

Board of Education Regular Meeting
Monday, February 9, 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. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3.
 - Resignations: Mrs. Anna Combs, Secondary Spanish Foreign Language
 - Hires:
 - Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
 - Industrial Arts
 - 1st Grade
5. PRINCIPALS' REPORTS
 - 5.1. Mr. Shada's Activity Report
 - 5.2. Dr. Morgan's Elementary Report
 - 5.3. Mr. Pfingsten's Secondary Report
6. SUPERINTENDENT'S REPORT
 - 6.1. Discussion of Bus Pick Up/Drop Off for 2026-2027 School Year
 - 6.2. Supt Leave Log Review
 - 6.3. Finalize Date and Location for Board Retreat in March
 - March 16, 2025 at 5:00
 - Location TBA
 - 6.4. NASB and NRCSA Reports
 - NRCSA new Exec Director beginning July 1, 2026 will be Paul Sheffield, former Superintendent of Exeter-Milligan
 - 6.5. Discussion of Kindergarten Round-Up Enrollment Numbers for 2026-2027
 - 6.6. Legislative Update
7. COMMITTEE AND REPRESENTATIVE REPORTS
 - 7.1. Buildings and Grounds Committee
 - 7.2. Negotiations Committee
 - Set Date and Time for Non-Certificated and Admin/Director Salary Negotiations
8. NEW BUSINESS

- 8.1. Discuss, Consider, and Take Necessary Action to Approve Firewall Five-Year contract
- 8.2. Discuss, Consider and Take Necessary Action to Approve Purchase/Installation of Vehicle Lift at Bus Barn
- 8.3. Discuss, Consider, and Take Necessary Action to Approve 2026-2027 District Calendar as Presented
- 8.4. Information Regarding Board of Education Self-Assessment Tool for Discussion
- 8.5. Review Policies 6210-6500's:

- 6210- Curriculum-Development and Adoption
- 6211- Curriculum - Assessments Security
- 6212- Assessments - Academic Content Standards
- 6213- Reading Instruction and Improvement
- 6215- Collection of Information Relating to Dyslexia
- 6220- Experimental Innovative Program
- 6230- Curriculum Guides
- 6240- Homework
- 6241- Purpose of Homework
- 6260- Guidance
- 6270- Field Trips and Admin Reg
- 6280- Activities
- 6281- Activity Funds Management
- 6282- School Colors
- 6283(A)- Return to Learn Concussion and Protocol
- 6284- Initiations and Hazing
- 6286- Return to Learn from Cancer
- 6288- Artificial Intelligence
- 6290- Dedication and Commencement
- 6300- Review of Instructional Materials
- 6310- Textbook Loan (obsolete)
- 6320- Parent Requests for Exclusion
- 6360- Recognition of Religious Beliefs
- 6361- Acknowledgment of Religious Holidays
- 6362- Religion in the Curriculum
- 6363- Purpose of Religions in the Curriculum
- 6370- Multicultural Education
- 6380- Affirmative Action Instruction Programs
- 6390- Controversial Issues
- 6391- Controversial Issues in the Classroom
- 6400- Parent Involvement
- 6410- Family Engagement Policy
- 6500- Free and Reduced Price Meals

9. ADJOURNMENT

Monday, January 12, 2026 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Chase Kratochvill called the meeting to order at 7:10pm

1.2. Roll Call

Motion to excuse the absence of Shanon Willmott from tonight's meeting due to illness. Mrs. Willmott was present via zoom. Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

Present at meeting: Jason Arp, Cassie Flesner, Chase Kratochvil, Brian Laaker, Steve Slykhuis. Shanon Willmott was present via zoom.

Also Present were Principals Aaron Pfingsten, Jacque Morgan, Athletic Director James Shada, Superintendent 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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. ANNUAL BUSINESS

3.1. Administer Oath of Office to all Board Members

Dr. Lewis administered the oath of office to all board members.

3.2. Election of Officers

- President
- Vice President
- Treasurer

Nominations for the following officers:

President : Chase Kratochvill nominated by Jason Arp and Steve Slykhuis Motion of nominations cease by Steve Slykhuis and 2nd by Jason Arp All in favor with Kratochvill abstained with conflict

Vice President: Cassie Flesner nominated by Jason Arp and 2nd by Brian Laaker Motion to vote for Mrs. Flesner as vice president by Arp and Laaker All in favor with Flesner Abstained

Treasurer: Jason Arp and Brian Laaker both nominated. Board members voted by paper ballot Laaker won by vote of 3- 2

3.3. Appointment of Board Committees

Committees will remain as assigned.

3.4. Appoint KSB and PGH&G Law Firms as Official Legal Counsel to Board and Superintendent

Motion to appoint KSB and Perry Law Firm as Official Legal Counsel to Board and Superintendent 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

3.5. Appoint RVR Bank as Official Depository for All District Funds

Motion to appoint RVR Bank as official depository of district funds. Passed with a motion by Cassie Flesner and a second by Jason Arp.

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

3.6. Distribute Conflict of Interest Forms for Board Members

Forms will be distributed to all board members in the upcoming days- Dr. Lewis will update the forms and get to board members this week.

3.7. Approve Washington Co. Enterprise as Official Newspaper of the Board of Education

Motion to appoint The Washington Co Enterprise as official newspaper of the district. Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

3.8. Appoint Superintendent as District Non-Discrimination Compliance Coordinator

Motion to appoint Dr. Lewis as District Non-Discrimination Compliance Coordinator. Passed with a motion by Cassie Flesner and a second by Jason Arp.

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

3.9. Appoint Supt as Secretary and Business Manager as Recording Secretary to the Board of Education

Appoint Supt as Secretary and Business Manager as Recording Secretary to the Board of Education 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

4. 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

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

Dawn Klein, Michaela Curran, and Shawna Tierney were present from the Math Department. Tamara Loberg and Chaleigh Mattson were present from the Kindergarten Department and Anna Hornung was present for Preschool Department. All departments presented to the board and were available to answer questions from the board.

6. PRINCIPALS REPORTS

6.1. Curriculum Director Report

- Detailed 2024-2025 NSCAS Data

Tashia Wolf was at the board meeting to go over the Curriculum Director report.

6.2. Dr. Morgan's Elementary Report

6.3. Mr. Pfingsten's Secondary Report

6.4. Mr. Shada's Activity Report

7. SUPERINTENDENTS 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

The board met in a workshop on Monday, Jan 12th with DLR representatives to discuss the vision and focus for the future planning for our facility. The board will share some of the long term vision with the community at the January Community Engagement Meeting on the 28th along with DLR.

8.2. Negotiations Committee

Negotiations met and have an action item on tonight's board meeting.

9. NEW BUSINESS

9.1. Discussion of Community Engagement Meeting

- Topics for Discussion
- DLR presentation

The board discussed what was needed to be discussed at the community engagement meeting. NASB advised the board on selecting three main questions or areas of questions to have as the discussion for the meeting. The board took a look at the sample questions and made suggestions to help them narrow down the focus of the meeting to get appropriate feedback from the community.

The board selected a handful of questions and discussed how to run the meeting. The board came up with a plan so that everyone can get the most out of the meeting.

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

Motion to Adopt Policies 3131 and 3132 as Revised on Second Reading Passed with a motion by Steve Slykhuis and a second by Cassie Flesner.

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

9.4. Discuss, Consider, and Take Necessary Action to Approve 2026-2027 Master Agreement with Certificated Teaching Staff

Motion to Approve the 2026-2027 Master Agreement as Presented Passed with a motion by Chase Kratochvil and a second by Brian Laaker.

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

The board discussed the negotiation procedures and how they met with the AEA to come to agreement on the master agreement for the certified staff.

Mr. Kratochvil went over the negotiations and how the committee used the array of other schools and how they look at the information to make decisions based on Arlington for our district and our staff.

10. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 9:28pm

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

**Arlington Public Schools
January 31, 2026**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance	
General Fund - 864	\$ 2,434,466.82	\$ 1,114,065.94	\$ 935,754.50	\$ 5,140.46	\$ 72,415.77	\$ 2,690,334.49	
Activities - 109	\$ 258,275.18	\$ 30,632.96	\$ 45,497.72	\$ 368.40	\$ -	\$ 243,778.82	
Hot Lunch - 487	\$ 71,740.42	\$ 32,073.66	\$ -	\$ 12.12	\$ (72,415.77)	\$ 31,410.43	
Depreciation Fund	\$ 1,024,556.82	\$ -	\$ 131,880.00	\$ 2,766.23	\$ -	\$ 895,443.05	
Depreciation CD - 5826	\$ 284,398.87	\$ -	\$ -	\$ 2,931.88	\$ -	\$ 287,330.75	
					Total Depreciation:	\$ 1,182,773.80	
2017 Bond Refunding	\$ 252,493.63	\$ 68,141.50	\$ -	\$ 533.60	\$ -	\$ 321,168.73	
QCPUF	\$ 176,695.26	\$ 1.27	\$ -	\$ 373.41	\$ -	\$ 177,069.94	
Spec Bldg Fund	\$ 652,469.25	\$ 54,229.14	\$ -	\$ 1,378.87	\$ -	\$ 708,077.26	
Sp Bldg CD	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
					Total Spec Bldg:	\$ 708,077.26	
Total Special Funds	\$ 2,390,613.83	\$ 122,371.91	\$ 131,880.00	\$ 7,983.99	\$ -	\$ 2,389,089.73	
Total SF minus CD's	\$ 2,106,214.96					\$ 2,101,758.98	

\$5167.27 incorretly deposited
will come out in Feb (bank error)

CHECK REGISTER FOR JANUARY 2026

PAYEE NAME	DESCRIPTION (Includes special fund checks)	AMOUNT
Airgas	Welding gas tank rental	\$ 50.30
Ace Hardware	stihl trimmer, spray paint, lamp cord	\$ 150.92
American Lift & Sign	scoreboard repair	\$ 337.50
Arbor Family	student services for Dec	
Carolina Biological Supply	pigs for science	\$ 486.07
Cash	restock post office cash bag	\$ 108.59
Charleston	hardware for mtce	\$ 147.45
Countryside Repair	install drop steps F250, snow removal	\$ 609.30
Countryside Repair	truck battery replacement, snow removal	\$ 279.61
Barina Buresh Crosland	reimbursement of hotel charges	\$ 388.00
Dana F. Cole & Co	final billing acct & auditing services	\$ 3,640.69
ESU 3	Brook Valley Student Svc Dec, speech & vision svc	\$ 11,604.58
Enterprise Pub	legals:meetings	\$ 6.38
Enterprise Pub	legals:meetings	\$ 20.48
Fastwyer	telephone service	\$ 472.26
5th Season	lawncare contract	\$ 7,455.60
Grefe Excavating	haul rock, repair holes in bus parking lot	\$ 1,170.00
HyVee	breakfast for staff	\$ 191.48
HyVee	breakfast for drivers & kitchen staff	\$ 159.04
HyVee	staff lunch groceries	\$ 92.14
HyVee	plant science floral lab	\$ 246.96
Jeredith Brands	middle school daily cleaning-Jan	\$ 3,213.00
Jeredith Brands	gym cleanings Jan	\$ 941.60
Knudsen Oil & Feed	fuel for buses	\$ 2,781.76
LE Learn2Move	PT services	\$ 652.45
Mahoney Fire Sprinkler	repair valve	\$ 550.00
Menards	blue gym lights & cleaning supplies	\$ 72.62
Menards	Bus barn supplies	\$ 453.92
Menards	lights, cleaning supplies-blue gym	\$ 20.62
Menards	mtce supplies	\$ 192.47
Menards	mtce supplies for gyms	\$ 192.52
Methodist Fremont Health	athletic trainer services for Dec	\$ 2,794.23
NASB	annual membership dues	\$ 5,071.00
NASB Alicap	workers comp payroll audit	\$ 4,251.00
NE Safety Center	transportation course-Scheer	\$ 125.00
Omaha Truck Center	bus parts gear starter	\$ 326.32
One Source	background checks	\$ 24.00
OPPD	Electricity	\$ 10,572.95
O'Reilly Auto Parts	bus barn parts & oil	\$ 664.87
Ralston Public Schools	student hearing svc-first semester	\$ 9,904.41
Roots to Wings	Farmer Service Fees (sped student services)	\$ 750.00
RVR Bank	Safe deposit box rental	\$ 30.00
Sterling Computers Corp	erate po switches	\$ 4,319.19
Sign Depot	lettering for new bus	\$ 240.82
Fiber Platform	internet provider	\$ 558.02
UNMC Continuing Education	EMS training	\$ 150.00
UNL	ASD Network State conference	\$ 800.00
VISA	Various supplies for classrooms	\$ 3,061.38
Village of Arlington	Water	
Waste Connections	trash service	\$ 865.25
Wood River	natural gas	\$ 2,819.06
Wes Martens	activities work	130
Warehouse Lighting	LED area lights, wall pack	2030.83
Total Payables (GF checks not mailed until approved by the BOE)		\$84,015.81

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

Wex Bank	Fuel for van	\$75.00
Wex Bank	fuel for van	\$75.00
Casey's	Fuel for vans	\$886.34
NE Choral Directors Assoc	show choir reg	\$195.00
Midland University	festival of the arts registration-show choir	\$200.00
TreviPay-Walmart	various supplies for classrooms	\$193.89
Total Hand payables		\$1,231.34
Total General Fund		\$85,247.15

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

Hamilton Information Systems	new phone system	\$	43,689.00
West Gate Bank	Lease purchase payment & interest	\$	372,775.00
Total Special Funds			\$416,464.00

Hot Lunch Expenses

US Foods		\$8,142.73
Sysco		\$6,531.02
CWD		\$4,422.52
Jackson Service		\$457.07
Hiland Roberts		\$3,199.40
Trevi Pay-Walmart	gluten meal items, extra syrup	\$270.64
Earthgrains		451.37
	Hot Lunch Total	\$23,474.75

EFINANCE - POWERSCHOOL
DATE: 01/27/2026
TIME: 12:46:44

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
48955			4607 VISA		VOID: MULTI STUB CHECK	
48956	9001	01/27/26	4607 VISA	2432	AC SUPPLY-SHOP CLASS CO2	149.49
48956	9001	01/27/26	4607 VISA	2640	AMAZON - BLOODMOON HUNTRE	7.76
48956	9001	01/27/26	4607 VISA	2640	AMAZON - BOOK ONE:MOON	3.99
48956	9001	01/27/26	4607 VISA	2640	AMAZON - BOOK TWO: SKY (T	8.98
48956	9001	01/27/26	4607 VISA	2640	AMAZON - DRAGON BALL COMP	94.54
48956	9001	01/27/26	4607 VISA	2640	AMAZON - DREAMER'S NIGHTM	8.90
48956	9001	01/27/26	4607 VISA	2640	AMAZON - FERRIS	9.02
48956	9001	01/27/26	4607 VISA	2640	AMAZON - FLORA AND ULYSSE	13.36
48956	9001	01/27/26	4607 VISA	2640	AMAZON - GREENWILD	6.99
48956	9001	01/27/26	4607 VISA	2640	AMAZON - GREENWILD: THE C	12.50
48956	9001	01/27/26	4607 VISA	2640	AMAZON - GREENWILD: THE F	8.55
48956	9001	01/27/26	4607 VISA	2640	AMAZON - HOUSECAT TROUBLE	8.46
48956	9001	01/27/26	4607 VISA	2610	AMAZON - INNOVO DELUXE FI	34.98
48956	9001	01/27/26	4607 VISA	2610	AMAZON - LENOVO WIRELESS	24.99
48956	9001	01/27/26	4607 VISA	2640	AMAZON - MASCOT	12.37
48956	9001	01/27/26	4607 VISA	2640	AMAZON - MEDUSA: A FANTAS	11.56
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE VOL 13	9.12
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE VOL 14	7.63
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 1	9.12
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 1	8.90
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 1	6.73
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 1	9.59
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 6	8.99
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 7	9.12
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 8	9.59
48956	9001	01/27/26	4607 VISA	2640	AMAZON - ONE PIECE, VOL 9	9.12
48956	9001	01/27/26	4607 VISA	2640	AMAZON - OUT OF MY DREAMS	9.02
48956	9001	01/27/26	4607 VISA	2640	AMAZON - PEACE	11.58
48956	9001	01/27/26	4607 VISA	2640	AMAZON - PIZZA AND TACO:	10.24
48956	9001	01/27/26	4607 VISA	2640	AMAZON - PIZZA AND TACO:	7.08
48956	9001	01/27/26	4607 VISA	2640	AMAZON - PIZZA AND TACO:	5.49
48956	9001	01/27/26	4607 VISA	2610	AMAZON - PULSE OXIMETER F	21.99
48956	9001	01/27/26	4607 VISA	2610	AMAZON - READY-TO-DECORAT	16.43
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THE BOOK THAT AL	10.75
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THE DAY THE BOOK	17.17
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THE LAST KIDS ON	8.20
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THE SECRET ZOO	12.45
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THE SECRET ZOO	31.00
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THE SECRET ZOO:	5.58
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THE SECRET ZOO:	9.48
48956	9001	01/27/26	4607 VISA	2640	AMAZON - THROUGH THE MOON	13.97
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU COUL	11.56
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	15.02
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	14.07
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	16.16
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	15.45
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	14.59
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	11.16
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	7.05
48956	9001	01/27/26	4607 VISA	2640	AMAZON - WHAT IF YOU HAD	22.81
48956	9001	01/27/26	4607 VISA	2610	AMAZON-BATTERIES-MAINTENA	15.99
48956	9001	01/27/26	4607 VISA	2610	AMAZON-HDMI CABLES	36.92
48956	9001	01/27/26	4607 VISA	2610	AMAZON-LED LIGHTS-MTCE	261.39
48956	9001	01/27/26	4607 VISA	2432	AMAZON-SHOP CLASS SANDPAP	461.92

Activity Balances as of		1/31/2026			
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	\$ 6,825.93	\$8,650.79	\$ 11,529.60
702	HS Always for Kids	\$ 2,355.89	\$705.07	-\$158.90	\$ 3,219.86
703	Art Class	\$ 5,791.54	\$1,110.00	\$3,156.50	\$ 3,745.04
704	Art Club	\$ 1,596.69	\$0.00	\$68.95	\$ 1,527.74
705	Athletics	\$ (33,348.50)	\$90,026.74	\$61,566.55	\$ (4,888.31)
706	Band	\$ 3,960.89	\$1,514.35	\$1,504.71	\$ 3,970.53
708	Book Club	\$ 822.17	\$0.00	\$97.80	\$ 724.37
709	Cheerleading	\$ 1,336.15	\$8,588.47	\$4,993.90	\$ 4,930.72
710	Welding	\$ 2,202.95	\$330.00	\$0.00	\$ 2,532.95
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	\$4,950.75	\$390.00	\$ 5,959.65
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 620.62	\$30,624.38	\$27,266.25	\$ 3,978.75
721	Dance Squad	\$ 5,825.13	\$4,050.50	\$6,101.88	\$ 3,773.75
722	Drama	\$ 2,245.84	\$1,834.89	\$696.99	\$ 3,383.74
723	MS STEM	\$ 250.56	\$710.46	\$222.61	\$ 738.41
725	WEIGHTS	\$ (30.82)	\$909.55	\$34.49	\$ 844.24
726	FBLA	\$ 17,499.94	\$25,231.77	\$20,553.01	\$ 22,178.70
727	Football	\$ 7,481.28	\$6,437.00	\$6,619.19	\$ 7,299.09
728	Reimbursement (general)	\$ 278.55	\$670.00	\$374.50	\$ 574.05
732	Fam Cons Science	\$ (194.52)	\$540.00	\$545.83	\$ (200.35)
733	Wrestling	\$ 1,043.48	\$6,748.75	\$4,226.86	\$ 3,565.37
735	Honor Society	\$ 1,184.19	\$100.00	\$42.95	\$ 1,241.24
736	Activities Interest	\$ 4,089.10	\$1,414.26	\$0.00	\$ 5,503.36
737	MS Student Council	\$ 3,684.26	\$224.50	\$0.00	\$ 3,908.76
739	Library Fund Elem/HS	\$ 1,433.77	\$788.32	\$512.53	\$ 1,709.56
740	Industrial Tech / Woods	\$ 3,475.21	\$825.00	-\$461.37	\$ 4,761.58
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	\$250.00	\$221.00	\$ 243.17
748	Spring Musical	\$ 14,117.33	\$5,231.10	\$6,686.91	\$ 12,661.52
749	Student Council	\$ 4,368.97	\$2,321.10	\$3,086.63	\$ 3,603.44
750	Student Vending	\$ (663.09)	\$782.00	\$460.29	\$ (341.38)
751	Swing Choir	\$ 3,784.32	\$67.30	\$2,997.73	\$ 853.89
753	Yearbook	\$ 743.38	\$2,125.00	\$4,120.72	\$ (1,252.34)
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	\$ 25,468.91	\$1,000.00	\$0.00	\$ 26,468.91
765	Class of 2028	\$ 1,267.40	\$2,152.50	\$650.25	\$ 2,769.65
766	FFA	\$ 15,133.42	\$27,829.45	\$34,808.96	\$ 8,153.91
768	RR Store	\$ 7,840.58	\$1,000.00	\$1,966.45	\$ 6,874.13
770	K3 Basketball Camp	\$ -	\$0.00	\$0.00	\$ -
773	Class of 2024	\$ 798.81	\$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	\$200.00	\$0.00	\$ 3,839.90
777	Class of 2029	\$ -	\$1,067.80	\$0.00	\$ 1,067.80
782	Volleyball	\$ 8,415.72	\$2,099.75	\$1,741.86	\$ 8,773.61
783	Boys Golf	\$ 3,441.85	\$1,000.00	\$0.00	\$ 4,441.85
784	Girls Golf	\$ 4,472.71	\$1,030.00	\$372.41	\$ 5,130.30
785	Cross Country	\$ 7,576.53	\$1,513.00	\$4,047.94	\$ 5,041.59
786	Track Fund	\$ 4,064.38	\$1,000.00	\$487.50	\$ 4,576.88
787	MS Track	\$ 222.12	\$0.00	\$117.00	\$ 105.12
788	Softball	\$ 493.69	\$2,503.50	\$2,553.98	\$ 443.21
789	Baseball Fund	\$ (333.34)	\$12,540.50	\$11,625.30	\$ 581.86
790	Boys Basketball	\$ 697.34	\$4,069.88	\$3,551.96	\$ 1,215.26
791	Girls Basketball	\$ 4,750.24	\$6,341.20	\$5,249.98	\$ 5,841.48
792	MS Girls Basketball	\$ 181.50	\$701.00	\$0.00	\$ 882.50
793	Striv	\$ 1,585.17	\$950.00	\$525.00	\$ 2,010.17
794	Sped	\$ 1,183.21	\$2,332.10	\$2,413.21	\$ 1,082.10
795	Wellness (District)	\$ 1,094.00	\$3,000.00	\$2,499.50	\$ 1,594.50
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	\$793.38	\$505.52	\$ 1,365.97
200-800	HS Unified School	\$1,125.99	\$3,564.00	\$3,745.73	\$ 944.26
300-801	Hospitality	\$ (140.22)	\$1,300.00	\$525.25	\$ 634.53
	Totals	\$190,912.23	\$286,948.40	\$261,634.28	\$216,226.35

**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	\$ 1,975,166.90	27.46%	34.76%
Carline Taxes	\$ 3,000.00	\$ 588.16	19.61%	15.84%
Motor Vehicle	\$ 400,000.00	\$ 210,210.46	52.55%	49.09%
PreSchool Tuition	\$ 20,000.00	\$ 13,380.00	66.90%	54.00%
County Sources	\$ 40,000.00	\$ 42,669.01	106.67%	105.26%
State Aid	\$ 2,279,755.00	\$ 1,098,107.00	48.17%	50.27%
Sped SA Revenue	\$ 936,000.00	\$ 308,072.00	32.91%	25.85%
Federal & all other	\$ 390,000.00	\$ 547,049.63	140.27%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$4,195,243.16	37.25%	39.82%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<u>General Fund Totals</u>				
Elementary	\$ 4,814,946.37	\$ 2,133,597.42	44.31%	38.53%
Secondary	\$ 4,811,590.37	\$ 2,010,558.19	41.79%	39.97%
District	\$ 2,623,968.83	\$ 906,745.93	34.56%	32.70%
Total	\$ 12,250,505.57	\$ 5,050,901.54	41.23%	37.86%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ 251,435.22	\$ 161,639.54	64.29%	24.92%
Elem Transportation Maint.	\$ 87,044.32	\$ 32,668.14	37.53%	42.32%
Secondary	\$ 160,981.09	\$ 145,580.10	90.43%	35.65%
HS Transportation Maint.	\$ 31,261.08	\$ 11,400.75	36.47%	75.75%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Building	\$ 705,125.81	\$ 217,682.14	30.87%	27.15%
Building Maint.	\$ 511,779.16	\$ 130,530.04	25.51%	25.04%
Grounds Maint	\$ 112,600.00	\$ 27,377.22	24.31%	15.87%

EFINANCE - POWERSCHOOL
 DATE: 02/02/2026
 TIME: 11:50:23

ARLINGTON PUBLIC SCHOOL
 SUMMARY EXPENDITURE COMPARISON REPORT

PAGE NUMBER: 1
 EXPCOM31

SELECTION CRITERIA: orgn.fund='01'
 ACCOUNTING PERIOD: 5/26

FUND - 01 - GENERAL

TITLE	CURRENT YEAR				PRIOR YEAR			
	BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
TOTAL ELEMENTARY 4,814,946.37	2,133,597.42	2,681,348.95	44.31	4,943,736.10	1,904,893.96	3,038,842.14	38.53	
TOTAL SECONDARY 4,811,590.37	2,010,558.19	2,801,032.18	41.79	4,433,518.09	1,772,071.79	2,661,446.30	39.97	
TOTAL DISTRICT WIDE 2,623,968.83	906,745.93	1,717,222.90	34.56	2,449,663.01	801,009.79	1,648,653.22	32.70	
TOTAL GENERAL 12,250,505.57	5,050,901.54	7,199,604.03	41.23	11,826,917.20	4,477,975.54	7,348,941.66	37.86	
TOTAL REPORT 12,250,505.57	5,050,901.54	7,199,604.03	41.23	11,826,917.20	4,477,975.54	7,348,941.66	37.86	



2025 - 2026 Industrial Technology Board Report

1. Multi-cultural Aspect:

Home & Auto maintenance: We spent time working different ways to fix and repair drywall as well as the process of mudding and sanding. We touched on basic electrical wiring and the basics of plumbing. On the auto side we did oil changes on several different brands and types of vehicles including general maintenance: air filters, brake fluid, windshield wiper fluid, airing up tires and fixing a couple

Small Engines: Four Stroke theory using Briggs and Stratton motors. The students brought in several projects of their own. I also brought in a horse and ½ John Deere hit and miss engine. The students tore it down, re painted it and then put it back together

Beginning and Advanced Woods: techniques used across the globe. Types of wood found in different parts of the world. Working projects of the students' own ideas. Using re-claimed wood and visiting a sawmill cutting and using that wood for their own projects.

Eighth Grade Exploratory Technology: Learning basic tools, use of a band saw, making a Co2 Car and a bridge made out of wooden craft sticks. Focusing a lot on measuring with a ruler and a tape measure.

2. What do we want students to learn?

The Industrial Technology curriculum is based upon the Nebraska Career Education Standards. 90% of the standards and indicators must be met in order to claim a course. Also the current standards will add a strategies column that list more industry specific tasks that should be included in the course but not a part of the 90% rule.

Tools and practical application. What are the priorities for a typical homeowner/what will you need to complete basic maintenance tasks? This applies to basic carpentry, outdoor power equipment and automotive.

Entrepreneurship. I work to get students thinking about how the skills we learn in class can be applied to something that can provide a living. Some skills could be used in industry, such as a diesel technician or ASE mechanic, which I currently have 2 students working for C&C Complete Diesel Mechanics out of Bennington. I have been contacted by KRT Construction out of Omaha which builds homes as well as doing all of their own drawings and blueprints. The Constructions class is working on a shed project with the Wahoo construction class. If we finish that in a timely manner I have also been contacted by Roots To Wings to build a prefab greenhouse for them. Some could be

a hobby that can blossom into a side hustle or eventually a full time job where they can be their own boss or even get to the point where they are hiring and creating jobs.

The following are the categories I use for student learning.

- Measuring Pre-Test
- Measuring Post Test
- General Safety Test
- Safety certification for each tool used in class
- Power Machine Safety Test
- Briggs and Stratton Small Engine Technician Exam

Student Learning Objective (SLO) For this year is:

My SLO will be focused on measuring competencies. I chose this as it is very broad and foundational to all classes.

3. How do we know students are learning?

My focus every semester is to make sure students will leave my classroom being 90% proficient on the measurement test and 100% on all safety tests -General safety and specific tools (band saw, miter saw, table saw, planer, routers, stationary sanders, hand held tools, etc.).

- Employability! What skills are you going to need?
- Measuring → every industry employer wants people to be able to read a tape measure/square/feeler gauge/etc.
- SAFETY!!! - making sure kids are safe is #1

Safety: All students MUST earn 100% on safety assessments.

Formative assessments are key for understanding where students are. Having a grading checklist ensures that students are getting immediate feedback as well as the instructor knowing what needs to be addressed.

Focus points for all woodworking classes:

- **Tool safety and proper operation**
 - **Bandsaw**
 - **Mitersaw**
 - **Tablesaw**
 - **Planer**
 - **Routers**
 - **Stationary sanders**
 - **Hand held sanders**
 - **Hand tools**
- **Technique for sanding and finishing**
 - **Process over product**
 - **Know the process to achieve skills for industry**

Focus points for all engines classes:

- **Four stroke theory**
- **Hit & Miss Engine**
- **Understanding tolerances**
- **Understanding purpose parts**
- **Knowing what tools to use in different applications**

1. Multicultural Aspect

Multicultural learning is continually happening in our first grade classrooms throughout the school year. In our language arts, math, and social studies curriculum, students are introduced and immersed into different cultures. Our Superkids reading curriculum highlights characters from various cultures. In Social Studies, we have several meaningful lessons about National Holidays. Students are given the opportunity to learn about important leaders from the past. We use magazines, scholastic news and videos from BrainPop Jr. to incorporate the important leaders and holidays such as Martin Luther King Jr. Day. Most recently the high school Spanish students have started coming to our classrooms and teaching the kids some lessons en español!

2. What do we want students to learn?

Our first grade reading curriculum, Superkids, is aligned with Nebraska State Standards as well as our math curriculum, Envisions. Not only do we want our students to learn academically, we also encourage social, emotional, and behavioral learning. We are continually making sure our curriculum aligns with state standards. We want our students to learn grade level material as well as above grade level material if they are ready for it. Most importantly we want our students to learn how to be kind and respectful members of a community.

3. How do we know students are learning?

In first grade we use a variety of tools and summative assessments, formative assessments, and observations to check for understanding. The i-Ready and MAP Growth assessments are used three times a year. As teachers, we use the data from these assessments to drive our instruction. We refer to the data to monitor “holes” in a student’s understanding, progress, and growth. As first grade teachers we are continually changing and challenging ourselves to meet the needs of all students through the use of assessments and the data that we collect. We are also using hands-on activities to engage the students to ensure learning. New this year, we are using the diagnostics from i-ready testing to divide our students into skill based groups rather than leveled groups. While the classroom teacher meets with a group to teach specific skills, the paraprofessional meets with a group of students to read with them at their level, ensure their learning, and offer any necessary support while students work independently. This small group instruction in reading and math allows us as teachers to monitor student growth and understanding more closely.

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

A student doesn’t fail, they just don’t understand it yet. When a student does not understand a concept, it is our responsibility as teachers to find a different way to teach the material. The most effective way to help students understand difficult concepts is

through differentiated instruction, especially in small groups. When students are not proficient in reading, we use their data from assessments to qualify them to receive Title I or additional math intervention. Para professionals are also working with students one-on-one to provide additional interventions (sight word intervention, review of previously taught skills, interventions directly from the i-ready assessment, etc.) As the classroom teacher, small group instruction allows us the opportunity to provide modified versions of the task at hand for different leveled groups. For example, when teaching place value, I may provide one group of students with manipulatives and one group of students with a one hundred chart. Behavior wise we follow the school's MTSS incentive and behavior policies to make sure our students are SOARing every day to the best of their ability!

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

In first grade, we are consistently challenging students to go above and beyond in their thinking and in their work. It is just as important to challenge and enrich a student's learning as it is to modify a student's learning. If a student is exceeding proficiency in math, they will be offered extension math activities and/or spiral reviews to complete independently or with a small group. For example, at the small group with the classroom teacher, if we are working on place value one of the groups may be able to work on three-digit numbers while the others work on two-digit numbers. Some groups may be proficient enough to complete and solve word problems while other groups may still be working on basic math facts or simple number sense activities. In math, we utilize SplashLearn as well as I-Ready lessons to allow students to challenge themselves.

6. Other Information

- First Grade welcomed TWO New (Kind of New) First year teachers to the grade level!
- First grade is seeing excellent improvement in phonics with the use of their Superkids curriculum.
- Technology is incorporated in the classroom through the use of iPads, especially for short periods of time during small groups.
- All first grade teachers differentiate both reading and math by teaching the curriculum and using different activities and manipulatives to teach the material.
- NEW THIS YEAR, we piloted TWIG science.
- This year our paraprofessionals have been completing training on how to handle student behaviors. This has benefitted our students by allowing them to have more support during the school day. This includes sensory breaks, small group support, and transition support.

Melissa Moran

Molly Kment
Jaden Green

FBLA Updates

Arlington FBLA spent the first semester focused on leadership development and community service, while beginning competitions to prepare for the State Leadership Conference.



In the fall, two teams participated in the National Esports event. This event consisted of three parts: a research paper related to Esports and how the skills gained transfer to the workplace, a full day of game play against schools from across the nation, and a presentation on the dynamics of the team and strategy used throughout the project. Both teams finished in the top ten nationally with the top three teams being recognized at the FBLA National Leadership Conference in

Anaheim this summer. Presentations happened this past week and we are waiting for award winners to be announced.

Members wrapped up bell ringing for the Salvation Army with nearly \$700 raised for the cause.

On February 6, 15 members attended the UNL Business Competition. On February 24, 25 students will attend the Midland University for the annual business competition.

High School students have been working on Business Achievement Awards. Middle School students have been completing the LEAD leadership awards. Recipients so far include:

Business Achievement Awards

Contributor Level

Izzy Credeur, Honora Andreasen, Henry Lancaster, Grant Monke, Kingston Kunes, Finley Timm, Maddison Linn, Kennedy Bennett, Ava Pfginsten, Noah Siver, Eli Hansen

Leader Level

Jax Tighe, Reid Lancaster, John Morrison, Rylie Kylllo

Advocate Level

Reid Lancaster



LEAD Awards (Middle School)

LEAD Explore

Kerrigan Johannes
Henley Kunes
Gemma Fullner
Cove Workman
Emily Beam
Chloe Cartwright
Marissa Blake

LEAD Aspire - Time Management Award

Kerrigan Johannes
Cove Workman
Marissa Blake



We are finalizing registration, but we should have sixty students attending the State Leadership Conference in Kearney, Nebraska, April 16-18. Students have been working on a variety of events with many prejudged deadlines on February 11 and March 1. Performance finalists will be announced and they will move on to the second phase of the competition at SLC. Students will also be competing in a variety of objective tests while at the conference and participating in educational workshops. Top performing students will qualify for the National Leadership Conference in San Antonio, TX.

FBLA Week is February 8-14. The officers have planned several events throughout the week.

Corn Challenge and Crop Scouting Teams

- Crop Scouting - Team WON state contest in August and qualified for Regional Contest in September. Traveled to Iowa State for regional contest.
- Placed 5th out of 12 at regional contest in tight team race (less than 20 points separating 1-7).
- Corn Challenge - completed research plot and reports. Still awaiting results for the 2025 growing season.



2025 Regional Crop Scouting Team - Luke Sharp, Grant Monke, Wes Monke, Aaron Fuchs, Ethan Hilgenkamp, Logan Hilgenkamp

Leadership Development Event Results - 40 members competing - program high

- 5 State Qualifiers, 1 state alternate, 4 District Champions
- State Qualifiers -
 - Trevor C. - Discovery Speaking District Champion
 - Everett J. - Creed Speaking, District Champion
 - Tate Johannes - Extemp. Speaking - District Champion
 - Addi H. - Extemp Speaking 3rd
 - Eli H. - Ag Literacy Speaking 3rd
 - Brody S. - Creed Speaking - 4th, alternate
 - Freshman Ceremonies Team - District Champion (non-qualifying event)



Livestock Evaluation Results -

- 15 members traveled to Northeast Community College to participate in the District III Livestock Evaluation event on January 28, 2026.
- **Junior Team - 11th Place**
- **Senior Team - 7th**
- **MS - No team score**



Junior Team Senior Team , MS Team

District Proficiency Awards - Hosted at APS Feb. 4th

- 9 Applications submitted
- 6 State qualifiers (must be quality app within the top 3 to advance)
- 2 District Champions

- Award applications showcase the students' growth in skills and knowledge in projects taking place outside of school and classroom hours.

Results:Denotes State Qualifier**

- **Luke Ott - 🏆 District Champion - Diversified Livestock - Entrepreneurship/Placement
- **Jake Flesner - 🏆 District Champion - Specialty Animal Production
- **Logan Hilgenkamp - Gold State - Forage Production Placement
- **Libby Stork - Gold State - Small Animal Care and Production
- **Ethan Hilgenkamp - Gold State - Goat Production Placement
- **Henry Lancaster - Gold State - Beef Production Placement
- Lydia Schaapveld - Silver - Beef Production Placement
- Kynlea Kleveland - Silver - Equine Science Placement
- Brooklyn Ruskamp - Silver - Health and Human Services Placement

State Degree Applicants - 14 Program High

- 14 Arlington FFA State Degree Applicants - Program record (previous high 6 in 2024)
- State Degree - highest award that can be earned at the state level. Includes SAE, FFA involvement, community service hours and skill development.
- Applicants interview in West Point on February 9th, successful applicants awarded degree on March 25th in the evening session
- Class of 2026 Applicants include: Gracen Adams, Jake Flesner, Tate Johannes, Kynlea Kleveland, Henry Lancaster, Lilly Lang, Adrianna Mincer, Wes Monke, Katie Moss, Luke Ott, Lydia Schaapveld, Luke Sharp, Libby Stork, Gwen Von Behren

State Choir Selections

- Lilly Lang and McKenna Creswell Selected for State FFA Choir

State Talent Selection - 1st ever Arlington Talent selection

- Lilly Lang auditioned and was selected for state talent performance.
- Lilly will perform the National Anthem for the opening session on March 25th, and perform a guitar/vocal solo on Friday in the afternoon session



State Ag Communications - State Final Qualifier - 1st time in Program History

- Competed in prelims end of January, made the top 10 to qualify for state finals
- Now must put together a communication plan including a feature story, broadcast, social media plan and magazine. Present plan and complete individual tests during state convention.
- Team members include - Adrianna Mincer, Addi Hilgenkamp, Tucker Jorgensen, Brantley Fullner

Upcoming Events:

- CDE Competition Dates - Feb. 24th and March 3rd
- FFA/Ag Week - Feb. 23rd-27th
- State FFA Convention - March 25th - 27th
- Tractor Day - April 1st (weather permitting)
- FFA Banquet and 10 Year Celebration - April 26th at RVR Arena

Unified Basketball Tournament

- On January 28th we hosted our first Unified Basketball Tournament!
- Blair and Ft. Calhoun brought their teams to compete.
- It was a round robin format!
- This is an event that we plan to hosted annually.





March 20th at 7pm
March 21st at 2pm and 7pm
At Arlington High School

February Elementary Principal Board Report

Arlington Spelling Bee

Congratulations to the Arlington Spelling Bee winners! 🐝

-Addison Morgan -1st Place (8th Grade)

-Trevor Cruikshank-Runner-Up (7th Grade)

Elementary Participants:

- Landon Miskowiec
- Miles Mastny
- Olivia Wrich
- Nolan Hasenauer
- Adelyn O'Reilly

Thank you to Mrs. Wolf for organizing the Arlington event, Mrs. Gubbels for MCing it and Mrs. Lorsch and Mrs. Reed as judges.



Celebration of SOARing Behavior

Eagle Students of the Month for January!

SOARing Eagles - Hannah Sivvers, Wriggs Moore, Jaxon Dillon, Grayson Cech, Jett Williamson, Maddie Nissen, and Alani Scheer. Congratulations and keep up the great choices!



Unified Basketball Game

During halftime of the girls basketball the elementary Unified basketball team participated in a game. Tons of fun was had by athletes and partners!



Kick Off For Arlington FUN RUN

Students are working to raise money for field trips, playground equipment, and classroom projects. Our goal this year is \$20,000!

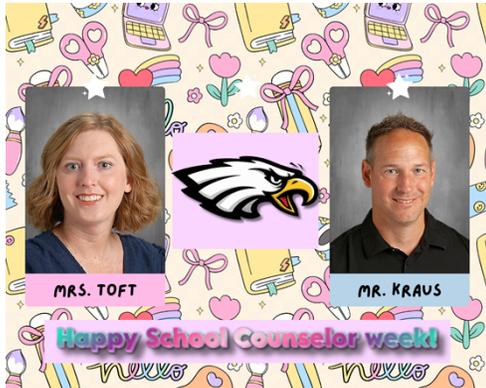
100th Day of School!

The elementary school celebrated the 100th day of school by turning 100!!



National Guidance Counselor Week

We recognized Kevin Kraus and Holly Toft this past week for the tireless work he puts in for our students and families. We are very blessed to have Mr. Kraus on the elementary side and Mrs. Toft on the MS/HS side! This past week we celebrated them both with some Sweet Treats!



Thank You Scheels!

Scheels donated some new basketballs and footballs!



Secondary Principal's Report February 2026 Board Meeting

Wayne Honor Choir

Congrats to our 13 students who were able to represent Arlington at the Wayne Honor Choir on Friday. The students had a full day of singing capped off by a concert in the afternoon.

Spelling Bee

The school spelling bee took place on Monday, January 26. Out of the 12 competitors, these two rose to the top as Arlington's representatives at the county spelling bee:

Champion - Addi Morgan

Runner Up - Trevor Cruikshank



The county spelling bee will be held on Friday, February 6 in Blair.

PTC

Parent-teacher conferences are Wednesday, February 11 and Thursday, February 12.

Electives Fair

Students will be able to learn about the elective courses we offer at our Electives Fair in February. This is the jumpstart to scheduling based on student interest and post-secondary plans.

Student Council Update

Students have been able to make an impact with our friends in Nye Nursing Home by writing them Valentine's Day cards to brighten their holiday. Students also have the opportunity to make a difference for shelter animals in our upcoming Pennies for Pets initiative benefiting Furever Home, Inc.

HELP HS STU CO SPREAD JOY!

Nye Nursing Home Valentine's Day Cards



Deadline Tuesday,
Feb. 10th to Mrs.
Rolland

CREATE
VALENTINE'S DAY
CARDS

Cards will be delivered to Nye
Legacy and Nye Square Nursing
Facilities for Valentine's Day!

Coloring pages and
construction paper can
be found in
Mrs. Rolland's classroom.

Help us reach our goal
of creating 265
card/notes, one for
each resident!

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 NASB be This Month?*



Bruning-Davenport

Grand Island

Hay Springs

Kearney

Lincoln

Nashville, TN

Perkins County

Plattsmouth

The Capitol

Washington, DC

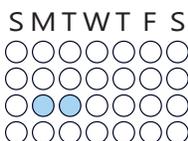
For ... Advocacy, Board Retreats, Engagement, Events, Strategic Planning, and more!

*Items currently scheduled

Now Hiring - Board Leadership Engagement Associate

Visit the **ABOUT US** page for more information!

<https://members.nasbonline.org/about-us>



FEBRUARY 2026

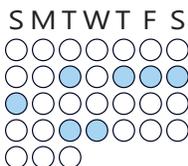
FEBRUARY



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)

Look for Legislative Lunch dates in and around your area coming soon ...



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



Continued on Page 2

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

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

PAGE 2

SMTWTF S



APRIL
2026

APRIL



Budget & Finance Workshop - Tuesday, April 7 - Ogallala

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

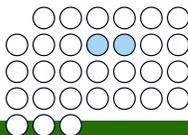
NSBA Annual Conference - April 10-12 - San Antonio, TX

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



ALICAP Summer Workshops - July 7 - Gering; July 8 - Kearney; July 9 - Lincoln

Candidate Workshops - Summer

Area Membership Meetings - August through September

Labor Relations - September 29-30 - Lincoln

State Education Conference - November 18-20 - Omaha

New Board Member Workshops - December 2026 & January 2027

Continued on Page 3

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PAGE 3

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

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Nebraska Rural Community Schools Association

Member Update

February 5, 2026



Photo Credit: Ponca Public Schools



www.nrcsa.net

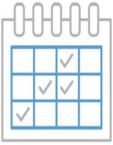


www.twitter.com/NRCSA1980



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 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 Executive Committee

June 2026

Time & location TBD

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**



Superior Public Schools
[Announcement of Vacancy](#)
[Apply for this Vacancy](#)
Application Deadline: **Feb. 18, 2026**
Finalists Selected: **Feb. 22, 2026**
Interviews: **Mar. 2, 2026**
Contract Starts: **July 1, 2026**



Hayes Center Public Schools
Search Complete



Newman Grove Public Schools
Application Process Complete
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

Nebraska Rural Community Schools Association Names Paul Sheffield as Executive Director-Elect



The Nebraska Rural Community Schools Association (NRCSA) Executive Committee met January 29–30, 2026, to interview candidates for the organization’s open Executive Director position. Four highly qualified individuals were selected for interviews: Dr. Curtis Cogswell, Paul Sheffield, Dr. Jon Cerny, and Stephen Grizzle. Each candidate demonstrated strong leadership experience and a deep commitment to serving Nebraska’s rural schools.

After thoughtful deliberation, the Executive Committee extended an offer for the position of Executive Director-Elect to Paul Sheffield on January 31. Sheffield accepted the offer and will begin a transition period alongside current Executive Director Jack Moles to ensure continuity and a smooth leadership handoff for the Association.

“The Executive Committee was thrilled to have applications from four highly respected rural educational leaders in Nebraska,” said NRCSA President Chris Kuncl. “The process was both rewarding and challenging. One thing that was evident is that Nebraska rural schools have tremendous educational leaders. NRCSA rural schools are in good hands. We are thankful for the leadership of our current Executive Director, Jack Moles, and we look forward to growing NRCSA in the future under the leadership of Paul Sheffield.”

The search process was led by the NRCSA Executive Committee, which consists of President Chris Kuncl, Past President Heather Nebesniak, President-Elect Stephanie Kaczor, Secretary Jeremy Braden, Northwest Representative Ginger Meyer, Southwest Representative Jane Davis, North Central Representative Dale Hafer, South Central Representative Jon Davis, Northeast Representative Daryl Schrunck, and Southeast Representative Andrew Havelka.

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 Schrunck, 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

About Paul Sheffield

Sheffield brings more than 30 years of educational leadership experience to the role, along with a longstanding commitment to rural schools and the NRCSA mission. He previously served on the NRCSA Executive Board as the Southeast Representative for six years, completing two terms and actively supporting advocacy efforts on behalf of rural districts across the state.

Originally from Russell, Minnesota, Sheffield is a graduate of Russell–Tyler High School. He began his postsecondary education at South Dakota State University before earning a Bachelor of Science in Mathematics Education from the University of Nebraska–Omaha in 1991.

He began his career in education in 1992 as a math, health, and physical education teacher and coach at Keya Paha County High School in Springview, Nebraska. He later earned a Master’s degree in Educational Administration from South Dakota State University and held multiple leadership roles at Shickley Public Schools, including principal, activities director, technology director, and superintendent. He earned an Educational Specialist degree from the University of Nebraska–Kearney in 2005.

In 2008, Sheffield became superintendent at Exeter–Milligan Public Schools, where he served until his retirement in 2025. Throughout his administrative career, he focused on student-centered decision-making, staff support, community engagement, and strong fiscal and organizational stewardship.

Sheffield and his wife, Karla, have been married since 1988 and have three children serving their communities in the military, agriculture, and healthcare professions.

NRCSA looks forward to Sheffield’s leadership and continued advocacy on behalf of rural community schools across Nebraska.

A rural AI strategy lab is available



Rural AI Strategy Lab
Applications Now Open!

A learning network supporting practical, equitable AI innovations in rural schools.

- 6-month cohort experience
- Guided support, AI expertise, and peer learning
- \$4,000 team stipend
- Travel + registration for the FullScale Symposium 2026

Apply By **February 13**

bit.ly/rural-ai

Led by **FullScale** **All4Ed**

Rural AI Program website

From Blue Cross Blue Shield

Nominations are open for 2026 Touchdown for Teachers!

Below is the flier for this year's program. The flier includes a QR code that take you directly to the nomination page- making it quick and easy for anyone to submit a teacher they'd like to recognize.

If you would be so kind, please post or share the flier within your school and throughout your community-bulletin boards around town, staff lounges, newsletters, social media pagers, or anywhere it might help spread the word. Let's get nominations coming in to honor our deserving teachers!

Nominations will be accepted through February 2026.

Thank you for helping us recognize the amazing work teachers do every day!

Touchdown for Teachers Nomination



The Nebraska Unicameral started the 2026 session on Wednesday, Jan. 7. Bill hearings are scheduled through Friday, Feb. 27, at which point they will move into full-day floor debate.

NRCSA's Legislative Committee holds weekly Zoom meetings on Thursdays 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 Thursday for the remainder of the session.

A new feature for NRCSA members is that we are going to put out a short weekly update on what is going on legislatively. The plan is to put this out on Friday each week. All contacts who have been shared with us from NRCSA-member entities will receive the Legislative Update. If you do not receive this please contact us.

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. 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. The tentative line-up of speakers includes:

- 8:30 a.m. Governor Jim Pillen
- 9:00 a.m. Senator Jana Hughes
- 9:30 a.m. Senator Brad von Gillern
- 10:00 a.m. TBD
- 10:30 a.m. Senator Dave Murman
- 11:00 a.m. Senator Wendy DeBoer
- 11:30 a.m. TBD

Information on registration can be accessed here:

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

[Book a room at the Cornhusker Hotel](#)

Note: If the block of rooms is full you may still be able to secure the government rate by telling the hotel you are there on behalf of your school district.

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. We have one nomination at

this point.

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. We have one nomination at this point.

SCHOLARSHIP AND RECOGNITION COMMITTEE MEMBER: The committee will be moving from two year to three year terms. To make this work we will 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.
- One 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. **Scholarship applications are due on Friday, February 6.**

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. **Nominations are due on Friday, February 6.**

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

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, Potter-Dix, Sandy Creek Boards of Education identify their next Superintendent. We are currently assisting the Superior 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, 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 145 such meetings. I most recently attended the Board meetings at Brady and Eustis-Farnam on Monday, Jan. 12.

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

THURSDAY, FEBRUARY 12: Lewiston

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.



EUSTIS-FARNAM BOARD OF EDUCATION AND ADMINISTRATION



BRADY BOARD OF EDUCATION AND ADMINISTRATION

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.

A few more NRCSA-member districts have since started working with A-Plum Creative. This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at anna@a-plum.com or visit www.a-plum.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.

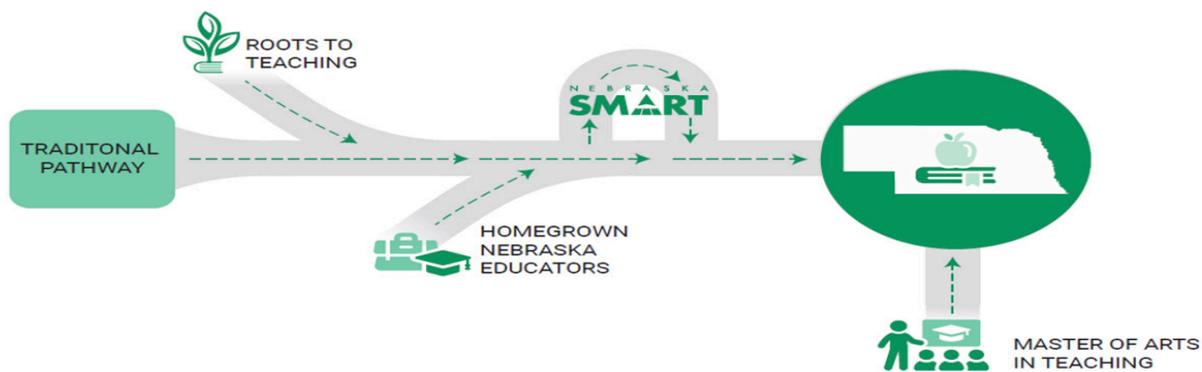
I share this information with you, not only because it has some very good information on Early Childhood programs, especially as it pertains to age groups, numbers of staff, and funding sources, but also to remind you that if you are wanting to research something please keep NRCSA in mind. Sometimes 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 Prosocki, 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 Superintendentcy. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

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. - Jim Pillen; Governor of Nebraska

9:00 A.M. - Senator Jana Hughes, Dist 24;
Education Committee Vice-Chair

9:30 A.M. - Senator R. Brad Von Gillern, Dist 4;
Revenue Committee Chair

10:00 A.M. – TBD

10:30 A.M. – Senator Dave Murman, Dist 38;
Education Committee Chair

11:00 A.M. - Senator Wendy DeBoer, Dist 10;
Judiciary Committee Vice-Chair

11:30 A.M. – TBD

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

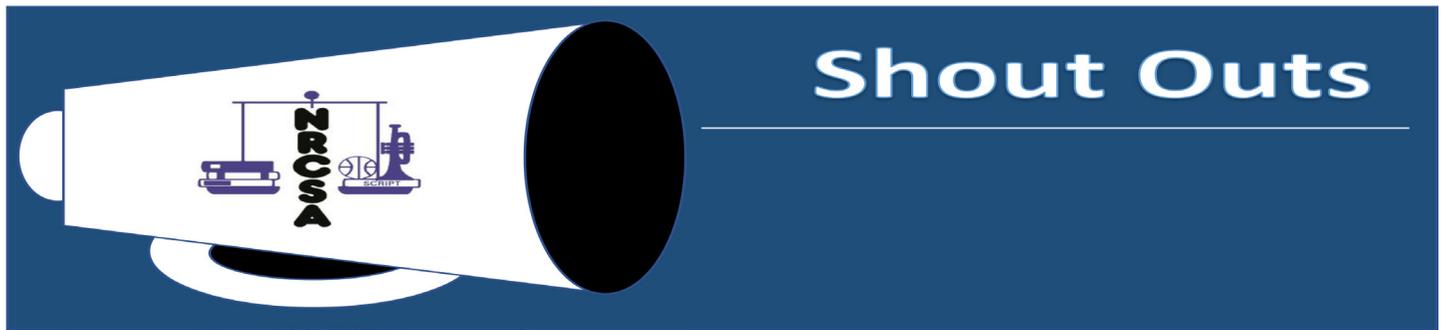
8:00 AM - 8:50 AM Select-a-Session IV

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.

February 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 recently were:**

- January 14: Mike Mayer of Perkins County.
- January 28-: Landon Mackey of Madison.



*** Luke Eisenmann, a sophomore at Leigh, won Nebraska VFW’s Voice of Democracy Contest. For winning the state competition, Luke won \$2,000 and an all-expense paid trip to Washington DC where he will be representing the state of Nebraska at nationals! The State Runner-up was Ben Ruyle of Freeman**



***The Academic Decathlon teams from Adams Central, Cambridge, Johnson County Central, and Ravenna qualified for the State Championships that will be held at UNO on February 20 and 21.**

***Karen Keller of Valentine has been named the VFW Nebraska Middle School Teacher of the Year.**

MEMBER SPOTLIGHT

Fillmore Central Public Schools



Mascot: Panthers

Enrollment: 610 students

Location(s): Elementary School and High School in Geneva, Middle School in Fairmont

Interesting Fact: We have an alum that is an Olympian and has competed in the past three Olympics. Maggie Malone graduated from Fillmore Central in 2012 and is a javelin thrower that set the national record in 2021 and was the 2016 collegiate record holder and NCAA National Champion. She competed in the 2016 games in Rio de Janeiro, the 2021 games in Tokyo, and the 2024 games in Paris. Maggie has come back and presented to our students on several occasions.

Superintendent: **Josh Cumpston**

Principal(s): **Aaron Veleba** – Elementary Principal; **Lisa Lamb** – Middle School Principal; **Ryun Theobald** - High School Principal

Board of Education: **Chad Engle** – President; **Shaun Farmer** – Vice President; **Christin Lovegrove** – Secretary; **Nate Girmus**; **Whitney Peppard**; **Adam Wallin**

Programs:

Bond Issue:

Our Community recently passed a \$48.8 million school bond issue and then had an additional \$8 million anonymous donation to build a theater as part of our larger project. The bond will allow for a new middle school to be added to the high school in Geneva, build a new music room and band room, a large commons entry into a new competition gym, locker rooms, and a new theater. The high school will be completely renovated and the infrastructure updated, and the elementary will have the front entrance and office area changed for safety and security.

School Community Partnerships:

We have tremendous partnerships between the community and our school to help provide learning and mentoring opportunities. We work with our local hospital for job shadowing and other local businesses for work-based learning. The Geneva Arts Council helps us to provide opportunities in the Fine Arts for our students. Our construction classes have done projects for the school and for the community. We also have a very strong Teammates Chapter and our high school students do a lot of mentoring of our elementary students through Panther Cubs and Elementary Mentors.



MEMBER SPOTLIGHT

Johnson County Central Public Schools



Mascot: Thunderbirds

Enrollment: 473 students

Location(s): Cook & Tecumseh, NE

Interesting Fact: The school song was written and composed for Johnson County Central by Tecumseh 1998 graduates, Nathan Morrissey and Daniel (Kettlehake) Christian.



Superintendent: Jon Rother



Principals: Justin Damme, High School Principal; Marsha Bacon, (4-5) Middle School Principal; Beckie Robeson, (PK-3) Elementary Principal; Laura Rademacher, SPED Director; Garrett Collin, Activities Director

Board of Education: Kim Wellensiekm, President; Dan Jones, Vice President; Gail Hutt, Treasurer; Justin Beethe; Jon Schmid; Sarah Weber

Programs:

JCC STRIV - Mr. Marcus Scheer. JCC's broadcasting team has become renowned for their quality and professional level live streaming of school activities. Last year, they were named the state's number one STRIV team. Apart from broadcasting home events such as volleyball, football, basketball, wrestling and track, the team partners with the MUDECAS Conference, the ECNC Conference and NSAA to live-stream conference and state level events. All of this is due to Mr. Scheer's high level of attention to detail, the coaching he does with students and in-depth knowledge of technology and media. The students commit many hours and late nights in preparation for broadcasting and the tear down of equipment post events.



JCC FFA Program - JCC's Future Farmers of America, led by Mrs. Christy Hodges and Mr. Connor Bartels, is a 13-time recipient of the NIFA Governor's Excellence Award.



MEMBER SPOTLIGHT

Twin River Public Schools



Mascot: Titans

Enrollment: 406 students

Location(s): Main school is in Genoa, NE but we also still have the Silver Creek School and utilize the Monroe community owned Gym

Interesting Fact: I do think several know this but we are currently in year 2 of a 3-year renovation and addition project to be completed the summer of 2027. Next school year, we will be in a new addition that includes a new gym, wrestling room, weight room, music classrooms, CTE spaces, offices, cafeteria, and classrooms! Our 1929 building will be demolished in May after school gets out and they will begin building more elementary classrooms over that spot with a new playground in the back. Our existing “elementary wing” will also have renovations this summer. We are very excited to see what the new spaces will provide for our students at Twin River!

Superintendent: Brandi Bartels

Principal(s): Brenda Buhl, Elementary Principal; Andy Banahan, 7-12 Principal; Logan Douglas, Assistant Principal/AD

Board of Education:

Jennifer Swantek, President; **John Nelson**, Vice President; **Alex Cornwell**, Secretary; **John Reeg**, Treasurer; **Chelsa Thompson**; **Jeremy Vetick**



Programs:

Speech Program

Twin River Public School's speech program, coached by Mr. Jonathan Anderson, Mr. Sam Robb, and Mr. Ryan Sidwell, has built an impressive résumé among rural speech programs in Nebraska over the past several years. Competing with a roster of around 30 students annually, the team won back-to-back East Husker Conference Championships in 2023 and 2024, followed by a Crossroads Conference Championship in 2025 after the school's conference realignment. In Nebraska School Activities Association district competition, Twin River claimed championships three years running: 2022, 2023, and 2024. At the state level, the program finished as the NSAA C2 State Runners-Up in both 2022 and 2024, and earned a third-place finish in 2023, demonstrating a consistency at the highest level that few small schools can match. Recognizing that long-term success starts early, the coaches developed a Junior High Speech program for students in grades 6 through 8. This program gives young competitors the chance to build foundational skills in public speaking, critical thinking, and confidence before they ever step onto the varsity stage. In a rural school community where every student counts, investing in a middle school program shows that the success enjoyed by the varsity team isn't just a product of talent, but of a system designed to develop it from the ground up.



SHIP

Twin River School and Home in Partnership (SHIP) is a group of parent and teacher volunteers who work together to provide opportunities to make connections between school and home. SHIP's most recent events had over 100 people! At an Ornament Making Night, families enjoyed hot cocoa, cookies, and crafts. Book Bingo featured a free meal, bingo, and each student got to take home two free books! Over summer break, SHIP hosts "Popsicles in the Park" at all three towns that make up our school. Students were able to come to the park and see some friends and teachers that they haven't seen in months! SHIP hosted their first Color Run last summer. It was a messy, fun, unforgettable experience! SHIP also extends appreciation to all staff several times a year with random treat carts, a coffee truck during teacher appreciation week, and snacks during parent teacher conferences. This includes everyone that supports students....bus drivers, janitors, cooks, etc! The last two years, SHIP has purchased shirts for every student to wear on Field Day. Each class has a specific color so teachers can easily group students and parents can easily find their children! SHIP is a perfect example of how important it is for teachers and parents to work together to see success at both school and home!



MEMBER SPOTLIGHT

Educational Service Unit 15



Locations: Trenton and Mc Cook NE

Interesting Fact: ESU 15 covers an area larger than the state of Connecticut

Administrator: Phillip Picquet

Board of Education: Kate Repass, President; Allison Sandman, Vice President; Mary Dueland, Treasurer/Secretary; Jesse Stevens; Jason Loop; Michael Harris; Nathan Behlke; Jon Lechtenberg; Marty Conroy; & Michael Fisher

Literacy and Instruction Initiative

ESU 15 launched an innovative regional literacy coaching program in direct response to the Nebraska Commissioner of Education's literacy initiative, spearheaded by Regional Literacy Coach Angie Dickey with support from staff developers Nicole Long and Sara Calvert. The program recognizes that sustainable change requires starting at the top—equipping administrators and lead teachers with instructional coaching skills before literacy interventions reach the classroom. Rather than pulling the best teachers out of classrooms, ESU 15 trains school leaders first, helping them shift from evaluators to instructional coaches. Through a partnership with Dr. Mary Webb from the Instructional Coaching Group, administrators across the ESU 15 region are participating in intensive workshops based on Jim Knight's proven 20-year coaching model—the same research-backed framework used by the Florida Center for Reading Research.

The first session took place this fall at McCook Community College, bringing together superintendents and principals for highly interactive professional development, where they learned the “go slow to go fast” philosophy and received manageable strategies to implement. Now, our ESU 15 team actively supports districts as partners throughout the journey, providing expertise as administrators work to understand data, support effective delivery, and put the right instructional leaders in place. This systemic approach is already transforming literacy instruction across the region by empowering administrators and teachers to drive sustainable classroom change with genuine teacher buy-in. Throughout the year, work has continued to implement LETRS and the Science of Reading. We are excited to host our five-day conference, June 8-12, with Jim Knight and ICG, which will further build competencies and capacity in instruction and literacy for both teachers and administrators.

Title I C Migrant Program

The Migrant Title IC program, operating out of ESU 15, serves 302 students across 15 counties, covering 13,857 square miles—this is approximately 18% of Nebraska! The program is led by Title IC Migrant Director Sara Calvert and continues to grow and expand its reach to serve students across the region. The team is staffed by five members totaling 2.95 FTE: Sara Calvert (Director, .75 FTE), Esmirna Lopez (Service Provider, 1.0 FTE), Jean Isom (Recruiter, 1.0 FTE), Justen Lusk (Service Provider, 1.0 FTE), and Kim Pearson (Data Specialist, .20 FTE). The mission of the Nebraska Department of Education (NDE) is to help migratory children ages 3 through 21 meet high academic challenges by overcoming obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems, ensuring that all migrant students graduate with a high school diploma or HSED that prepares them for responsible citizenship, further learning, and productive employment. This service is greatly impacting students, especially in rural areas and communities across the region.

The program's key goals include increasing school readiness and graduation rates, providing instructional support in English Language Arts and mathematics, serving Out of School Youth, and offering non-instructional support services such as health, dental care, food, clothing, and life skills development. Students receive categorical eligibility for free school meals, instructional support both in school and at home, advocacy services, and access to Family and Community Engagement programs that support family literacy, including the Prime Time Nebraska for Humanities Grant and local and state Parent Advisory Councils. The program collaborates with ESU providers including Speech-Language Pathologists and Psychologists, and the Director also serves as the ELL Coordinator. As the program continues to grow and serve more families throughout the region, federal funds are allocated to State Educational Agencies through a formula based on each state's per pupil expenditure and counts of eligible migratory children residing within the state.

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

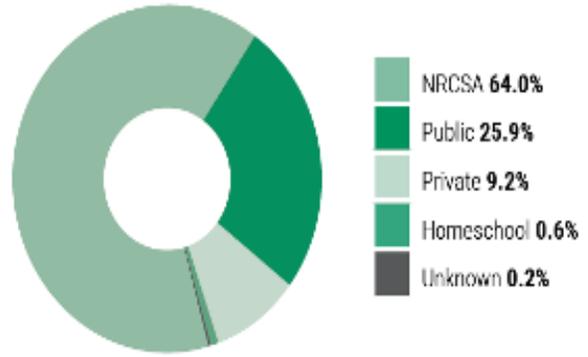
<p>TUTORING HOURS </p> <p>Monday - Thursday 3:30 to 8:30 PM CT</p>	<p>Tutoring sessions are available after school, in the evenings, and on weekends, giving students the flexibility to get help when it works best for them. Each session is customized to meet the student's needs, whether they're catching up, preparing for a test, or seeking to strengthen key skills.</p> <p>Tutoring for Spring Semester: Jan. 12 – May 7</p>
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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 **2,365** tutoring sessions, serving **945** 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.

945 STUDENTS SERVED

Since February 2024, 945 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.

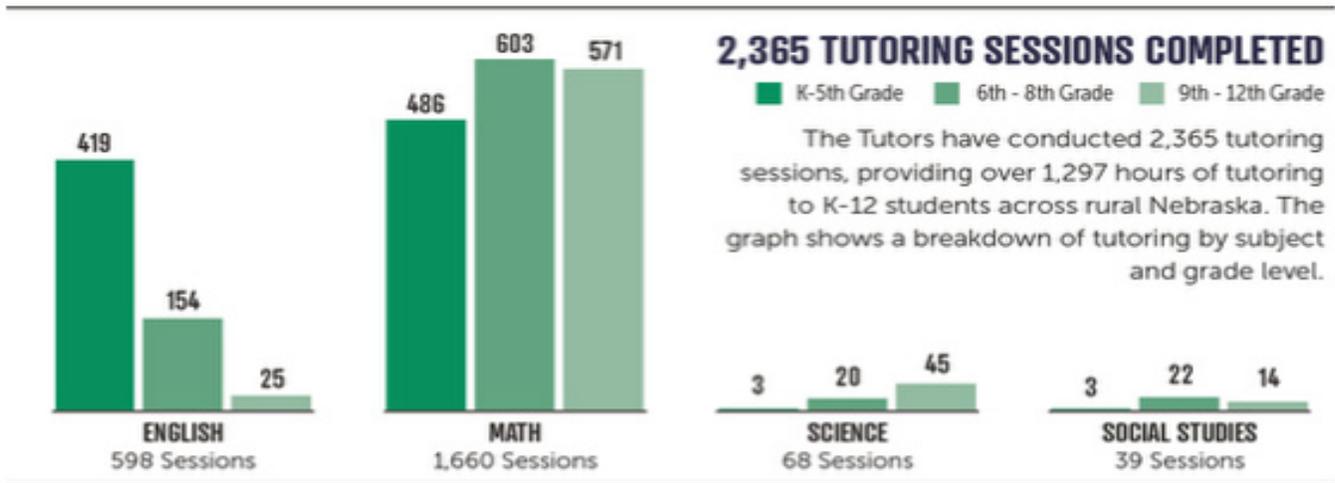


How to Access Tutoring

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.



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

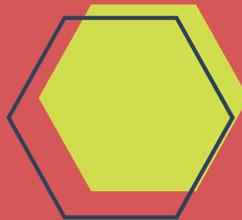


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

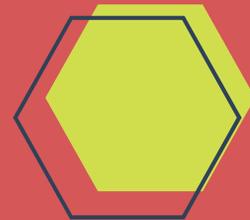


During the Game/Event

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.



BOLD: Bridging Organization, Learning and Design

Marilyn Dennison

Education is in my blood. A life-long learner myself, my career has been spent in and around schools, students, educators, and administrators as both an educator and school administrator. Research has been a staple of my career to illuminate the needs of students and how environments affect learning.

Equipping learners with the skills and capacities for a successful future – including self-directed learning, global awareness, collaboration, and creativity – is no small matter. Many educational leaders are finding that traditional forms of education are not keeping students engaged; assisting students in taking responsibility for their own learning, or providing opportunities for students to work together. Pedagogies must evolve and respond to the changing world in order to remain relevant to the next generation of learners. Many schools are working on transforming their spaces, but often focus on influencing only one aspect of education either academic standards, instructional practices, or the physical environment, but seldom all three. This can prohibit reform efforts, and produce less than desirable results. This is where the next stage in my career has taken me. I lead the BOLD initiative within DLR Group to bring my passion and knowledge to help bridge the gap between education and design.

What is BOLD?

BOLD (Bridging Organization, Learning and Design) is a robust consultation process grounded in decades of successful change efforts. Our role is to help schools holistically respond to changes in the world that impact the overall learning experience for every learner. Our systems-based approach addresses teaching and learning while leveraging collaborative learning environments to increase confidence and engagement of educators and learners.

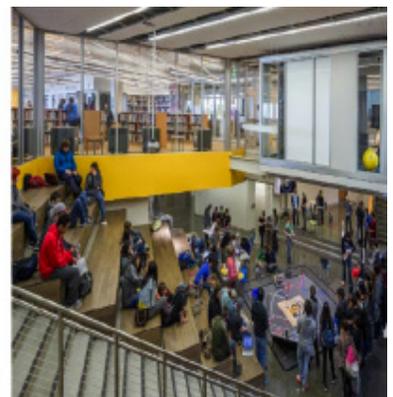
What does the BOLD process look like?

The BOLD process is designed to lead you through a series of explorations that discover, imagine, define, develop, and achieve the path to your desired outcomes. Within this framework, BOLD’s specific services are custom-selected to meet the unique needs of your district or school. These might include strategic planning, process consulting, spatial affordance training, change leadership coaching, culture development, inquiry based learning implementation, teaching and learning consulting services, or others.

To learn more about DLR Group’s services and the BOLD research initiative please visit us at:

<https://www.dlrgroup.com/sector/k-12-education/?ref=menulist>

<https://bold.dlrgroup.com/>





Purple Ribbon Partners



Apptegy

Alex Brownstein
2201 Brookwood Dr, Suite 115
Little Rock, AR 72202
Phone: (832) 722.3053
conferenceteam@apptegy.com



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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
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draymond@facilityadvocates.com



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Omaha, NE 68138
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tkj@mcconstruction.com



Network For Educator Effectiveness (NEE)

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



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Phone: (909) 302-0617
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2204 University Dr, Suite 130
Kearney, NE 68845
Phone: (308) 237-5787
jsertich@wilkinsadp.com

Contact Information

NRCSA

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

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

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

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440 S 13th St, Suite B
Lincoln, NE 68508



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

Buildings and Grounds Committee
January 19, 2026
HS Conference Room and Facility Tour
3:15 PM

1. Role:

Board Members: Jason Arp, Cassie Flesner, Steve Slykuis

Staff: Dawn Lewis, Arron Pfingsten, Kali Agler, Chris Flesner, Lawrence Reed

2. Review Board Workshop Presentation:

- a. Discussion of what was presented and the initial cost estimates, evaluate what we, as a board, feel is most important to focus on, confer with staff.
 - i. Agreed that primary focus is CTE at this time
- b. Identify what project proposal we are focusing on.
 - i. Proposal 1 of 3.
- c. Concern of cost
 - i. What do we feel the community would support
 1. Bond vs lease purchase
 2. How the changing legislature could affect ability to save in Special Building
- d. Dr. Lewis will request the following from DLR:
Requesting cost breakdown and scope of work of from DLR:
 1. Reno of existing Lab/Shop spaces including: Metals, Woods and incorporating facilities shop into instructional space.
 2. Cost of reno + exterior addition/specialized learning space
 3. Cost of reno + interior addition (existing courtyard)
 4. Costs of doing all four areas.

3. Review class sizes and enrollment with staff:

- a. Principal Arron Pfingsten provided 5 year review of enrollment, classes offered and class sizes. Agler and Flesner provided input of their current class sizes and what is ideal for their space as they are now, what could be possible with additional space.
 - i. Additional sections with smaller number of students per section. Ideal for one-on-one learning
 - ii. Some classes are currently capped per semester due to space availability and safety concerns.
- b. Discussed the percentage of students that use the CTE space
 - i. AG: 3/10 of all High School students, each year
 - ii. STS: 1/3 (slightly more than AG) of all High School students, each year.

4. Tour of Lab/Shop

- a. Staff explained use of current space.
 - i. Identified what would be helpful/ ideal changes in the current space.
- b. Staff expressed concern of water entering the building during weather events.
- c. Both Teachers expressed that the use of the space could be improved.

- i. Agler (Ag):
 - 1. Addition of Science lab space/science tables for dissections.
 - 2. Usefulness of a sink in the classroom/lab space.
 - 3. Metal storage
 - 4. Ventilation
 - ii. Flesner (STS):
 - 1. Space for small engines: currently using facilities shop, not technically part of the classroom, not ideal because of lack of line of sight to classroom, would be ideal with reconfiguration.
 - 2. Wood and project storage
 - 3. Space for laser- move out of small closet.
 - iii. Reed:
 - 1. Has removed many items from the shop to allow for more educational use.
 - a. Items moved to Track Shop for storage, i.e. skid loader and sweeper.
 - 2. Use of shop for receiving for building
 - a. Pallets of paper, then distributed
 - b. Technology: computers typically, technology room storage is very tight, currently in locked cabinets in shop area
 - c. Furniture: items are assembled then distributed. Use of both sides.
 - 3. Control room/office for HVAC system.
5. Discussion of expanded commons and activities entrance.
- a. Concern of how CTE building project would affect drainage.
 - b. Commons and activities entrance
 - i. What is the size (depth and height) of the proposed addition?
 - 1. Addition of offices and storage.
 - a. Movement of District staff separate from high school staff.
 - ii. Second level that could be utilized for wrestling practice mats.
 - 1. Access: ADA requirements, i.e. stairs and/or elevator
 - c. Dr. Lewis will request the following from DLR:

Request information about the possibility of two levels and space for wrestling mats in the commons/activity entrance.

6. Adjourn

Meeting concluded at 5:00 PM. No additional committee meeting was scheduled at this time. Next meeting with the Board of Education will be held during the Community Engagement Meeting January 28, 2026 at 6:30 PM.

Submitted by Cassie Flesner



SALES QUOTATION

Quote No. Q-00729124
Ref. No. Arlington - erate Fortinet 401F (260006618)

Date 12/28/2025
Exp. Date 1/27/2026

Sterling Account Manager

Angie Sexton
PO Box 1995
303 Centennial Drive
North Sioux City, SD 57049
(605) 242-4037
angie.sexton@sterling.com

Customer Information

Arlington Public Schools
Dan Larson
705 N 9th, Box 580
Arlington, NE 68002-0580
(402) 478-4171 x180
dan.larson@apseagles.org

Terms Net 30	FOB Destination	Contract E-Rate	Estimated Lead Time 60 Business Days ARO
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Line No.	QTY	Part Number	Description	Unit Price	Extension
1	1	FG-401F-BDL-950-60	FortiGate-401F Hardware plus 5 Year FortiCare Premium and FortiGuard Unified Threat Protection (UTP)	\$36,988.05	\$36,988.05
2	1	FC-10-0401F-189-02-12	FortiGate-401F 1 Year FortiConverter Service for one time configuration conversion service	\$520.76	\$520.76
TOTAL					\$37,508.81

Quotation Comments

By accepting this quote for Fortinet Products, Buyer agrees to the pass-through terms located at <https://www.fortinet.com/content/dam/fortinet/assets/legal/EULA.pdf> and <https://www.fortinet.com/content/dam/fortinet/assets/legal/Fortinet-Service-Offering-Terms.pdf>

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For all other customers, click below to convert your quote to an order.

Convert Quote to Order

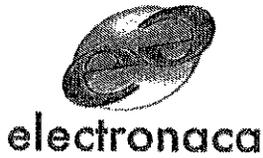
QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PRZR130	12/15/2025	E-RATE FY 2026	6387312	\$42,896.89

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<u>Fortinet FortiGate 401F Next Generation Firewall Appliance</u> Mfg. Part#: FG-401F-BDL-950-60 Contract: MARKET	1	7201629	\$42,347.94	\$42,347.94
<u>FortiConverter - subscription license renewal (1 year) - 1 license</u> Mfg. Part#: FC-10-0401F-189-02-12 Electronic distribution - NO MEDIA Contract: MARKET	1	7035947	\$548.95	\$548.95

SUBTOTAL	\$42,896.89
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$42,896.89

PURCHASER BILLING INFO	DELIVER TO
Billing Address: ARLINGTON SCHOOL DISTRICT BOARD OF EDUCATION 705 N 9TH ST PO BOX 580 ARLINGTON, NE 68002-3032 Phone: (402) 478-4173 Payment Terms: ERATE QUOTES ONLY	Shipping Address: ARLINGTON SCHOOL DISTRICT DAN LARSON 705 N 9TH ST ARLINGTON, NE 68002-3032 Shipping Method: DROP SHIP-GROUND
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



ERATE QUOTE
12-05-2025

Electronaca Inc.

7000 W Palmetto Park Rd Suite 210,
Boca Raton Florida 33433

561 571 7525
erate@electronaca.com
www.electronaca.com

APPLICANT
ARLINGTON PUBLIC SCHOOLS
705 N 9TH ST
Arlington NE 68002

FORM 470
260006618
SUBJECT
Cat2.2026 Arlington Public Schools (firewall)

BRAND
Fortinet

SPIN NUMBER
143035753

QUOTE NUMBER
QUO26750

Item	Unit Price	Qty	Total
FG-401F-BDL-950-60 FORTINET INC. - FORTIGATE-401F HARDWARE PLUS 5 YEAR FORTICARE PREMIUM AND FORTIGUARD UNIFIED THREAT PROTECTION UTP. Item is 44% E-Rate eligible.	\$46,267.20	1.00	\$46,267.20
FC-10-0401F-189-02-12 FORTINET INC. - FortiGate-401F 1 Year FortiConverter Service for one time configuration conversion service. Item is 100% E-Rate eligible.	\$660.96	1.00	\$660.96
Shipping Shipping and Handling.	\$250.00	1.00	\$250.00
		Subtotal	\$47,178.16
		Sales Tax 0.00%	\$0.00
		GRAND TOTAL	\$47,178.16

COMMENTS: ERATE PERCENTAGE DISCOUNT HAS NOT BEEN APPLIED TO THE TOTAL OF THIS QUOTE.

Terms & Conditions:

Discounts are subject to revision if item quantities are modified. All work performed is charged in hours per person, per visit. Minimum 4 hour charge per visit. If a Site Survey work is needed, the report will be based on proposed RF path suggested by the customer, frequency sweeps and channel discovery might be performed. Electronaca Inc. will not perform any civil, mechanical or electrical work other than clarifying to the customer his/her options in the proposed area, unless otherwise specified. Towers, electrical runs, lighting protection and conduits should be prepared in advance to specs prior to installation. 50% of balance payment is expected to begin installation. Customer is responsible for City and County Permits. Prices are valid for 30 days. Customer accepts upfront charges on the selected method of payment.

Electronaca Inc.

Description	Eligibility	Unit Cost	Qty	Total Cost
FortiGate 401F UTP (5yrs)	44%	\$36,988.05	1	\$36,988.05
<i>Erate Eligibility</i>				\$16,274.74
<i>Ineligible Portion</i>				\$20,713.31
<i>Erate Discount (60%)</i>				\$9,764.85
<i>Non-Discount Share</i>				\$6,509.90
<i>District Responsibility</i>				\$27,223.20
FortiConverter Service	100%	\$520.76	1	\$520.76
<i>Erate Discount (60%)</i>				\$312.46
<i>Non-Discount Share</i>				\$208.30
<i>District Responsibility</i>				\$208.30
TOTAL DISTRICT RESPONSIBILITY				\$27,431.51



Arp, Jennifer <jennifer.arp@apseagles.org>

Arlington Public Schools - Bus Barn Lift

8 messages

Arp, Jennifer <jennifer.arp@apseagles.org>
 To: equipped@cox.net

Wed, Jan 28, 2026 at 11:46 AM

Hello Mike,

I am looking for a lift for our bus barn for the mini vans and 10 passenger vans

We would have a bay space available to put this lift with high ceilings

I would be available to meet at our bus barn in Arlington anytime Monday through Friday from 8-5pm- If you would like to meet with my mechanic to get some specifics from him, he is available after 5:00 and I could arrange to have him meet us there.

Right now we just need to see if this is something we can do and get for the barn, and what the cost is and all that the installation might entail.

Thanks for your help, I look forward to working with you.

Jennifer Arp*Business Manager**Superintendent Admin Assistant**District Transportation Supervisor*

Arlington Public Schools-Arlington Nebraska

402-478-4173 Fax: 402-478-4176

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 Mike Albers <equipped@cox.net>

Thu, Jan 29, 2026 at 7:34 AM

To: "Arp, Jennifer" <jennifer.arp@apseagles.org>

Jennifer,

Attached is the brochure for the 12k lift we discussed.

For the standard height lift, I have a few in stock I purchased at a discount at the end of the year that I can pass on the savings to you while they last.

Your approximate cost for the lift would be \$10,000.00 and I would discount the install also, and install would be \$800.00

Please let me know if you have any questions or concerns.

*Thank you.**Mike Albers**Equipment Unlimited, Inc.**402-699-6303*www.autoshopequip.com*Distributor of High Quality Automotive Equipment*
**ROTARY
SOLUTIONS**

HUNTER
 Engineering Company

CHAMPION

Scan QR Code and leave me a Google review!!!!



[Quoted text hidden]

ROTARY SPO12 CUTSHEET_2024.08.pdf
916K

Arp, Jennifer <jennifer.arp@apseagles.org>
To: Mike Albers <equipped@cox.net>

Thu, Jan 29, 2026 at 11:16 AM

Mike, I am discussing this with my board-
Can I ask do you guys do just the installation? If we had a different lift- would you install it? IF so how much does that typically run?
Thanks

Jennifer Arp

*Business Manager
Superintendent Admin Assistant
District Transportation Supervisor
Arlington Public Schools-Arlington Nebraska
402-478-4173 Fax: 402-478-4176*

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[Quoted text hidden]

Mike Albers <equipped@cox.net>
To: "Arp, Jennifer" <jennifer.arp@apseagles.org>

Thu, Jan 29, 2026 at 12:37 PM

Jennifer,

Depending on the lift, I do installations. It must be an ALL certified lift for me to even consider it, but even then, there are some brands I will not install. As far as cost to install another lift, I would start at \$2000.00 plus any additions if needed.

[Quoted text hidden]

Arp, Jennifer <jennifer.arp@apseagles.org>
To: Mike Albers <equipped@cox.net>

Thu, Jan 29, 2026 at 12:42 PM

Thank you for this info,
One last question , is the lift the 110V Shockwave option? My board is wanting to make sure it is not the 220V

Thanks

Jennifer Arp

*Business Manager
Superintendent Admin Assistant
District Transportation Supervisor
Arlington Public Schools-Arlington Nebraska
402-478-4173 Fax: 402-478-4176*

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[Quoted text hidden]

Mike Albers <equipped@cox.net>
To: "Arp, Jennifer" <jennifer.arp@apseagles.org>

Thu, Jan 29, 2026 at 12:52 PM

Jennifer,

It is the 220v lift. The 110v Shock wave lift it another \$4500.00 more than what I quoted.

[Quoted text hidden]

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[Quoted text hidden]

Arp, Jennifer <jennifer.arp@apseagles.org>
To: Mike Albers <equipped@cox.net>

Thu, Jan 29, 2026 at 1:02 PM

Last question for you, is there any warranty or maintenance coverage on the new lift?
Thanks

Jennifer Arp

*Business Manager
Superintendent Admin Assistant
District Transportation Supervisor
Arlington Public Schools-Arlington Nebraska
402-478-4173 Fax: 402-478-4176*

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[Quoted text hidden]

Mike Albers <equipped@cox.net>
To: "Arp, Jennifer" <jennifer.arp@apseagles.org>

Jennifer,

5 years structural, 1 year parts and labor warranty. If I install it, it extends the parts warranty for another year.

I will make a no charge service call to make any needed adjustments in the first 6 months.

I am sure if you ask Matt O'daniel, he will vouch that I will take care of you.

Model/series	STANDARD WARRANTY			***RAI II	
	Structural	Functional	Labor Warranty	Structural	Functiona
SURFACE LIFTS <= 30,000 LBS.	5 YEARS	1 YEAR	1 YEAR	5 YEARS	2 YEARS
JACKS PURCHASED WITH ALIGNMENT LIFTS <= 30K					
INGROUND CASSETTE LIFTS - 12,000 LBS. OR LESS					
SCISSOR LIFTS - 14,000 LBS. OR LESS					

[Quoted text hidden]



SPO12 SERIES TWO POST LIFTS

12,000 lbs. CAPACITY / MEDIUM DUTY SYMMETRIC LIFT



Its size, wider drive-thru and larger footprint make the SPO12 the optimal 2 post lift for shops that work on taller, heavier vehicles.

- Choose your:**
- Lift height and width
 - Power option
 - Productivity accessories

SPO12-TA

Symmetric lift with TA truck adapters and 3-stage arms for greater vehicle reach.

SPO12-LC

LOW CEILING DESIGN

Shorter overhead height designed for shops with lower ceiling bays.

- 11' 8" overall height
- 11' 9" minimum required ceiling height

SPO12 WIDE

Wider stance provides an additional 17" of drive-thru width for larger trucks and vans.

Wide lift design provides the versatility for greater under vehicle access and less obstruction for service to battery electric vehicles.

LIFT SHOWN:
SPO12-SW

Includes SHOCKWAVE™ DC power with onboard 110v charger providing 2X the lifting speed of conventional lifts.



SCAN THIS VIDEO CODE TO LEARN ABOUT THE BENEFITS OF ROTARY SHOCKWAVE LIFTS

SYMMETRIC LIFT MODELS

BL = Blue / RD = Red

CONVENTIONAL 3-STAGE ARMS Truck Adapters (TA)

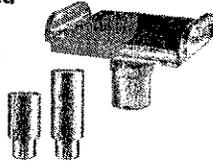
CONVENTIONAL 3-STAGE ARMS Truck Adapters (TA)

CONVENTIONAL 3-STAGE ARMS Truck Adapters (TA)

SPO12 SERIES LIFTS FEATURE three-stage arms and polymer Truck Adapters primarily used on framed vehicles.

Adjustable adapters thread-up and come with stackable inserts and storage rack. No metal.

- Three-stage arms for greater reach
- Original "Double S" column design
- Performance tested to 20,000 lift cycles
- Nationwide support
- ALI Gold Certified



Standard SPO12 and SPO12-SW lifts are available in 4 adjustable lift height options / models
ADD UP TO 3' OF ADDITIONAL HEIGHT FOR EURO-STYLE CARGO VANS



STANDARD POWER	STANDARD MODEL SPO12N10T5BL SPO12N10T5RD	LOW CEILING MODEL SPO12N10TLBL SPO12N10TLRD	WIDE MODEL SPO12N10W6BL SPO12N10W6RD
SHOCKWAVE EQUIPPED	SPO12U10T5BL SPO12U10T5RD	N/A	N/A
Rise*	75 3/4" - 78 1/8" 75 3/4" - 78 1/8"	75 3/4" - 78 1/8" N/A	75 3/4" - 78 1/8" N/A
Overall Height	13' 8"	11' 10-3/4"	13' 11-1/2"
Overall Width	11' 5-5/8"	11' 5-5/8"	12' 10-5/8"
Drive-thru	102 3/8"	102 3/8"	119 3/8"
Inside Columns	114 7/8"	114 7/8"	131 7/8"
Front / Rear Arm Reach	Minimum: 27 1/2" Maximum: 59"		
Rear Arm Min/Max	27 1/2" / 59"		
Min Adapter Height	4 3/4"		
Min Bay Size	12' x 26'	12' x 26'	14' x 26'
Ceiling Height Min	13' 9"	12'	14' 1/2"
Motor / Voltage 1Ø	2 HP, 208-230V / 5 HP - 110V with SHOCKWAVE		
Time of Full Rise	60 seconds / 25 seconds with SHOCKWAVE		

* Rise measures lowest and highest position of the supplied adapters from floor to full cylinder stroke.

** Actual rise and descent times vary depending on vehicle weight. Heights and widths reflect standard settings. SPO12 lift colors come standard with your choice of red or blue.

Rotary Lift

2700 Lanier Drive / Madison, IN 47250, USA

rotarylift.com

Rotary SPO12 Cutsheet.2024.08

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North / South America Information

Sales: 800.445.5438
insidesales@vsgdover.com

Tech. Support: 800.445.5438
technicalsupport@rotarylift.com

Global Contact Information

USA: 1.812.273.1622

Canada: 1.905.812.9920

Latin America / Caribbean: 1.812.273.1622

Brazil: +55.11.4534.1995

Government Sales: 800.445.5438 X5655

For additional information: rotarylift.com/Government-Purchasing-Assistance/

Product specifications, parts lists, brochures and more information are available at rotarylift.com



2026-2027 District Calendar

Arlington Public Schools
705 N 9th St
PO Box 580
Arlington, NE 68002
HOME OF THE EAGLES

July 31-Aug 5: Washington County Fair

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	5-6	New Teacher Orientation and Mentor Days
	7, 10-11	Teacher Inservice
	10	START OF FALL PRACTICE NSAA
	12	First Day of School; 1:30 Dismissal
		Days: 17, Student Days: 14
September	7	LABOR DAY
	21	No School, Staff Inservice
		Days: 21, Student Days: 20
October	11	End of Q1 (45 days)
	21-22	Parent Teacher Conferences 5:00-8:00 pm
	22	No School; Staff Inservice
	23	No School; Fall Break (Counts for teachers, pt comp day)
		Days: 22, Student Days: 20
November	25-27	Thanksgiving Break
		Days: 18, Student Days: 17
December	21-31	Holiday Break
		Days: 14, Student Days: 14
		End of Q2 (47), End of S1 (92)
January	1	No School; Holiday Break
	4	No School, Staff Inservice
	5	Students Return
	18	No School, MLK Jr Day
		Days 19, Student Days: 18
February	10-11	Parent Teacher Conferences 5:00-8:00 pm
	11	No School; Staff Inservice
	12	No School (Counts for Teacher Day-Not counted for pt confe
		Days: 19, Student Days: 18
March	5	No School, Spring Break
	12	End of Q3 (48 days)
	26, 29	No School, Holiday Break
		Days: 20, Student Days: 20
April	19	No School, Staff Inservice
		Days: 22, Student Days 22
May	6	Early Dismissal, Arlo HS Track Invitational
	7	No School, Teacher Inservice, JH Track Invitational
	16	GRADUATION
	18-20	Possible Last Day of School (based on cancellations)
	19-21	Teacher Workday (based on cancellations)
		Days: 13, Student Days: 11
		End Q4 (44 days), S2 (93 Days)
		End of Year 185 days, 174 Student Days

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NASB BOARD STANDARDS SELF- ASSESSMENT HANDBOOK

NASB MISSION STATEMENT

The Nebraska Association of School Boards
Provides programs, services, and advocacy to
strengthen public education for all Nebraskans.



NASB BOARD LEADERSHIP TEAM MISSION

Support Effective Board Governance and Grow Leadership
Capacity to Serve Districts and Communities.

Marcia R. Herring, NASB Director of Board Leadership
mherring@NASBonline.org

Katie Corfield, NASB Board Leadership Online Survey Specialist
kcorfield@NASBonline.org

1.800.422.4572

The NASB Board Leadership Department advocate for the board-superintendent leadership team to subscribe to the highest level of professional and personal conduct and performance. Therefore, the Board Governance Standards provide a framework to support and guide leadership. The components of effective board governance and leadership are supported by best practice and the Iowa Lighthouse research. The NASB Board Standards also provide shared understanding of what constitutes effective governance and validate and affirm the importance of the school board's role to support student success.

The standards encourage boards to focus on student learning as the board's primary responsibility. For many school boards, these standards will reinforce current practice. For others, the standards enable the board to identify areas of need the board must align to developed goals to measure growth. The NASB Board Standards and the performance indicators under each standard are aligned with the Professional Standards for Educational Leaders (PSEL). The PSEL emphasize foundational principles of leadership, reflecting the interdependent relationship between educational leadership and student learning. The Association advocates for all boards to embrace the standards and engage in assessing the performance of the board according to the identified benchmarks and performance indicators.

NASB BOARD GOVERNANCE STANDARDS

Effective board standards are intended to be used by the board as a common framework to support and guide school board governance, and to promote student growth and achievement.

Boards that lead with purpose understand the impact of their actions and,

- *Recognize and follow the proper roles and responsibilities of the board*
- *Adopt and commit to the mission, vision, and goals of the school district*
- *Review, update, and adopt policy to support decision-making*
- *Adhere to board adopted operating protocols and procedures*
- *Engage stakeholders with the intent to communicate and partner for the benefit of education*

BOARD SELF-ASSESSMENT AND TEAM BUILDING

A board that aspires to operate effectively will periodically engage in some form of self-assessment. Conducting a self-assessment is an opportunity for the board to evaluate how well it is functioning as a body while enabling the board-superintendent leadership team to determine areas of improvement to operate more effectively in the future. It is important that expectations and standards on how to improve the team's practices and behaviors are clearly articulated during this process.

NASB BOARD LEADERSHIP ONLINE SURVEY SERVICE

The role of the Association will be to administer the NASB Board Self-Assessment on behalf of the board. Board Leadership staff will:

- Work collaboratively with the board to define an assessment timeline (this is typically a ten-day timeline)



- Distribute the link to the board to complete the self-assessment
 - *Note: The Board Self-Assessment survey is accessible by computer, smart phone and other mobile devices for ease of completion*
- Send reminders to board members who have not completed the assessment prior to the deadline
- Compile the board feedback
- Develop an Executive Summary highlighting board strengths and areas of need
- Distribute the assessment reports to the board president

Note: A sample report is included at the end of this handbook.

Returning districts will be given a comparative Board Self-Assessment report showing standard averages from the current year and the most recent assessment. This use of comparative data allows the board to establish progress on areas of growth and goals.

NASB BOARD STANDARD SELF-ASSESSMENT

Utilizing a Likert Scale, please review the Board Governance Standards, Benchmark for Success and Performance Indicators. Select the Performance Indicator(s) that best describes the work of the board.

BOARD CULTURE AND TEAMWORK

What word would you use to describe the climate of the board: <i>(circle one)</i>	Collaborative; Empowering; Productive; Purposeful; Safe; Supportive; Critical; Fearful; Secretive; Self-Preservation; Unproductive
What word would you use to describe your general frame of mind following a board meeting: <i>(circle one)</i>	Active; Determined; Inspired; Proud; Concerned; Distressed; Frustrated; Upset

		Always	Sometimes	Rarely	Never	Unsure
a.	There is cohesiveness and collaboration among board members.					
b.	There is respect for diverse viewpoints and cultures.					
c.	Board member decisions are based on the best interest of students and good stewardship of school resources.					
d.	There is effective conflict resolution among board members.					
e.	Communication among board members is respectful.					
f.	Communication among board members is effective.					
g.	Board members are well informed on issues related to the district.					
h.	Board members promote an environment of transparency, trust, learning, and continuous improvement.					

STANDARD 1: MISSION, VISION, & GOALS

Benchmark for Success: The board annually reviews the district's mission, annually adopting board and district goals to support the long-term vision.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board includes stakeholders and the community in the development and revisions of the district's mission, vision, and goals.					
b.	The board aligns the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.					
c.	The board adopts a strategic plan or district goals to support the progress and growth of student learning.					
d.	The board meeting agenda aligns discussion and action items to instructional and organizational practices that promote student success and the district's goals/strategic plan.					
e.	The board continually monitors the district plan and progress of goals and outcomes, adjusting to changing expectations and opportunities for the school and changing needs to students.					
f.	The board adopts board goals aligned to the strategic plan or district goals to support and facilitate progress.					
g.	The board establishes and sustains a professional culture of engagement and commitment to a shared mission, vision, and goals pertaining to the education of the whole child.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD II: POLICY GOVERNANCE

Benchmark for Success: The board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board is committed to a defined process to ensure regular review, revision, and adoption of board policies.					
b.	The board adopts policies that support the mission and vision, provide structure, and support student success.					
c.	The board completes a full review of the policy manual within a one-to-three-year period of time.					
d.	When developing and updating policies, the board considers recommendations from the superintendent, administrators, and district legal counsel/policy service.					
e.	The board ensures board policies are updated regularly according to state statute and accessible to the public.					
f.	The board follows an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel.					
g.	The board evaluates the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.					
h.	The board reviews and approves the contents of the District Annual Report.					
i.	The board develops policies and procedures that affect students and staff in a positive, fair, and unbiased manner.					
j.	The district handbooks are aligned to district policy.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD III: STAKEHOLDER & COMMUNITY ENGAGEMENT

Benchmark for Success: The board establishes effective communications with internal and external stakeholders to promote the district's image, and to build and sustain long-term partnerships that serve education.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board engages the community to build understanding and support for public education and the school district.					
b.	The board seeks input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.					
c.	The board maintains a cohesive communications plan to inform and educate the community on district issues.					
d.	The board ensures that a district report is provided to patrons annually.					
e.	The board references the district mission and vision to support decisions related to policy and district operations.					
f.	Board members maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.					
g.	The board builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.					
<i>What areas of strength did you identify within this standard? Why?</i>						
<i>What are the areas within this standard that the board needs to improve and grow?</i>						



STANDARD IV: ACCOUNTABILITY & STUDENT ACHIEVEMENT

Benchmark for Success: The board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board engages in discussion related to the state standards and district assessments.					
b.	The board sustains an adopted curriculum review policy to require scheduled review and updates of district curriculum in all curricular areas.					
c.	The board reviews student achievement data to support the identification of priorities and allocation of resources.					
d.	The board promotes and supports through district resources continuous staff development and mentoring to support a highly effective staff.					
e.	The board seeks input from staff to develop and grow instruction and learning.					
f.	The board supports continuous school improvement initiatives and oversees the progress of school improvement goals.					
g.	The board promotes mutual accountability at all levels of the school community for each student's success and the effectiveness of the school as a whole.					
h.	The board promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.					
i.	The board promotes the use of technology in the service of teaching and learning.					
j.	The board reviews data to monitor and assess the progress of student learning.					
<i>What areas of strength did you identify within this standard? Why?</i>						
<i>What are the areas within this standard that the board needs to improve and grow?</i>						

	Yes	No	Unsure
Has the district intentionally engaged stakeholders who are members of the underrepresented groups?			
Who are the underrepresented groups in your school district?			



What are the district initiatives that address diversity, equity, and inclusion with students and staff?	
What are the barriers to more equitable outcomes?	

STANDARD V: ADVOCACY

Benchmark for Success: The board advocates for children, public education, learning, and equity to support improved student outcomes for all students.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board adopts an advocacy calendar and belief statements to align advocacy efforts before, during, and after the annual Legislative Session.					
b.	The board maintains legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation.					
c.	The board and superintendent attends the Legislative Issues Conference and engages NASB as a support system during the Legislative Session.					
d.	A board appoints an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s).					
e.	At the close of the Legislative Session, the board analyzes the work and effectiveness of the district's advocacy role during the session.					
f.	The board ensures each student in the district has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.					
g.	Board members advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.					
<i>What areas of strength did you identify within this standard? Why?</i>						
<i>What are the areas within this standard that the board needs to improve and grow?</i>						



STANDARD VI: DISTRICT RESOURCES

Benchmark for Success: The board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board adopts a fiscally responsible annual budget that is aligned with the district's mission, vision, and goals.					
b.	The board considers a budget that is aligned to the strategic plan and/or goals and the growth of student success.					
c.	The board receives monthly budget reports including comparison data to monitor budget management and expenditures.					
d.	The board reviews and adopts a master facility plan to support a safe and effective learning environment districtwide.					
e.	The board authorizes an annual audit of all of the district's financial records.					
f.	The board ensures equitable resource distribution within the annual budget.					
g.	The board allocates resources to provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the academic learning needs for each student.					
h.	The board engages the public in discussions regarding the budget and facility plan.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD VII: BOARD OPERATIONS

Benchmark for Success: The board ensures meetings are effective, efficient, and orderly, focused on policy, proper board governance, and conduct.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board has adopted the NASB Code of Conduct, and meeting protocols and procedures to support orderly meetings held in public.					
b.	The board meeting agenda is aligned with district goals and priorities, focused on student and staff success, academic outcomes, and effective governance practices.					
c.	The board treats all individuals, including fellow board members, staff, students, and community members with trust and respect.					
d.	The board understands and complies with the Nebraska Open Meetings Law.					
e.	The board adopts policy and communicates with the public regarding public participation at board meetings.					
f.	The board's actions and attitude elicit community trust and respect.					
g.	Each board member honors board decisions even when the vote is not unanimous.					
h.	Each board member refrains from making commitments on behalf of the board.					
i.	Each board member respects the confidential information shared in closed session.					
j.	The board engages in open, respectful dialogue and decision-making.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD VIII: BOARD - SUPERINTENDENT RELATIONS

Benchmark for Success: The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The superintendent's job description states expectations, clarifies authority, is consistent with policy, and is reviewed by the board regularly and revised as needed.					
b.	The board and superintendent have clearly defined roles and accountability.					
c.	The board provides clear expectations for the superintendent's performance, collaboratively sets annual performance goals, and evaluates the superintendent accordingly.					
d.	The superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates to comply with the contract.					
e.	The board works with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.					
f.	The board empowers and motivates the superintendent to the highest levels of professional practice and to continuous learning and improvement.					
g.	The board promotes the personal and professional health, well-being, and work-life balance of the superintendent.					
h.	Using policy, the board delegates authority to the superintendent to manage district operations and implement policy.					
i.	The board and superintendent demonstrate collaborative problem solving and decision-making.					
j.	The board thoughtfully considers the superintendent's recommendations prior to making decisions.					
What areas of strength did you identify within this standard? Why?						
What are the areas within this standard that the board needs to improve and grow?						

STANDARD IX: PROFESSIONAL DEVELOPMENT

Benchmark for Success: The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board and superintendent share responsibility for the orientation of new board members.					
b.	Each board member regularly participates in board development opportunities.					
c.	The board participates in professional development regarding board-superintendent relations.					
d.	The board seeks opportunities to expand their knowledge of educational issues and practices within and beyond the district.					
e.	The board's participation in professional development leads to mutual trust, collaboration, shared knowledge, and clear communications between the board and superintendent.					
f.	The board reflects on board performance and learning through challenges through an annual board self-assessment.					
g.	The board sets goals following the board self-assessment.					
h.	The Association provides the support needed to grow in your role as a board member related to: (Bd. Mtg. Protocols and Procedures, Supt. Eval, BSA, Bd. Role/Responsibilities, Onboarding Bd Members, Committees, Advocacy, Policy, Comm. Engagement, Strat. Planning)					
What can the Association do to better meet your needs as a board?						
What areas of strength did you identify within this standard? Why?						
What are the areas within this standard that the board needs to improve and grow?						



CONCLUSION

From the board perspective, what is the greatest student need in your district?	
Are there areas about the culture/climate of the board that you have not had the opportunity to address in the above questions?	



NASB BOARD SELF-ASSESSMENT SAMPLE REPORT:



Nebraskaland Public Schools Board Self-Assessment 2026



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Collective Standard Averages

(listed highest to lowest)

- 4.88 - Standard IV: Accountability and Student Achievement
- 4.50 - Standard IX: Professional Development
- 4.00 - Standard I: Mission, Vision, and Goals
- 4.00 - Standard VI: District Resources
- 4.00 - Standard VIII: Board-Superintendent Relations
- 3.96 - Standard III: Community Engagement
- 3.89 - Standard II: Policy Governance
- 3.72 - Standard VII: Board Operations
- 3.60 - Standard V: Advocacy

Averages range from 1.00-5.00 with averages closer to 5.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

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Standard I: Mission, Vision, and Goals

Benchmark for Success: The board annually reviews the district's mission, annually adopting board and district goals to support the long-term vision.



Values are as follows: Always - 5 Sometimes - 4 Rarely - 2 Never - 1 Unsure - 3

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What areas of strength did you identify within this standard? Why?

Consectetur viverra, urna, iaculis placerat dui! Quam etiam fermentum nec dolor.
 Etiam euismod aenean leo sodales molestie vitae temporibus. Tempor leo wisi gravida.
 Luctus porttitor faucibus morbi diam orci? Wisi imperdiet quis posuere.
 Pedes tempus vulputate morbi dui, platea atque! Rutrum cras facilisi nonummy per tellus.
 Pellentesque cursus vehicula ut tempor. Eget! Nec nunc. Massa temporibus dapibus! Justo facilisi, amet.
 Ridiculus ultricies ab potenti venenatis consequat lorem ligula natoque magnis.

What are the areas within this standard that the board needs to improve and grow?

Viverra malesuada euismod, malesuada justo augue sed primis bibendum, non! Faucibus ridiculus.
 Scelerisque luctus? Suspendisse, laoreet lacus et porttitor lectus! Sed donec porta ante dui? Odio.
 Orci natoque temporibus! Pedes non malesuada sodales risus sollicitudin. Interdum? Duis et rhoncus ut.
 Duis bibendum wisi rutrum eleifend ultricies lectus tortor sed maecenas.
 Cursus vitae wisi fringilla augue turpis. Proin tellus dui dignissim vestibulum platea turpis diam ut.
 Aliquam vulputate dolor vel in cras tempora pellentesque quis, imperdiet non imperdiet.

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Following the Board Self-Assessment, the board will:

- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

Request support of the NASB Board Leadership team to facilitate a board retreat to lead the board through the review of the Board Self-Assessment Summary and establish board goals.



InstructionCurriculum - Development and Adoption

All major program adoptions and/or major course revisions shall be subject to the approval of the Board of Education.

Major program adoptions and/or major course revisions may be proposed by district-wide curriculum committee and/or building curriculum committees and approved, rejected or revised and approved by the Superintendent before being submitted to the Board of Education for final approval.

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

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

InstructionCurriculum – Assessments (Policy No. 6211)1. State Assessments.

The Arlington Public School District has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

- ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

- iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
- e. Assistance During Assessments.
 - i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

All employees are to adhere to the Nebraska Student-Centered Assessment System (NSCAS) Security Procedures and report breaches in security to Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Date of Adoption: August 12, 2019

Reviewed: January 13, 2020; January 9, 2023

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

- Language Arts standards that were adopted by the State Board in September, 2021;
- Mathematics standards that were approved by the State Board in September, 2022;
- Science standards that were adopted by the State Board in September 2017; and
- Social Studies standards that were adopted by the State Board in December, 2019.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: August 13, 2018

Reviewed: January 13, 2020; March 9, 2020, July 12, 2021; January 9, 2023

InstructionReading Instruction and Improvement

The District shall develop its curriculum to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. In doing so, the District will ensure that all teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement. Each student and his or her parents or guardians will be informed of the student's reading progress. It is the District's intent that each student in the District be able to read at or above grade level by third grade.

For school year 2019-20 and each school year thereafter, the District shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan, and any student receiving services under a plan pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act, for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment for each such school year shall occur within the first thirty days of the school year.

Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act shall prohibit the District from identifying any other student as having a reading deficiency.

The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program shall:

- (a) Be provided to any student identified as having a reading deficiency;
- (b) Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- (c) Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. Such summer reading

program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

The supplemental reading intervention program may also include:

- (a) Reading intervention techniques that are based on scientific research and best practices;
- (b) Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- (c) Intensive intervention using strategies to match the weaknesses identified in the diagnostic assessments;
- (i) Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
- (ii) Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
- (iii) Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- (d) Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- (e) Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

The school of any student who is identified as having a reading deficiency shall notify such student's parents or guardians either in writing or by electronic communication no later than fifteen working days after the identification of the reading deficiency that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Any student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than thirty days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant to this Policy. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to this Policy until the student is no longer identified as having a reading deficiency.

Legal Reference: Nebraska Reading Intervention Act

Date of Adoption: August 13, 2018

Reviewed: January 13, 2020; January 9, 2023

StudentsCollection of Information Relating to Dyslexia

The District will collect and maintain the following information relating to dyslexia during each school year:

- (1) Testing for a specific learning disability in the area of reading, including tests that identify characteristics of dyslexia and the results of such tests;
- (2) The number of students identified as having a reading issue, including dyslexia, pursuant to the assessment administered under the Nebraska Reading Improvement Act and Policy 6213;
- (3) The number of students identified in Paragraph (2) that have shown growth on the measure used to identify the reading issue; and
- (4) All other data required by law and/or the District's special education obligations.

By July 1st of each year, the District will provide the Nebraska State Department of Education with information collected about dyslexia, as requested by the Department.

Any student or parent/guardian with questions or concerns about dyslexia are encouraged to contact the District's Director of Special Education.

Legal Reference: LB 298 (2023)

Date of Adoption: 07/10/2023

Instruction

Experimental/Innovative Program

The professional staff of the school system is encouraged to seek improvement of the educational program of the schools.

Experimental programs and "pilot studies" must have the approval of 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

Instruction

Curriculum Guides

Curriculum guides shall be prepared in harmony with the legal requirement of the state and the purposes of the program of instruction adopted by the board.

The Superintendent shall have general coordinating authority over the formation of all courses of study and curriculum guides.

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

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

InstructionHomework

Homework is a learning activity related to the experience within the school. Its purposes are to supplement and to enrich work done in the classrooms; to provide for individual interests; and to promote competency in skills; to use resource materials; to integrate learning and to teach the proper budgeting of time. Homework should be assigned at the discretion of the classroom teacher.

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

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

InstructionPurpose of Homework

No hard and fast rules concerning homework can be made. Some generally accepted principles should govern the teacher in the assignment of homework.

1. There should be flexibility and differences in the assignment to individual students. These should stem from real needs and the consideration of the total education background of the individual student.
2. Homework should serve a definite purpose, to provide drill or practice on a principle or skill already taught; to provide real-life application of the matter in hand; to develop appreciation for or knowledge of community resources; or to develop the personal culture of the student.
3. Homework should be used as a technique for learning, not as "busy work."
4. Homework should not be assigned as punishment.
5. Homework should not be used to replace or reduce supervised study, which should take place during school hours. This type of study usually achieves better results than homework.
6. The teacher is encouraged to foster positive communication with parents/guardians so they may understand the purpose of homework and improve their role in learning through homework.
7. There should be a cooperative effort on the part of teachers to coordinate homework assignments so students are not overburdened with excessive quantities of homework.
8. Each teacher should teach students what to study and how to study.

Date of Adoption: February 13, 2017

Reviewed: January 13, 2020; January 9, 2023

InstructionGuidance

The classroom teacher is a key figure in the guidance of youth in both the elementary and secondary schools. The counselor and teachers, by pooling their knowledge and resources, accept the students where they are and help them go as far as their potentialities permit. The students are helped to know and develop their abilities and to recognize and accept their limitations, and in this way to better understand themselves.

The guidance program includes five (5) basic services:

1. Inventory Service. Emphasis is placed upon a system of accurate and complete student records that accentuate the uniqueness of the individual students.
2. Informational Service. Information and services in the areas of occupational, educational and vocational guidance is made available to teachers, students and parents.
3. Counseling Service. For an effective program, all students are encouraged to know when to seek individual counseling.
4. Placement Service. This service assists students in the selection of appropriate occupations, educational institutions and work experiences.
5. Follow-up Service. A continuing follow-up of former students through surveys should be pursued in order to evaluate and improve the effectiveness of the school program.

Date of Adoption: February 13, 2017

Reviewed: January 13, 2020; January 9, 2023

InstructionField Trips

All student activities shall be established as an integral part of the broad instructional program of the school, and, as such, shall contribute to the overall effectiveness of the educational program.

It shall be the responsibility of the superintendent of schools and the administrative staff to guide and control the functions of the student activity program.

Field trips are permissible and authorized by the board of education. All field trips must have the approval of the principal and be reported to the superintendent of schools or his or her designee prior to the activity. Each field trip will come within the policies of the school district and of the administrative rules and regulations established here.

1. All field trips and school activities must be approved the building principal prior to publicity or development of plans for the trip.
2. Teachers must complete a field trip request at least three weeks in advance of planned trip and they must communicate to building principal and/or other teachers and concerned program leaders a list of who will be absent one week prior to the field trip.
3. It is the responsibility of the building principals and the teachers involved to see that the safety and conduct of pupils follow the same policies, rules and procedures as for regular school activities. During the trip, the teacher is responsible for the activities, safety and behavior of students just as if the activity were conducted at school.
4. Notification of parents is required for all field trips which take students off the school premises.
5. All trips will be generally limited to normal school hours and will begin and end at the school site.
6. Appropriate instruction shall precede and follow each field trip.
7. The principal shall approve or disapprove the request and notify the teacher of the determination. If approval is given, the principal shall forward the request for the school bus to the appropriate personnel and notify the office of the superintendent of school five (5) days in advance of the date requested.
8. Certified personnel on a bus shall see that all bus rules and regulations are enforced. The bus driver shall assist in this process. Parent supervisors should be informed of the bus rules and regulations by the certified teacher/sponsor.
9. The utilization of any mode of transportation other than approved public carrier or school owned/leased vehicles shall require written parental permission.

Long Distance and Over Night Travel

At least two weeks prior to departure the following items shall be presented to the Superintendent of Schools by the building principal. No sponsor will travel with any student group unless final approval has been granted by the Superintendent. Items to be submitted will include:

- A) An itinerary for the trip
- B) Summary of costs and funding source(s)
- C) Identification of mode of transportation

- D) List of students traveling including emergency contact information for students
- E) List of sponsors including emergency contact information for sponsors
- F) Plan for supervision
- G) Eligibility standard for participation

The following conditions must be met prior to departure.

- A) All necessary arrangements shall have been made and confirmed.
- B) All necessary funds shall be raised.
- C) Only public transportation will be used. Travel in private vehicles must be approved by the Superintendent.
- D) Adequate student to sponsor ratio will be provided. This varies based on the event and age of the student(s). Generally speaking, it is recommended not to exceed the ratio of one sponsor for every twenty (20) students but final determination is made by building principal based on specific situation.
- E) At least one school employee will sponsor and the school employee will be designated as the primary sponsor.
- F) A careful plan of supervision will be made and the primary sponsor will review that plan with the other sponsors.
- G) A minimal disruption of instructional time will take place.

District Funding for National Competition

Participants who have qualified for competing at national competitions by virtue of their performance at state and/or regional level competition will receive up to, but not to exceed \$650 toward nationals. The expenses that qualify for District funding include cost of registration, lodging, and travel (land and air). The District will fund the cost of sponsor travel and expenses in accordance with other policies pertaining to the same.

Date of Adoption: June 11, 2018

Reviewed: January 13, 2020; January 9, 2023

InstructionField Trips

Field trips shall be considered as instruction and planned as such with definite objectives determined in advance. All field trips must have approval of the principal and be reported to the superintendent of schools or his or her designee prior to the activity. Each field trip will come within the policies of the school district and of the *administrative rules and guidelines established by the superintendent*. The superintendent shall inform the board of all extended field trips.

District funding for competitive or participatory activities for students qualifying for national competition will be addressed in an equitable manner with participants receiving 'up to but not to exceed' a predetermined amount of money per participant established by the Superintendent on an annual basis. District funds can only be applied to registration, lodging and transportation (land/air).

Teachers or other certified personnel shall accompany pupils on all field trips and shall assume responsibility for their proper conduct.

When a field trip is made to a place of business or industry, the teacher shall insist that an employee of the host company serve as facilitator.

Appropriate education experience and proper supervision shall be supplied for any pupils whose parents do not wish them to participate in a field trip.

Date of Adoption: June 11, 2018

Reviewed: January 13, 2020; January 9, 2023

InstructionActivities

A vital component of a comprehensive education program is a properly supervised activities program. Such activities, properly supervised and kept in proper perspective, shall be maintained in the school program in order to give students opportunities for experiences not possible in classroom activities. Care and consideration should be given to the amount of time these activities take students away from school during school hours or away from studies on "school nights."

Date of Adoption: January 11, 2010 and February 8, 2010

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

InstructionActivity Funds Management

School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safe-guarding, accounting and auditing of all monies received and derived therefrom are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

Date of Adoption: January 11, 2010 and February 8, 2010

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

Instruction

Activities

School Colors

The official colors of Arlington Public Schools shall be maroon and white. An additional color or colors may be used for trim, but the predominant colors shall remain maroon and white.

Date of Adoption: January 11, 2010 and February 8, 2010

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

InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury student shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: February 9, 2015, February 13, 2017, January 13, 2020; January 9, 2023

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Arlington Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” (2nd Edition)¹ and accompanying Appendix,² as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Any student, parent or guardian who suspects that the student sustained a concussion must immediately inform the student’s coach or building administrator. If a student is suspected of having a concussion, the student may not be permitted to participate or practice in any school-sponsored activity.

The District encourages full cooperation and support from both students and parents in each student’s return to learn protocol.

Return to Learn Protocol

Date of Adoption: August 24, 2020

Date of Review: January 9, 2023

¹ <https://cdn.education.ne.gov/wp-content/uploads/2019/08/Return-to-Learn-Bridging-the-Gap-7.31.2019.pdf>

² <http://www.education.ne.gov/sped/birsst/Concussion%20Appendix%20final%20February%202014.pdf>.

InstructionInitiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such prohibited hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person or the coercing of any such activity. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society, or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

Legal Reference: Neb. Rev. Stat. Sections 79-2,101 to 79-2,102
 Student Discipline Act, Neb. Rev. Stat. Sections 79-254 to
 79-296
 Neb. Rev. Stat. Sections 28-311.06 to 28-311.07

Date of Adoption: 07/10/2023

Instruction

Activities

Return to Learn From Cancer

The Superintendent or designee shall make available training on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Legal Reference: Neb. Rev. Stat. §§ 79-2,148

Date of Adoption: August 8, 2016, February 13, 2017

Reviewed: January 13, 2020; January 9, 2023

InstructionArtificial IntelligenceIntroduction

[Name] Public Schools acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this Policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence/

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Date of Adoption: 07/10/2023

Instruction

Dedications and Commencement

Traditions are a cherished part of the community life and Arlington Public Schools expresses an interest in maintaining those traditions which have a significance to the community.

Date of Adoption: January 11, 2010 and February 8, 2010

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

InstructionSelection and Review of Instructional and Media MaterialsA) Assignment of Responsibility

The Board of Education reserves responsibility for the final acquisition of materials, but the responsibility for the selection of instructional materials is delegated to the Superintendent, with the assistance of the instructional and media staff, to establish procedures and regulations for the selection of instructional and media materials, reviewing their effectiveness, and dealing with complaints concerning instructional materials. The Superintendent may establish committees consisting of teachers and media staff to assist with these responsibilities.

B) Criteria for Instructional Materials

The selection of instructional materials shall be made in accordance with Board of Education policies, legal requirements, and reflect the following philosophy:

1. To provide materials that will stimulate growth in factual knowledge, practical skills, literary appreciation, aesthetic values, and ethical standards.
2. To provide a background of information which will enable students to make intelligent judgments in their daily life.
3. To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
4. To provide materials on opposing sides on controversial issues so that young citizens may develop under guidance the practice of critical thinking and analysis.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudices in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional materials.

C) Criteria for Media Materials

The selection of media materials shall be made in accordance with Board of Education policies, legal requirements, and with the Library Bill of Rights of the American Library Association, which Bill of Rights has been accepted by the American Association of School Librarians reflect the following philosophy:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interest, ability, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American World Heritage and Culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

D) Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced despite the care taken in selection and qualification of the personnel selecting materials. The following procedures apply equally to all complaints whether they be from students, parents, school personnel or district patrons.

1. Complaints should be presented to the Principal of the school where the material is used. In the event the person with the concern does not wish to make a formal complaint, the concern may be expressed to the Principal at the school at which the material was received. The Principal shall submit informal concerns to the Superintendent for the Superintendent's consideration.
2. Formal complaints about instructional materials must be presented in writing on a form approved by the board of education. In the absence of such a form, the complainant shall be required to submit a written complaint setting forth: complainant's identity, material challenged, detailed statement of reason(s) for challenging the material, action the complainant is requesting, and such other information as the Principal may reasonably request.
3. When a formal written complaint is completed and returned to the principal, the principal will discuss the issue and the procedures to be followed in resolving the issues with the person filing the complaint. The principal with whom the complaint was filed shall notify the other school administrators and also advise those faculty members who may use the instructional material, or the media staff in the case of media material, that a complaint has been filed. The school administrators shall decide whether to appoint a building-level review committee

or a district-level review committee to study the complaint. The principals will convene building-level review committees. These building-level committees shall consist of five or more committee members composed of staff and community patrons. The superintendent of schools or his designee will convene district-level review committees. These district-level committees shall consist of five or more members composed of staff and community patrons.

4. The review committees shall consider district philosophy, the professional judgment of teachers, reviews of the material by other competent authorities, compatibility with the school district's adopted curriculum, the teacher's stated goals, as well as the views of the complainant. The review committee's recommendation and all accompanying rationale shall be forwarded to the board of education for its review and final decision. The school board's decision may be to remove the material in question from district use, to modify the material for continued uses, or to reject the complaint and continue to use the material.
5. Any materials identified in a complaint may remain in use pending its review and its disposition by the board of education. Principals may, upon written request of parent(s), excuse students from using the material, or may direct teachers to use suitable substitutes, and in the case of challenged media material the Principal may place the material on a reserve shelf where it may be checked out by students only with written parent permission. However, the school shall reserve the right to require students to use material or to engage in activities which are a part of regular and/or required curricular activities.
6. Where the same or essentially the same materials have been the subject of a challenge which has been decided by the board, and another complaint is made against the material by either the same or a different person, the complaint shall be considered by the Superintendent, who may deny the complaint without following the review procedure. In considering the complaint, the Superintendent shall consider whether the complaint raises any substantially different issue than that previously decided by the board.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020, Feb 15, 2023

InstructionParent Requests for Exclusion

Parents may request that their child be excused from the study of a given book, instructional unit or particular literary work. The Principal shall determine whether to grant such requests based on legal requirements relating to the request, the reason given for the request, the effect of the request on the student's educational development and the educational program, and the availability of alternative materials or instruction for the student. In the event the Principal does not grant the request, the parent may request a review be conducted by the Superintendent, based on the same criteria.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020; Feb 15, 2023

InstructionRecognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

Arlington Public Schools recognizes one of its educational goals is to advance the student's knowledge and appreciation of the role our religious heritage has played in the social, cultural and historical development of civilization.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020; Feb 15, 2023

InstructionAcknowledgment of Religious Holidays

The practice of the Arlington Public School District shall be as follows:

1. The several holidays through the year which have a religious and a secular basis may be observed or recognized in the public schools.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays included are Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020

InstructionReligion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about -- and not of -- religion be conducted in a factual objective and respectful manner. However, secular instruction of any kind is prohibited in this school.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020

InstructionPurpose of Religion in the Curriculum

The practice of Arlington Public Schools shall be as follows:

1. The District supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020

InstructionMulticultural Education

Arlington Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to: (a) value and respect their own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education

The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: (a) the instructional

materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Legal Reference: Nebraska State Board of Education Rule 10

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020; Feb 15, 2023

InstructionEqual Opportunity: Instruction Program

The school district pledges itself to avoid discriminatory actions, and seeks to foster good human and educational relations which help to attain:

1. Equal rights and opportunities for students and employees in the school community.
2. Equal opportunity for all students to participate in the instructional program of the schools.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Frequent training opportunities for improving staff responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to pupils which are not solely based upon sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.

Date of Adoption: August 24, 2020; Feb 15, 2023

InstructionControversial Issues

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity:

1. To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.
2. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
3. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
5. To recognize that reasonable compromise is often an important facet in decision making in our society.
6. To respect the opinions of others.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; Feb 15, 2023

InstructionControversial Issues in the Classroom

The following administrative and teaching regulations are to be observed:

For Principals:

1. Remind teachers that we do not teach controversial issues, but rather opportunities for their study.

For Teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Don't manufacture an issue. Take up only those that are current and real.
5. Do not expect or require that the class reach an agreement.
6. Whenever you are in doubt about the advisability of taking up a given "hot" topic, consult with your Principal and or/Superintendent.
7. Remember that the policy of the board is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020; Feb 15, 2023

InstructionParental/Community Involvement in Schools

Arlington Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.
2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: July 14, 2025

InstructionCombined District and School Title I Parent and Family Engagement Policy

(District Name) intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

InstructionFree and Reduced Price Meals

The Arlington Public Schools has agreed to participate in the National School Lunch Program (NSLP) and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities the school food authority:

- A) Agrees to serve meals free to children from families whose income is at or below that established by the NSLP for free meals.
- B) Agrees to serve meals at a reduced price to children from families whose income is at or below that established by the NSLP for reduced meals listed.
- C) Agrees to provide these benefits to any child whose family income falls within the criteria established by the NSLP for free or reduced meals after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household:
 - 1. Unusually high medical expenses
 - 2. Shelter costs in excess of 30 percent of reported income
 - 3. Special education expenses due to the mental or physical condition of a child
 - 4. Disaster or casualty losses

In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria established by the NSLP for free or reduced meals.

- D) Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to:
 - 1. Work for their meals
 - 2. Use a separate lunch room
 - 3. Go through a separate serving line
 - 4. Enter the lunchroom through a separate entrance
 - 5. Eat meals at a different time
 - 6. Eat a meal different from the one sold to children paying the full price
- E) Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.

- F) Agrees to establish and use a fair hearing procedure for parental appeals of the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
1. A publicly-announced, simple method for making an oral or written request for a hearing
 2. An opportunity to be assisted or represented by an attorney or other person
 3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal
 4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing
 5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference
 6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses
 7. The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference
 8. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official
- G) Agrees to designate the Superintendent or his/her designee to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
- H) Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.
- I) The following information will be available in the office of the Superintendent.
1. Eligibility criteria for free and reduced meals
 2. Parent letter and application
 3. Public release
 4. Collection procedure

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017; February 10, 2020; Feb 15, 2023