. Departures from the above noted organizational plan for instruction may be made by the Superintendent of Schools upon approval of the Board of Education.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017, January 13, 2020, Jan 9, 2023

Instruction

The Program of Instruction

The minimum program of instruction in the schools shall be that prescribed by the statutes. The statutory curriculum may be augmented and extended to provide for the educational needs of individual pupils and differing areas in the School District.

Legal Reference: Rule 10: ESSA

Date of Adoption: February 13, 2017

Reviewed: January 13, 2020, January 9, 2023

InstructionSchool Calendar

The superintendent will develop a calendar that will accommodate all the planned experiences and activities the school district provides and fulfill the intent of Board Policy, Administrative Regulation, State Statute, and Rules and Regulations of the Nebraska State Board of Education.

No later than March board meeting of the preceding year, the Board of Education shall approve the school calendar. Arlington Public Schools will have a school year consisting of at least (a) for grades up through grade eight, the time equivalent to 1,032 hours and (b) for grades nine through twelve, the time equivalent to 1,080 hours.

In addition, school shall be in session for students in kindergarten through grade twelve for a minimum of 178 days per school calendar year. The superintendent will develop a contingency plan for making up lost days in session if such days are lost to inclement weather or other reasons that cause school to be cancelled. Exceptions to the school calendar or days in session may be approved by the Board, but any deviations to instructional hours or days in session shall not conflict with laws of the State of Nebraska nor with rules and regulations of the State Board of Education or Department of Education.

The school calendar shall include, but need not be limited to, days for student instruction, staff development, in-service days, or teacher conferences.

Date of Adoption: February 13, 2017
Reviewed: January 13, 2020, January 9, 2023

InstructionClassroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

Date of Adoption: August 24, 2020
Reviewed: July 12, 2021; January 9, 2023

InstructionSchool Day for Students

The school day shall be scheduled in such a way that students are given the best opportunity for their educational growth and development. The Board of Education recognizes that the instructional program includes academic classes, Teacher Advisement Period or similar time allotments, athletics, activities, contests, assemblies, clubs, recess, field trips, passing time and other planned instructional activities. The Board of Education further recognizes from time to time these compete for the attention of individual students and professional staff. It is the intent of the Board of Education that the first priority be given to the regular instructional program during the hours that school is in session. Therefore, effort should be made to limit, as much as possible, students and teachers missing school for participation in activities other than the academic program. Within this framework, the superintendent should try to maintain a balanced program of academic studies and other instructional activities within the total instructional program. The length of the day, and the arrangement of time segments within it, need not be uniform for all grade levels.

- A) The length of the school day shall not conflict with laws of the State of Nebraska nor with rules and regulations of the State Board of Education or Department of Education.
- B) The hours of opening and closing each type of school shall be determined by the Superintendent of Schools. The superintendent is authorized to modify these hours and/or suspend operation of schools when, in his judgement, disruptions, weather, act of God or any other conditions dictate the he do so for emergency reasons to protect the health and safety of students and staff members. The superintendent may authorize changes to daily school schedule to accommodate special events or other circumstances that may occupy a portion of the day.
- C) In designing the student day, the following considerations are to be met:
 - 1. The learning activities of each student are carefully guided and supervised.
 - 2. Each student has opportunities to receive individual assistance from teachers outside of the regular school day.
 - 3. Parents shall be informed of late starts or early dismissal.
 - 4. Early dismissal for student employment shall be tied to the curriculum and subject to approval of the building administration. Early dismissal of other students shall be reasons of health, etc., and must be validated by the student's parent or guardian.
 - 5. Principals may also approve requests to reduce the school day for individual students within the following guidelines:
 - a) An unusual set of circumstances, which would prevent the student from continuing his or her education.

- b) Prolonged illness, physical or psychological disability, or other disability, which would prevent the student from educationally benefitting from a regular school day.
 - c) The existence of unusual circumstances, which indicate the program of the school, can no longer meet the needs of the student.
 - d) Severe financial hardship of the family requiring a secondary student to be employed or to provide childcare for a sibling.
 - e) Instructional time requirements as documented in the verified handicapped student's Individual Education Program (I.E.P.).
6. Changes in the school day shall be subject to the approval of the Superintendent.

Date of Adoption: February 13, 2017
Reviewed: January 13, 2020; January 9, 2023

InstructionElectronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: July 14, 2025

Instruction

School Day for Staff

Unless otherwise specified by the Superintendent, members of the professional staff shall be on duty during contracted hours to plan and to carry out their individual professional responsibilities as determined by the Superintendent and the building principals.

Teachers shall make arrangements to be available to students during duty hours.

Date of Adoption: February 13, 2017

Reviewed: January 13, 2020; January 9, 2023

Instruction

Emergencies

All employees of the school system are responsible for promoting the safety of students.

Procedures for fire, civil defense, and other emergencies shall be maintained.

Legal Reference: §79-706

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017, January 13, 2020; January 9, 2023

InstructionFire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded

Crisis Plans

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Legal Reference: Neb. Rev. Stat. §79-706

Date of Adoption: August 10, 2015

Reviewed: February 13, 2017, January 13, 2020; January 9, 2023

Instruction

Emergency Dismissal or Cancellation

Except for those dates designated on the school calendar, school shall not be dismissed or canceled except by action of the Board of Education or in emergency situations as determined by the Superintendent.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017, January 13, 2020; January 9, 2023

InstructionCeremonies, Observances, and the Pledge of Allegiance

Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the Superintendent on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session. In addition, appropriate exercises may be held for Flag Day and State Fire Day.

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Each of the District's schools shall establish a period of time during the school day, when a majority of the students are scheduled to be present, during which time students will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Student participation in the recitation of the Pledge of Allegiance shall be voluntary. Students not participating in the recitation of the Pledge of Allegiance shall be permitted to silently stand or remain seated but shall be required to respect the rights of those students electing to participate.

Legal Reference: Neb. Rev. Stat. Sections 79-705; 79-707, 79-708, 79-724; and NDE Rule 10
70 Federal Register 55507 (Constitution Day)

Date of Adoption: August 24, 2020
Date of Review: January 9, 2023

InstructionSafe Schools Policy

It is the mission of Arlington Public Schools to provide a safe, secure, drug-free and welcoming environment for all students, staff and community members. The administration is authorized and directed to adopt such regulations and take such actions as determined appropriate by the board of education to advance the mission of providing safe schools. Such regulations and actions may include, but not be limited to, school security measures, such as use of metal detectors, surveillance, searches and seizures, and security officers, as well as staff training and student educational programs.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017, January 13, 2020; January 9, 2023

Instruction

Curriculum Review Cycle

	BUSINESS & INDUSTRIAL TECH/AGRICULTURE	MATH	SOCIAL STUDIES	FINE ARTS & FOREIGN LANGUAGE	SCIENCE	FAMILY & CONSUMER SCIENCE, HEALTH AND PHYSICAL EDUCATION	LANGUAGE ARTS
Research & Development	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Adoption (Budget Year for Purchasing)	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Implementation	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Refinement	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31

Date of Adoption: February 13, 2017

Reviewed: January 13, 2020; January 9, 2023

InstructionObjectives of the Instructional Program

Arlington Public Schools has designated as its objectives the following:

Our school shall enable each student to react to his environment as a total being by:

- A. Aiding each student in acquiring fundamental skills and knowledge that will engender in each student a sense of personal worth and direction most beneficial to himself and society. This shall be accomplished through:
 1. Selection and using subject matter and facilities appropriate to the development of specific skills and knowledge.
 2. Setting standards of achievement so that every student can experience some degree of success.
 3. Providing equal opportunities for all students, fully realizing that not all students have the same talents and capacities for learning.
 4. Finding relationships which exist among the curricular studies.
 5. Finding relationships which exist between the curricular studies and the extra curricular activities.
 6. Aiding the student to recognize the value of the past as a developmental influence on aesthetic, humanistic and creative ideals for the future.
 7. Recognizing scholastic achievement and marks of improvement.
 8. Recognizing social and civic contributions made by students.
- B. Providing an environment in which freedom is regarded as a responsibility for administrators, teachers, and students. This shall be accomplished through:
 1. Providing direction and substantial meaning whereby respect for each other shall be paramount and reciprocal.
 2. Emphasizing the necessity of respect for public and private property as well as dignity of all work.
- C. Maintaining an environment conducive to good physical and mental health. This shall be accomplished through:
 1. Providing activities which have as their goal the development of physical fitness.

2. Providing activities in which all students can experience some measure of success.
 3. Allowing for creative response through music, art, dramatics and physical education.
 4. Providing programs of specialization to meet specific needs of the student; such as speech therapy, remedial reading, guidance counseling and student health.
- D. Providing a means of public relations. This shall be accomplished through:
1. Keeping the public informed as to current happenings in all phases of the school's activities.
 2. Allowing the public to participate in the development of the school policies and programs.
 3. Making available to the public opportunities to discuss current educational interest.
 4. Attempting to develop good relationships among students, teachers, administrators, parents and the community at large.
- E. Selecting for employment, administrators and teachers who have the inspiration, dedication and factual competence to put into effect the philosophy and objectives of Arlington Public Schools. This shall be accomplished through the auspices of the administration and the Board of Education as designated by the procedures set forth in the Board Policies of the Arlington Public Schools.
- F. Establishing a program of continuous evaluation of the entire school system that it might determine the measure of success of the philosophy and the objectives of Arlington Public Schools. This will be accomplished through coordinating the evaluative efforts of the students, teachers, administrators, specialists, and the entire community.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017, January 13, 2020; January 9, 2023

Business OperationsInternal Controls

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

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

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

Legal Reference: 2 C.F.R. § 200.303.

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

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

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

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

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

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

- 1) A procedure for micro-purchases (Under \$15,000);
- 2) A procedure for simplified acquisition thresholds (between \$15,000 to \$350,000);
- 3) A procedure for sealed bids (over \$350,000);
- 4) A procedure for competitive proposals (with an explanation for why sealed bids were not accepted if over \$350,000); and
- 5) A procedure for noncompetitive bids.

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

Cross-Reference: Policies 3130 & 3131.

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

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

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

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

Legal Reference: 2 CFR §§ 200.310-200.313.

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

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

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

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

Legal Reference: 2 C.F.R. § 200.213.

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

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

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Travel Costs: Travel costs (including transportation, lodging, subsistence, and related items) incurred by an employee who travels on official business for a federal award may only be charged to the federal award on an actual cost basis, a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The District will ensure that the method used will be consistent with the method normally allowed in similar circumstances in the District’s other travel and Board Policies. Any travel costs charged directly to a federal award must be documented to justify that (1) the individual’s participation is necessary for the federal award and (2) the costs are reasonable and consistent with the District’s travel costs and expectations. All travel costs must be reasonable and not in excess of what the District typically allows for other travel. All reasonable rates and amounts will be consistent with the rates and amounts established under 5 U.S.C. 5701-11.

Legal Reference: 2 C.F.R. § 200.475

Date of Adoption: [Insert Date]

Business Operations

Procurement Plan – School Food Authorities

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

Procurement Policy

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

- When the annual total for food service program related items is less than \$350,000 (simplified acquisition threshold) per procurement event or in aggregate purchases this organization will follow the informal simplified acquisition threshold procedures.
- When the annual total for food service program related items is greater than \$350,000 (simplified acquisition threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$15,000 made with a vendor [2 CFR 200.320(a)].

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

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

Simplified Acquisition Threshold Procedures

For purchases made below the simplified acquisition threshold, simplified acquisition threshold procedures will be utilized to purchase necessary goods and services. When simplified acquisition threshold procedures are used, this organization will take the following steps:

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

Formal Competitive Solicitation Procedures

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

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

(Note: If the simplified acquisition threshold established in the sponsor’s procurement policy statement is less than \$350,000, the smaller bid threshold will govern.)

Procurement Summary

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

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

- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority, veteran-owned, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
 2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
 3. A cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold including contract modifications. [2 CFR 200.324(a)]
 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
 5. Place and confirm orders with vendors or make plans to purchase the required items.
 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
 7. To work with vendors on a fair and equal basis.
 8. To conduct an in-house procurement review once per year.

Date of Adoption: [Insert Date]

Summary of Settled Upon Items for the 2026-2027 Master Agreement between Certificated Teaching staff and the Arlington Board of Education:

Base Increase of \$400: New Base, \$42,150

Contract Days: 185; Eliminates one working day from the calendar, it may not be a student contact working day, and it may not come from the beginning or end of the year. Is aligned with the contract days in our array of schools

Increase Sick Leave Buy Back: For qualifying employees, the buy-back rate for unused sick time over 35 days will be \$100 per unused day (was \$50 per day)

Added to worker pay:

- Shot Clock worker
- Digital Score Board Worker
- If an event is on a non-working day (i.e. Saturday, or a “no school” day) the pay will increase by \$10 per event

Added Short Term Disability Use Guidelines addendum into the contract language

Added Early Retirement Incentive Plan as addendum to master agreement

Cleaned up and removed obsolete language regarding cash-in-lieu and sick leave bank days contribution

Projection
for \$42,150

186

106.1810

42,150

1,500,146

5,177,191

6,677,337

\$259,570

4.04%