

Ainsworth Community Schools
Board of Education
Work Session and Regular Meeting
District Office
February 9, 2026 - 6:00 PM

AGENDA

The Mission Slogan of Ainsworth Community Schools is "ACS CARES: We are Committed to Achieving Results for Everyone's Success"

In accordance with the Nebraska Open Meetings Act 84-1407-14 the Open Meetings Act is posted on the south wall of the District Office Board Meeting Room.

1. Work Session of the Board
2. Opening Procedure, Regular Meeting of Board
 - 2.1. Call to Order, Roll Call, and Pledge of Allegiance
 - 2.2. Approval of Agenda
 - 2.3. Welcome Extended to Visitors
 - 2.4. Community Input on any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
 - 2.5. Community Input on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.
 - 2.6. Consent Agenda
 - 2.6.1. Minutes of Previous Meeting(s) , attached
 - 2.6.2. Set the next regular meeting for March 9, 2026, at 7:00 p.m. in the District Office.
The current agendas will be available for public inspection in the office of the superintendent.
 - 2.6.3. Payment of Claims, Authorization Report, attached
 - 2.6.4. Cash Flow & Financial Reports
3. Reports/Information to the Board
 - 3.1. Principals and Activities Director Reports
 - 3.2. Superintendent Report
4. Action Items
 - 4.1. Presentation of Updated District Strategic Plan - NASB
 - 4.2. Approve the 2026-27 School Year Calendar
 - 4.3. ACS Policy Review (802.01 - 805.01)
 - 4.4. Certified Teacher Contract(s) Approval
 - 4.5. Approve the Certified Contract for 7-12 Principal
5. Adjourn

The Board reserves the right to move into closed session to protect the public interest or needless injury to the reputation of an individual for any action item listed on the agenda. The Board may, at its discretion, change the order of the agenda to accommodate unforeseen issues related to an agenda item.

(Minutes are unofficial until approved by the Board of Education)

January 12, 2026

The Board of Education of School District #10 held a Regular Meeting on January 12, 2026. Board members present were: Frank Beel, Bryan Doke, Jake Graff, Jessica Pozehl and Brad Wilkins. Member absent: Crystal Dailey. Also present were Superintendent Dale Hafer and Principals Kelsey Riesen and Steve Dike. There were several guests in attendance. The meeting was called to order by Board President, Brad Wilkins at 7:00 p.m.

Notice of the meeting was in the Ainsworth Star Journal and on the radio station KBRB.

Motion was made by Jessica Pozehl and seconded by Bryan Doke to excuse board member Crystal Dailey. Roll call vote: Pozehl – Aye, Doke – Aye, Beel – Aye, Graff – Aye, Dailey – Absent, Wilkins – Aye. Motion carried

Jessica Pozehl made the motion to adjourn the 2025 Board of Education seconded by Jake Graff. Roll call vote: Doke – Aye, Graff – Aye, Beel – Aye, Dailey – Absent, Pozehl – Aye, Wilkins - Aye. Motion carried

Brad Wilkins was appointed President Pro-Tempore.

Motion was made by Jessica Pozehl and seconded by Jake Graff to elect Brad Wilkins as Board President, Bryan Doke as Vice President, and Frank Beel as Secretary/Treasurer for 2026. Roll call vote: Graff – Aye, Beel – Aye, Dailey – Absent, Pozehl – Aye, Doke – Aye, Wilkins - Aye. Motion carried

Motion was made by Frank Beel and seconded by Bryan Doke to approve the code of ethics. Roll call vote: Doke – Aye, Beel – Aye, Dailey – Absent, Pozehl – Aye, Graff – Aye, Wilkins - Aye. Motion carried

Motion was made by Frank Beel and seconded by Bryan Doke to approve the agenda as published. Roll call vote: Beel – Aye, Dailey – Absent, Pozehl – Aye, Graff – Aye, Doke – Aye, Wilkins - Aye. Motion carried

Motion was made by Jessica Pozehl and seconded by Bryan Doke to approve the appointment of Dedra Stoner, Bailie Kovarik, and Dale Hafer as recording secretary(s) of the board for 2026. Roll call vote: Dailey – Absent, Pozehl – Aye, Doke – Aye, Graff – Aye, Beel – Aye, Wilkins - Aye. Motion carried

Motion was made by Bryan Doke and seconded by Jake Graff to appoint Kelsey Riesen as Title IX Coordinator and Dale Hafer as Compliance Coordinator/officer for 2026. Roll call vote: Pozehl – Aye, Doke – Aye, Beel – Aye, Graff – Aye, Dailey – Absent, Wilkins – Aye. Motion carried

Motion was made by Frank Beel and seconded by Jessica Pozehl to approve the following consent agenda items: Minutes of the December 9th meeting, claims in the amount of \$145,916.28 from the General Fund, \$81,000.00 from Depreciation, \$2,249.43 from Section 125,

\$28,488.17 from Hot Lunch. The Cash Flow Report for the month of December was given. The Treasurer's Report was given as follows: Cash Assets: December 31st: \$1,645,027.57 The next regular meeting will be held on February 9th, at 7:00 p.m. in the District Office. Current agendas and/or discussion topics will be available for public inspection in the office of the Superintendent. Roll call vote: Beel – Aye, Dailey – Absent, Pozehl – Aye, Graff – Aye, Doke – Aye, Wilkins - Aye. Motion carried

1043441	1ST CLASS AUTO	343.17
1043442	ACTIVITY ACCOUNT	1,625.40
1043443	ADAPTIVE MALL	716.57
1043444	AINSWORTH STAR-JOURNAL	371.26
1043445	AMAZON CAPITAL SERVICES	887.89
1043446	AMAZON CAPITAL SERVICES	61.48
1043447	AT&T MOBILITY	598.18
1043448	JAMIE BILTOFT	323.19
1043449	BLACK HILLS ENERGY	6,833.27
1043450	BOMGAARS	345.57
1043451	BROWN COUNTY HOSPITAL	1,245.89
1043452	BUCKLES AUTOMOTIVE	289.64
1043453	BUILDING SERVICE CONTROLS, LLC	2,373.20
1043454	CENTRAL VALLEY AG	1,508.33
1043455	CHADRON STATE COLLEGE	120.00
1043456	CITY OF AINSWORTH	1,056.57
1043457	COGNIA INC.	1,400.00
1043458	COLONIAL RESEARCH CHEMICAL	746.80
1043459	CONDITIONED AIR MECHANICAL	1,658.47
1043460	DANA F COLE & COMPANY LLP	18,950.00
1043461	LILA DERAAD	670.32
1043462	E S U #17-MAIN	58,166.13
1043463	E S U #17-MAIN	9,785.00
1043464	EAKES OFFICE SOLUTIONS	115.74
1043465	ELITE DOOR LLC	787.23
1043466	ESU #10	80.00
1043467	ESU COORDINATING COUNCIL	1,689.18
1043468	EVAN'S FIX IT SHOP	10.65
1043469	JOSEPH FINLEY	20.48
1043470	FLOOR MAINTENANCE	698.71
1043471	MELISSA FREUDENBURG	628.43
1043472	GENERAL FUND CLEARING ACCOUNT	427.64
1043473	H & R FOOD CENTER	80.13
1043474	ISLAND SUPPLY WELDING CO	19.84
1043475	JAYMAR BUSINESS FORMS, INC	262.91
1043476	JUNIOR LIBRARY GUILD	96.00
1043477	KBRB AM FM	153.75
1043478	KSB SCHOOL LAW	567.50
1043479	LOIS LEWIS	3,500.00
1043480	LOUP VALLEY LIGHTING INC	404.40
1043481	LEANNE MAXWELL	50.00
1043482	MIRANDA MCKILLIP	510.72
1043483	MC'S TEES & MORE	828.00
1043484	NE COUNCIL OF SCHOOL ADMIN	120.00
1043485	NEBRASKA PUBLIC POWER DISTRICT	5,349.67
1043486	OFFICE PRODUCTS CENTER	1,079.02
1043487	OLSONS PEST TECHNICIANS	99.00
1043488	ONE SOURCE	53.50
1043489	SUMMER ORTON	682.30
1043490	PAPER TIGER SHREDDING	199.80
1043491	LORI POLLOCK	11.00
1043492	PRECISION AUTOBODY	140.00
1043493	PRESTIGE GROUP INC.	3,300.00
1043494	PROPIO LANGUAGE SERVICES	126.75
1043495	QUADIENT	3.00
1043496	RED & WHITE	675.35

1043497	BROOKE RENTSCHLER	309.23
1043498	JULIE RUHTER	538.65
1043499	HANNAH SCHMITZ	2,645.37
1043500	SEVEN SPRINGS INC	204.50
1043501	SPARQDATA SOLUTIONS	4,500.00
1043502	THREE RIVER TELCO	646.02
1043503	TRAVIS ELECTRIC INC	1,369.84
1043504	UNIVERSITY OF NEBRASKA AT KEARNEY	240.00
1043505	US BANK	1,787.02
1043506	WAGeworks	128.00
1043507	WEST MUSIC COMPANY	10.99
1043508	WEX BANK	689.63
41	WAGE WORKS INC	2,249.43
379	CONDITIONED AIR MECHANICAL	81,000.00
86	LUNCHTIME SOLUTIONS	28,488.17
3610	AMAZON CAPITAL SERVICES	26.32

Elementary Principal Kelsey Riesen reported on the following: Activities, Professional Development, Testing, MAP, FastBridge, & Enrollment.

High School Principal Steven Dike reported on the following: Enrollment, 1st Semester Bulldog Battle, Absence Rates, Honor Roll, and Professional Development.

Activities Director Luke Wroblewski reported on the following: Holiday Tournament, Wrestling, Speech, Middle School Girls & Boys Basketball, Middle School Wrestling, FFA, FCCLA, Choir and Band, & NSAA Academic.

Superintendent Dale Hafer reported on the following: Financial Report, Transportation, Building & Grounds, Board Policy Review, Strategic Plan, Professional Development & Superintendent Goals .

Motion was made by Frank Beel and seconded by Bryan Doke to schedule all regular monthly meetings of the 2026 Board of Education on the second Monday of every month whenever possible. The meetings will be held in the District Office Building located on 3rd Street unless stated otherwise on the meeting notice. Meeting times are 7:00 p.m. year-round. Roll call vote: Dailey – Absent, Pozehl – Aye, Doke – Aye, Graff – Aye, Beel – Aye, Wilkins - Aye. Motion carried

Motion was made by Bryan Doke and seconded by Jessica Pozehl to approve the board committees as presented for 2025. Roll call vote: Pozehl – Aye, Doke – Aye, Beel – Aye, Graff – Aye, Dailey – Absent, Wilkins – Aye. Motion carried

Motion was made by Bryan Doke and seconded by Jake Graff to designate the Ainsworth Star-Journal as the official newspaper for the district to provide notice of regular meetings, minutes of meetings, and all other legal notices. The board intends to give notice of public meetings via KBRB radio. Additionally, the board may post notices in public places such as the US Post Office lobby, the Court House lobby, and the front door of Ainsworth High School when time constraints for the paper are not met. Roll call vote: Doke – Aye, Beel – Aye, Dailey – Absent, Pozehl – Aye, Graff – Aye, Wilkins - Aye. Motion carried

Motion was made by Jessica Pozehl and seconded by Frank Beel to approve Corporate Certificate of Authority for each of the three local banks - Homestead Bank for General, General

Clearing, Bond Funds and Section 125 Plan and for three elected board officers (Brad Wilkins, Bryan Doke, & Frank Beel) to sign such signature cards; West Plains Bank for Employee Benefit, Activity, Building, and Depreciation Funds; and Union Bank and Trust for the Hot Lunch Fund and for Dale Hafer, Dedra Stoner & Bailie Kovarik to access electronic banking records for such account; and Nebraska Liquid Asset Fund and authorize superintendent and three elected board officers (Brad Wilkins, Bryan Doke, & Frank Beel) to sign the safe deposit box card at Homestead Bank. Roll call vote: Graff – Aye, Beel – Aye, Dailey – Absent, Pozehl – Aye, Doke – Aye, Wilkins - Aye. Motion carried

Motion was made by Jake Graff and seconded by Bryan Doke to approve 1. Authorization of Treasurer to pay bills within limits of budget resolution. 2. Authorization of Treasurer, per district office personnel, to invest all interim monies and funds as per policy. 3. Authorization of Superintendent or designee: a. As purchasing agent for the district. b. To receive tax monies and/or other receipts from County Treasurer. c. To apply for and receive monies, receipts, and funds from all federal and state resources. d. To serve as custodian of and purchasing agent for Activity Fund accounts. e. To serve as hearing officer for any student suspensions and expulsions. Roll call vote: Beel – Aye, Dailey – Absent, Pozehl – Aye, Graff – Aye, Doke – Aye, Wilkins - Aye. Motion carried

Motion was made by Jessica Pozehl and seconded by Jake Graff to approve and accept the auditors' report of Dist. #10 and examination of financial records for the 2024-25 fiscal year. Roll Call vote: Graff – Aye, Beel – Aye, Dailey – Absent, Pozehl – Aye, Doke – Aye, Wilkins - Aye. Motion carried

Motion was made by Bryan Doke and seconded by Frank Beel to approve the Superintendent Goals for 2026 as presented. Roll call vote: Dailey – Absent, Pozehl – Aye, Doke – Aye, Graff – Aye, Beel – Aye, Wilkins - Aye. Motion carried

Motion was made by Frank Beel and seconded by Bryan Doke to recognize the periodic review of policies 801.01 through 801.15 as presented. Roll Call vote: Beel – Aye, Dailey – Absent, Pozehl – Aye, Graff – Aye, Doke – Aye, Wilkins - Aye. Motion carried

Motion was made by Bryan Doke and seconded by Jake Graff to approve the resignation of Principal Steve Dike. Roll Call vote: Dailey – Absent, Pozehl – Aye, Doke – Aye, Graff – Aye, Beel – Aye, Wilkins - Aye. Motion carried

Crystal Dailey joined the meeting at 7:40 p.m.

Motion was made by Bryan Doke and seconded by Frank Beel to go into closed session at 7:43 p.m. to discuss Principal Contracts clearly necessary for the protection of the public interest and for the prevention of needless injury to the protection of an individual in compliance with the law. Roll call vote: Graff – Aye, Doke – Aye, Beel – Aye, Dailey – Aye, Pozehl – Absent, Wilkins - Aye. Motion carried

Motion was made by Frank Beel and seconded by Crystal Dailey to come out of closed session at 8:24 p.m. Roll call vote: Graff – Aye, Doke – Aye, Beel – Aye, Dailey – Aye, Pozehl – Absent, Wilkins - Aye. Motion carried

Motion to approve the Administrator Contracts for Kelsey Riesen and Luke Wroblewski for 2026-27 school year as presented. This motion, made by Jessica Pozehl and seconded by Bryan Doke. Roll call vote: Beel – Aye, Dailey – Aye, Pozehl – Aye, Graff – Aye, Doke – Aye, Wilkins - Aye. Motion carried

Motion was made by Frank Beel and seconded by Jake Graff to adjourn the meeting at 8:26 p.m. Roll call vote: Dailey – Aye, Pozehl – Aye, Doke – Aye, Graff – Aye, Beel – Aye, Wilkins - Aye. Motion carried

The Board will meet on Monday, February 9, 2026, at 7:00 p.m. in the District Office for a regular board meeting. Current agendas and/or discussion topics will be available for public inspection in the office of the Superintendent.

Dedra Stoner, Recording Secretary

Brad Wilkins, Board President

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	<u>Description</u>
Checking	1	Fund: 01 GENERAL FUND		
ACTIVITY ACCOUNT	02022026	43532	22.02	REIMBURSE RATHE MEAL
			Vendor Total:	22.02
AINSWORTH GRAND THEATER	01202026	43533	100.00	BULLDOG BATTLE THEATER RENTAL
AINSWORTH GRAND THEATER	02132026	43533	100.00	AMS 'AMIGOS' HOUSE THEATER RENTAL
			Vendor Total:	200.00
AINSWORTH STAR-JOURNAL	5282	43534	6.57	JAN 2026 MTG NOTICE
AINSWORTH STAR-JOURNAL	5612	43534	31.16	JAN 2026 WORK SESSION MINUTES
AINSWORTH STAR-JOURNAL	5613	43534	139.24	JAN 2026 MTG MINUTES
AINSWORTH STAR-JOURNAL	5614	43534	80.00	SCHOOL BOARD RECOGNITION WK
			Vendor Total:	256.97
AKRS EQUIPMENT	4377417	43535	75.15	MOWER FILTERS/OIL
			Vendor Total:	75.15
AMAZON CAPITAL SERVICES	11TW-1PJL-TT1Y	43536	19.14	MAGNETIC TAPE STRIPS; SEWING NEEDLES
AMAZON CAPITAL SERVICES	16YC-WCLX-Y397	43536	39.96	IPAD CHARGERS
AMAZON CAPITAL SERVICES	17V7-LD9C-4QY3	43536	101.99	BATTERY REPLACEMENT
AMAZON CAPITAL SERVICES	199V-YQ64-HWNL	43536	102.81	ENVELOPES, LABELS, BINDERS
AMAZON CAPITAL SERVICES	1F11-TDHF-TN4P	43536	16.40	TIMER
AMAZON CAPITAL SERVICES	1G1Q-XKNQ-1P9J	43536	275.50	TISSUES
AMAZON CAPITAL SERVICES	1H6Q-4VXY-MYVX	43536	91.12	WHITEBOARD CLEANER; SCOURING PADS
AMAZON CAPITAL SERVICES	1HMC-RGJV-WVRD	43536	865.39	VACCUUMS
AMAZON CAPITAL SERVICES	1NVR-DN9Y-7KXN	43536	240.37	CALCULATOR/RIBBON
AMAZON CAPITAL SERVICES	1QQK-74RN-QKV4	43536	33.24	BRASS CLEANOUT PLUG; CABINET LOCKS
AMAZON CAPITAL SERVICES	1RFJ-RLF1-D4XV	43536	7.59	BIRTHDAY CHART
AMAZON CAPITAL SERVICES	1RL3-HDMJ-C7C6	43536	18.58	NUMERIC KEYPAD
AMAZON CAPITAL SERVICES	1WF3-DQDK-VGCJ	43536	308.50	GIFT BAGS; STICKY NOTES; PENS
AMAZON CAPITAL SERVICES	1XKC-Y3GG-7FH7	43536	69.44	POPCORN; PENS
			Vendor Total:	2,190.03
APPEARA	1156199	43537	63.10	MAT; DUST MOP; FLOORCARE
			Vendor Total:	63.10
AT&T MOBILITY	FN-JAN2026	43538	598.18	MONTHLY SERVICE
			Vendor Total:	598.18
BEST WESTERN WEST HILLS INN	0001018	43539	356.00	ROOMS - HIGH PLAINS HONOR BAND
			Vendor Total:	356.00
BJ'S INSTRUMENT REPAIR	896347	43540	1,310.00	INSTRUMENT REPAIR
			Vendor Total:	1,310.00
BLACK HILLS ENERGY	BH89-JAN2026	43541	245.10	NATURAL GAS
BLACK HILLS ENERGY	BH90-JAN2026	43541	7,952.83	NATURAL GAS & BUS BARN
			Vendor Total:	8,197.93
BROWN COUNTY HOSPITAL	5340	43542	1,274.78	PT SERVICES/MILEAGE
			Vendor Total:	1,274.78
BUCKLES AUTOMOTIVE	449265-449382	43543	117.00	EXT POLE; NOZZLE; LAMP; SPARK PLUG
			Vendor Total:	117.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	<u>Description</u>	
CENTRAL NEBRASKA COMMUNITY	OCT-DEC25	43544	22,517.49	QUARTER 2 SERVICES	
				Vendor Total:	22,517.49
CENTRAL VALLEY AG	CVA-JAN2026	43545	1,219.83	FUEL	
				Vendor Total:	1,219.83
CENTURY LUMBER CENTER	269032-273684	43546	169.43	SUPPLIES	
				Vendor Total:	169.43
CITY OF AINSWORTH	CA-JAN2026	43547	1,048.87	WATER & SEWER/GARBAGE	
				Vendor Total:	1,048.87
COLONIAL RESEARCH CHEMICAL	154665	43548	366.00	DIGESTER	
				Vendor Total:	366.00
COMFORT INN - KEARNEY	1025761996-2007	43549	476.00	ROOMS - HONOR BAND/CHOIR	
				Vendor Total:	476.00
CONDITIONED AIR MECHAINICAL	42280	43550	1,002.15	LABOR/MILEAGE	
				Vendor Total:	1,002.15
E S U #17-MAIN	ACS232-234	43552	66,625.78	SERVICES	
				Vendor Total:	66,625.78
EDUCATIONAL SERVICE UNIT #1	SP 10729	43553	2,298.38	DEAF ED SERVICES	
				Vendor Total:	2,298.38
FINLEY, JOSEPH	JF-01242026	43554	8.37	MEAL - HS BBALL THEDFORD	
FINLEY, JOSEPH	JF-01272026	43554	13.02	HS GBB HYANNIS - MEAL	
FINLEY, JOSEPH	JF-02022026	43554	8.89	MEAL - HS GBB ONEILL	
FINLEY, JOSEPH	JF-JAN2026	43554	13.67	MEALS- HS BBALL ONEILL	
				Vendor Total:	43.95
FREUDENBURG, MELISSA	MF-JAN2026	43555	781.06	JANUARY 2026 MILEAGE	
				Vendor Total:	781.06
H & R FOOD CENTER	HR-JAN2026	43556	6.29	SCIENCE SUPPLIES	
				Vendor Total:	6.29
ISLAND SUPPLY WELDING CO	362696-712	43557	220.59	ACETYLENE; WIRE SPOOL	
ISLAND SUPPLY WELDING CO	363324	43557	19.84	C25	
				Vendor Total:	240.43
JAN X	WEB-41555	43558	612.28	CAN LINERS;CONTINUOUS TOWELS;SOAP DISI	
JAN X	WEB-41967	43558	904.20	MOP; DISINFECTANT; CONTINUOUS TOWELS	
				Vendor Total:	1,516.48
JUNIOR LIBRARY GUILD	739544	43559	2,684.40	BOOKS	
				Vendor Total:	2,684.40
KBRB AM FM	KBRB-JAN2026	43560	168.75	SCHOOL BOARD RECOGN AD	
				Vendor Total:	168.75

BOARD AUTHORIZATION REPORT
Posted - All; Batch Description 3 Records Selected

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	<u>Description</u>	
KSB SCHOOL LAW	20582	43561	77.00	LEGAL SERVICES	
				Vendor Total:	77.00
LAKEVIEW BOOKS	ARP2501799	43562	105.89	BOOKS	
				Vendor Total:	105.89
LIFE GUARD MD	20365	43563	89.00	DEFIB ADULT PADS	
				Vendor Total:	89.00
LINCOLN MARRIOTT CORNHUSKER	12102025	43564	110.00	ROOM - HAFER	
				Vendor Total:	110.00
LYTLE'S PLUMBING, LLC	3263	43565	1,775.26	SERVICE CALL; SEWER MACHINE	
				Vendor Total:	1,775.26
MARC	0867781-IN	43566	383.39	ROOM SERVICE II	
				Vendor Total:	383.39
MEDICAL ENTERPRISES INC	196233	43567	175.00	ANNUAL CONSORTIUM FEE	
				Vendor Total:	175.00
NASB ALICAP	2024-2025AUD	43568	1,465.00	PAYROOL AUDIT WORKERS COMP	
				Vendor Total:	1,465.00
NE ASSOCIATION OF SCHOOL BOARD	26-27MEMBERSHIP	43569	5,019.00	ANNUAL MEMBERSHIP DUES 26-27	
				Vendor Total:	5,019.00
NEBRASKA PUBLIC POWER DISTRICT	NPPD-19974-J	43570	66.47	ELECTRICITY	
NEBRASKA PUBLIC POWER DISTRICT	NPPD-19977-J	43570	32.63	ELECTRICITY	
NEBRASKA PUBLIC POWER DISTRICT	NPPD-19980-J	43570	106.42	ELECTRICITY	
NEBRASKA PUBLIC POWER DISTRICT	NPPD-19983-J	43570	5,759.30	ELECTRICITY	
NEBRASKA PUBLIC POWER DISTRICT	NPPD-19986-J	43570	96.06	ELECTRICITY	
				Vendor Total:	6,060.88
NILSON, DEANN	DN-JAN2026	43571	10.10	STAFF MTG GIFTS	
				Vendor Total:	10.10
OFFICE PRODUCTS CENTER	01LF2237	43572	1,226.53	SERVICE CONTRACT	
				Vendor Total:	1,226.53
OLSONS PEST TECHNICIANS	501959	43573	99.00	MONTHLY SERVICE	
				Vendor Total:	99.00
PRESTIGE GROUP INC.	L2026-001	43574	3,300.00	FEB-MAR BUS LEASE	
				Vendor Total:	3,300.00
PROPIO LANGUAGE SERVICES	0031380126	43575	34.45	LANGUAGE SERVICES	
				Vendor Total:	34.45
QUADIENT	01182026	43576	3.00	POSTAGE	
				Vendor Total:	3.00
RATHE, ERIN	ER-NOV2025	43577	105.47	NMEA MEALS + PARKING	
				Vendor Total:	105.47

BOARD AUTHORIZATION REPORT
Posted - All; Batch Description 3 Records Selected

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	<u>Description</u>	
RED & WHITE	RW-JAN2026	43578	449.98	SUPPLIES	
			Vendor Total:		449.98
RUHTER, JULIE	JR-JAN2026	43579	669.48	JANUARY 2026 MILEAGE	
			Vendor Total:		669.48
SEVEN SPRINGS INC	0123653	43580	46.50	MONTHLY RENTAL	
			Vendor Total:		46.50
SMART APPLE MEDIA	ARG2001617	43581	209.49	BOOKS	
			Vendor Total:		209.49
STANEK FIRE PROTECTION	51972	43582	304.00	SYSTEM SERVICE;FUSELINKS;CARTRIDGE	
			Vendor Total:		304.00
THREE RIVER TELCO	10541012	43583	636.85	PHONE SERVICE	
			Vendor Total:		636.85
TRAVIS ELECTRIC INC	21972	43584	1,289.07	GYM, CLASSROOM, STAGE, STORAGE LIGHTS	
TRAVIS ELECTRIC INC	21978	43584	130.00	LEARNING CENTER LIGHTS	
TRAVIS ELECTRIC INC	21991	43584	111.24	SERVICE CALL/LED BULB	
TRAVIS ELECTRIC INC	21997	43584	60.00	SERVICE CALL	
TRAVIS ELECTRIC INC	22006	43584	172.48	ELEM ROOM LIGHTS	
			Vendor Total:		1,762.79
UNIVERSITY OF NEBRASKA-LINCOLN	ASD2026	43585	640.00	ASD CONFERENCE REGISTRATION	
			Vendor Total:		640.00
US BANK	USBANK4445-	43586	279.24	PURCHASES	
			Vendor Total:		279.24
WAGEWORKS	2048509	43587	128.00	MONTHLY ADMIN FEE	
			Vendor Total:		128.00
WEX BANK	110313040	43588	1,304.58	FUEL	
			Vendor Total:		1,304.58
WM KROTTER CO-AINSWORTH	753445-753602	43589	575.06	SHOP SUPPLIES	
			Vendor Total:		575.06
YANDA'S MUSIC & PRO AUDIO	796382	43590	300.00	SERVICE LEARNING CENTER SOUND SYSTEM	
			Vendor Total:		300.00
			Fund Total:		143,171.39
			Checking Account Total:		143,171.39
Checking	13	Fund: 13 SECTION 125			
WAGE WORKS INC	8574037-8673427	42	2,963.31	FUND TRANSFER	
			Vendor Total:		2,963.31
			Fund Total:		2,963.31
			Checking Account Total:		2,963.31
Checking	4	Fund: 06 SCHOOL NUTRITION			

BOARD AUTHORIZATION REPORT
Posted - All; Batch Description 3 Records Selected

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	<u>Description</u>	
LUNCHTIME SOLUTIONS	NE00002603	87	25,294.95	DECEMBER MEALS	
LUNCHTIME SOLUTIONS	NE00002621	87	283.13	DEC 2025 FFVP	
				Vendor Total:	25,578.08
				Fund Total:	25,578.08
				Checking Account Total:	25,578.08

Activity Fund Balance Report - Summary - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITIES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	230,000.00	0.00	0.00	0.00	230,000.00
05 704 0101	A CLUB BALANCE	1,934.31	0.00	0.00	0.00	1,934.31
05 704 0105	ACTIVITY TICKET BALANCE	3,875.00	0.00	0.00	0.00	3,875.00
05 704 0110	ASAP BALANCE	5,845.20	213.71	0.00	0.00	5,631.49
05 704 0120	ATHLETICS BALANCE	(8,746.52)	893.86	0.00	0.00	(9,640.38)
05 704 0125	BAND BALANCE	8,265.31	88.08	0.00	0.00	8,177.23
05 704 0126	BAND FUND RAISER	2,750.46	0.00	0.00	0.00	2,750.46
05 704 0127	BBB FUNDRAISER BALANCE	1,339.88	0.00	0.00	0.00	1,339.88
05 704 0128	BACKPACK PROGRAM BALANCE	807.00	0.00	0.00	0.00	807.00
05 704 0132	BOYS GOLF FUNDRAISER	521.70	0.00	0.00	0.00	521.70
05 704 0136	CLAPPER CD BALANCE	324.98	0.00	0.00	0.00	324.98
05 704 0137	CARL PERKINS BALANCE	297.05	0.00	0.00	0.00	297.05
05 704 0140	CHEER FUNDRAISER BALANCE	2,067.54	0.00	241.92	0.00	2,309.46
05 704 0145	CHORUS BALANCE	2,099.39	261.83	0.00	0.00	1,837.56
05 704 0167	CONCESSIONS - BULLDOG BALANCE	10,306.46	1,897.05	5,554.01	0.00	13,963.42
05 704 0168	VB FUNDRAISER BALANCE	5,766.88	0.00	0.00	0.00	5,766.88
05 704 0169	COCA COLA PARTNERSHIP BALANCE	6,909.19	191.40	0.00	0.00	6,717.79
05 704 0175	DRILL TEAM FUNDRAISER BALANCE	3,737.26	0.00	550.00	0.00	4,287.26
05 704 0180	DRIVER EDUCATION BALANCE	(21,790.00)	0.00	0.00	0.00	(21,790.00)
05 704 0185	ELEMENTARY FACULTY BALANCE	3,942.29	225.00	0.00	0.00	3,717.29
05 704 0186	ENTREPRENEUR CLASS BALANCE	156.40	0.00	0.00	0.00	156.40
05 704 0187	ESU INSERVICE BALANCE	487.01	0.00	0.00	0.00	487.01
05 704 0188	EXCELLENCE IN EDUCATION BALANCE	2,436.35	0.00	0.00	0.00	2,436.35
05 704 0190	FBLA BALANCE	1,481.98	0.00	0.00	0.00	1,481.98
05 704 0195	FFA BALANCE	20,895.02	11,043.00	5,739.00	0.00	15,591.02
05 704 0196	FFA SWEETCORN BALANCE	18,984.60	0.00	0.00	0.00	18,984.60
05 704 0200	FCCLA BALANCE	1,508.00	0.00	0.00	0.00	1,508.00
05 704 0205	FOREIGN LANGUAGE BALANCE	1,086.98	0.00	0.00	0.00	1,086.98
05 704 0210	GBB FUNDRAISER BALANCE	1,539.32	0.00	0.00	0.00	1,539.32
05 704 0215	GENERAL SHOP BALANCE	(6,572.89)	0.00	0.00	0.00	(6,572.89)
05 704 0221	GIRLS GOLF FUNDRAISER BALANCE	5.37	0.00	0.00	0.00	5.37
05 704 0223	MS TRACK FUNDRAISER BALANCE	157.27	0.00	0.00	0.00	157.27
05 704 0225	HIGH SCHOOL FACULTY BALANCE	1,870.02	436.78	0.00	0.00	1,433.24
05 704 0230	INTEREST BALANCE	23,060.40	0.00	252.80	0.00	23,313.20
05 704 0235	INVESTMENTS BALANCE	(50,000.00)	0.00	0.00	0.00	(50,000.00)
05 704 0240	ONE ACTS BALANCE	(447.85)	0.00	0.00	0.00	(447.85)

Activity Fund Balance Report - Summary - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITIES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0244	FOOTBALL FUNDRAISER BALANCE	11,492.02	0.00	0.00	0.00	11,492.02
05 704 0245	LIBRARY BALANCE	13,170.80	0.00	0.00	0.00	13,170.80
05 704 0251	MID SCH STUDENT COUNCIL BALANCE	4,068.54	0.00	0.00	0.00	4,068.54
05 704 0256	PLAYGROUND BALANCE	7,663.13	0.00	0.00	0.00	7,663.13
05 704 0257	DI GLOBAL FINALS BALANCE	4,429.06	63.18	0.00	0.00	4,365.88
05 704 0258	RENTALS BALANCE	2,047.50	0.00	0.00	0.00	2,047.50
05 704 0259	DISTRICT MUSIC BALANCE	1,270.29	0.00	0.00	0.00	1,270.29
05 704 0260	NATIONAL HISTORY DAY BALANCE	487.21	0.00	0.00	0.00	487.21
05 704 0261	MOCK TRIAL BALANCE	(1,224.99)	403.85	1,625.40	0.00	(3.44)
05 704 0262	QUIZ BOWL	84.08	25.00	0.00	0.00	59.08
05 704 0265	SPEECH TOURNAMENT BALANCE	(597.59)	0.00	0.00	0.00	(597.59)
05 704 0270	HS STUDENT COUNCIL BALANCE	249.12	0.00	0.00	0.00	249.12
05 704 0271	STUDENT WELLNESS BALANCE	1,124.04	170.00	0.00	0.00	954.04
05 704 0273	SUMMER INS BALANCE	4,011.00	2,763.94	5,042.93	0.00	6,289.99
05 704 0275	SUMMER READING/MATH BALANCE	502.60	0.00	0.00	0.00	502.60
05 704 0277	ONE TO ONE TECHNOLOGY BALANCE	5,297.31	0.00	0.00	0.00	5,297.31
05 704 0280	THESPIANS BALANCE	2,513.27	0.00	0.00	0.00	2,513.27
05 704 0282	TRACK FUNDRAISER BALANCE	(11.08)	0.00	0.00	0.00	(11.08)
05 704 0283	TANSY PITCHER MEM	1,737.93	0.00	0.00	0.00	1,737.93
05 704 0284	VIDEO BOARD	2,506.89	390.00	18,000.00	0.00	20,116.89
05 704 0285	VISUAL ARTS CLUB BALANCE	6,994.03	0.00	0.00	0.00	6,994.03
05 704 0286	YEARBOOK BALANCE	17,201.43	269.52	521.00	0.00	17,452.91
05 704 0288	XC FUNDRAISER BALANCE	698.51	0.00	0.00	0.00	698.51
05 704 0290	WR BOYS FUNDRAISER BALANCE	6,736.44	0.00	0.00	0.00	6,736.44
05 704 0291	WEICHMAN BALANCE	7,640.00	0.00	0.00	0.00	7,640.00
05 704 0292	WR GIRLS FUNDRAISER	4,863.94	0.00	0.00	0.00	4,863.94
05 704 1001	HS FOOTBALL BALANCE	544.51	0.00	0.00	0.00	544.51
05 704 1002	MS FOOTBALL BALANCE	378.75	0.00	0.00	0.00	378.75
05 704 1003	HS VOLLEYBALL BALANCE	1,678.72	0.00	0.00	0.00	1,678.72
05 704 1004	MS VOLLEYBALL BALANCE	2,619.06	0.00	0.00	0.00	2,619.06
05 704 1005	CROSS COUNTRY BALANCE	1,242.36	500.00	0.00	0.00	742.36
05 704 1006	HS WRESTLING BALANCE	4,154.02	3,365.00	0.00	0.00	789.02
05 704 1007	MS WRESTLING BALANCE	4,350.58	33.00	75.00	0.00	4,392.58
05 704 1008	HS TRACK BALANCE	4,872.34	1,370.79	0.00	0.00	3,501.55
05 704 1009	MS TRACK BALANCE	1,366.91	1,133.09	0.00	0.00	233.82
05 704 1010	HS BOYS BASKETBALL BALANCE	(3,305.79)	2,314.60	1,270.48	0.00	(4,349.91)

Activity Fund Balance Report - Summary - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITIES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1011	MS BOYS BASKETBALL BALANCE	870.70	250.00	303.00	0.00	923.70
05 704 1012	HS GIRLS BASKETBALL BALANCE	1,718.21	2,012.60	1,223.97	0.00	929.58
05 704 1013	MS GIRLS BASKETBALL BALANCE	(73.39)	0.00	0.00	0.00	(73.39)
05 704 1014	BOYS GOLF BALANCE	275.75	662.49	0.00	0.00	(386.74)
05 704 1015	TRAINING SUPPLIES BALANCE	1,165.35	0.00	0.00	0.00	1,165.35
05 704 1016	GIRLS GOLF BALANCE	(920.35)	500.00	0.00	0.00	(1,420.35)
05 704 1017	CHEER BALANCE	(1,186.73)	0.00	0.00	0.00	(1,186.73)
05 704 1018	DRILL TEAM BALANCE	(2,711.64)	0.00	0.00	0.00	(2,711.64)
05 704 1020	MS GOLF BALANCE	18.50	0.00	0.00	0.00	18.50
05 704 2017	CLASS OF 2017 BALANCE	637.78	0.00	0.00	0.00	637.78
05 704 2018	CLASS OF 2018 BALANCE	55.94	0.00	0.00	0.00	55.94
05 704 2019	CLASS OF 2019 BALANCE	553.93	0.00	0.00	0.00	553.93
05 704 2020	CLASS OF 2020 BALANCE	246.04	0.00	0.00	0.00	246.04
05 704 2021	CLASS OF 2021 BALANCE	274.08	0.00	0.00	0.00	274.08
05 704 2022	CLASS OF 2022 BALANCE	90.06	0.00	0.00	0.00	90.06
05 704 2023	CLASS OF 2023 BALANCE	517.58	0.00	0.00	0.00	517.58
05 704 2024	CLASS OF 2024 BALANCE	158.32	0.00	0.00	0.00	158.32
05 704 2025	CLASS OF 2025 BALANCE	773.56	0.00	0.00	0.00	773.56
05 704 2026	CLASS OF 2026 BALANCE	2,127.51	0.00	0.00	0.00	2,127.51
05 704 2027	CLASS OF 2027 BALANCE	4,456.25	0.00	0.00	0.00	4,456.25
05 704 2028	CLASS OF 2028 BALANCE	3,795.92	0.00	0.00	0.00	3,795.92
05 704 2029	CLASS OF 2029 BALANCE	2,466.67	0.00	0.00	0.00	2,466.67
05 704 2030	CLASS OF 2030	1,082.40	0.00	0.00	0.00	1,082.40
05 704 2031	CLASS OF 2031 BALANCE	381.40	0.00	0.00	0.00	381.40
05 704 5200	TRANSFER IN	(180,000.00)	0.00	0.00	0.00	(180,000.00)
Fund Total: 05		236,532.14	31,477.77	40,399.51	0.00	245,453.88

JANUARY 31, 2026

INVESTMENTS

CLAPPER

Week of	Amount	Term	Homestead	WPB	Number	Maturity
June 13, 2025	4,000	12 Mo	<u>3.94%</u>	3.75%		Jun 15, 2026

ACTIVITY ACCOUNT

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Jun 14, 2025	25,000	12 Mo	<u>3.94%</u>	3.75%		Jun 15, 2026
Dec 15, 2025	25,000	12 Mo	<u>3.75%</u>	3.53%	9462426	Dec 15, 2026

GENERAL FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
May 15, 2025	500,000	9 Mo	4.05%	<u>4.10%</u>	NLAF 4.05%	Feb 13, 2026
May 15, 2025	500,000	10 Mo	4.05%	<u>4.10%</u>	NLAF 4.10%	Mar 13, 2026
Oct 15, 2025	241,000	6 Mo	3.94%	<u>4.05%</u>	26323525 NLAF 4.00%	Apr 15, 2026

DEPRECIATION FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Jan 15, 2026	237,000	12 Mo	3.75%	3.46%	<u>NSDLAF 3.90%</u>	Jan 15, 2027

BUILDING FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Aug 20, 2025	246,000	12 Mo	3.80%	3.83%	<u>NSDLAF 4.30%</u>	Aug 14, 2026
Jan 15, 2026	238,000	12 Mo	3.75%	3.64%	<u>NSDLAF 3.80%</u>	Jan 15, 2027

EMPLOYEE BENEFIT FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Jan 15, 2026	100,000	12 Mo	3.75%	3.64%	<u>NSDLAF 3.79%</u>	Jan 15, 2027

FUND BALANCES

1/31/2026

DEPRECIATION FUND

Account	<i>Checking</i>	<i>CD</i>	<i>NSDLAF</i>	<i>Total</i>
Band/Choir Uniforms	\$ -			\$ -
Vehicle	-			-
Desks	-			-
Interest	42,467.43	-		42,467.43
Ag Equipment	3,097.62			3,097.62
Undesignated	64,678.17	-	237,000.00	301,678.17
TOTALS	\$ 110,243.22	\$ -	\$ 237,000.00	\$ 347,243.22

BUILDING/SINKING FUND

Account	<i>Checking</i>	<i>CD</i>	<i>Total</i>
Track	\$ -		\$ -
Bleachers	-		-
Interest	34,367.00		34,367.00
Undesignated	128,793.31	-	484,000.00
TOTALS	\$ 163,160.31	\$ -	\$ 647,160.31

EMPLOYEE BENEFIT FUND

Account	<i>Checking</i>	<i>CD</i>	<i>Total</i>
Unemployment	\$ 5,296.61		\$ 5,296.61
Volunteer Retirement	9,074.49		9,074.49
Interest	2,873.90		100,000.00
TOTALS	\$ 17,245.00	\$ -	\$ 117,245.00

BOND FUND

Account	<i>Checking</i>	<i>CD</i>	<i>Total</i>
Bond	\$ -		\$ -

STUDENT FEES

Account	<i>Checking</i>	<i>Total</i>
Fees	\$ -	\$ -



Ainsworth Community Schools

520 East 2nd Street
Ainsworth, NE 69210
402-387-2083

Kelsey Riesen PK-6 Principal

Board of Education Meeting
February 9, 2026

Activities

I can't believe it's already February. I have been back in the building a few hours a day and will now transition to half days from now on. It has been great to be back in the building and working with staff and students. I can't thank everyone enough who has stepped in for me in various places. Our K-4 students will be going to the Care Center on the 11th to see the residents. We are looking forward to it! We also celebrated Counselor Appreciation Week last week. Thank you to Mrs. Jackman for everything she does for our elementary students. Another celebration has been our soup-er bowl. We spent the week taste testing everyone's best soups! The winners will be announced today! Parent teacher conferences will be on Monday, February 9th. It is great to see all the parents come in and hear from their students the awesome things they have been doing. We invited K-5 students to come "lead" their conferences. We also celebrated the 100th day on January 26th. On January 29th we had our annual spelling bee, and we are so proud of all our participants! Blake H. was the overall winner for the middle school and will move on to the state competition!

Professional Development

On January 30th we had a WORDS representative come from NDE to present to us what the next few years will look like. We will have training for all staff Pk-5 in the science of reading, tutoring for students provided by teachers or paras (the grant will stipend them), and coaching for both myself and teachers. I am looking forward to it and seeing how much we can grow in teaching reading. Hearing from another school, it has been beneficial to their staff so far. It is a three year process.

Coming up...

Our K-5 teachers are currently piloting three science curriculums- Amplify, McGraw Hill, and Open SciEd. Teachers are teaching each for about two weeks and filling out a form to express their likes, dislikes, and how well it covers the standards. We then will compile that information with the help of the ESU staff to see which curriculum is the best. We plan on having that process wrapped up in March.

Go Bulldogs!

Kelsey Riesen



Soup-er bowl prizes



Current Student Count

Kindergarten
M-15 F-15 Total-30

First Grade
M-14 F-15 Total-30

Second Grade
M-13 F-13 Total-26

Third Grade
M-5 F-22 Total-27

Fourth Grade
M-16 F-7 Total-23

Fifth Grade
M-19 F-11 Total-30

Sixth Grade
M-10 F-17 Total-27



AINSWORTH COMMUNITY SCHOOLS

ACTIVITIES DEPARTMENT

P.O. BOX 65 - 520 EAST 2ND
AINSWORTH, NE 69210
402-387-0535



Luke Wroblewski – Activities Director

FEBRUARY 2026 ACTIVITIES REPORT

The wrestling team's season is winding down into the postseason. The HS boys' wrestling team hosted six duals on Friday, January 30th, and the annual Ainsworth Invite on January 31st. The boys' wrestling team will compete in District D-3 at Elm Creek on February 13th and 14th. The State Tournament is on Thursday - Saturday, February 19th - 21st

The HS girls wrestling team hosted the 3rd Annual Ainsworth Girls Wrestling Tournament on Friday, January 30th. The team competes in the B-2 District tournament at Columbus Lakeview on February 6th and 7th. The state tournament is Tuesday and Wednesday, February 17th and 18th, at the CHI Health Center in Omaha.

We will host a MS girls wrestling meet on February 12th, and it will be their last competition.

The HS girls basketball team will complete its regular season on Friday, February 13th, at home against Winside. Then, compete in the D1-6 subdistrict on February 17th and 19th. It looks like we would play at Niobrara/Verdigre, because they would be the number one seed.

The HS boys' basketball team will complete their regular season on Friday, February 20th, with a finale against Hyannis at Home starting at 6:00 pm. The D1-8 subdistricts are scheduled for February 24th and 25th. Seeding will be released on February 17th. Right now, we would play at Norfolk Catholic.

The MS boys' basketball team will complete its season on February 19th against Cody-Kilgore at home.

The speech team continues to move through their season. Upcoming meets include the Blue & Gold Invite at North Platte on February 7th and the Ainsworth Speech Invite on February 28th. The District C2-3 Speech Meet will be hosted on March 20th at Creighton Community Schools.

The FCCLA District STAR contest was held at Central Valley on January 21st.

Ainsworth FFA competed at the District Leadership Development Event on January 14th. FFA State Degree Interviews and Proficiency Reviews were held in Stuart on February 4th. National FFA Week is February 21st-28th. Other state-qualifying events will be held in the coming weeks. This year's state convention and competition is scheduled in Lincoln from March 25th through March 27th.

The State FBLA Leadership Convention will be held in Kearney on April 16th- 18th.

The Quiz Bowl Team hosted an MS and Varsity competition on Wednesday, January 28th. The MS placed 2nd to Valentine, and the Varsity placed 2nd to Keya Paha County.

Spring Sports seasons may begin practice as early as March 2nd.



Report to the Board of Education February 2026



<u>Enrollment Summary</u>					
Middle School (7th & 8th)			High School		
Grade Level	Total in Grade		Grade Level	Total in Grade	
7th Grade	M 18 / F 10	28	9th Grade	M 9 / F 14	23
8th Grade	M 8 / F 15	23	10th Grade	M 117 / F 5	22
			11th Grade	M 11 / F 5	26
			12th Grade	M 14 / F 9	23
Total	M 26 / F 25	51	Total	M 51 / F 43	94

Attendance Data 7-12

	HS	7-8
Students missing 8 days already this semester:	1.1% (1)	0 (0%)
Students missing 10% of days already this semester (excluding medical notes)	5.3% (5)	4.7% (3)
Students missing 10% of days already this semester (all reasons)	19% (18)	7.1% (9)
Students missing 10% of days last semester	4.2% (4)	4.6% (3)
Chronic Absenteeism Rate as of 2/6/26	5.3%	6.25%

Above is an update on the attendance rate for the school year thus far and the semester 2 for grades 7-12.

High Plains Honor Band

Three students from ACS attended the High Plains Honor Band and Guitar Ensemble on Feb 2nd and



3rd. Colby Beegle and Erick Hitchcock were selected out of hundreds of applicants for the honor band. Saul Fernandez attended the select Guitar Ensemble and was chosen to perform in the top group. Students were chosen from 21 schools from around the panhandle, including ones from SD, and WY. The concert was well attended and the students did an excellent job of representing ACS. (Erin Rathe)



en spelling bee during
ents qualified for the or



1st Place: Blake Hansmeyer

2nd Place: Leighton Konkoleski

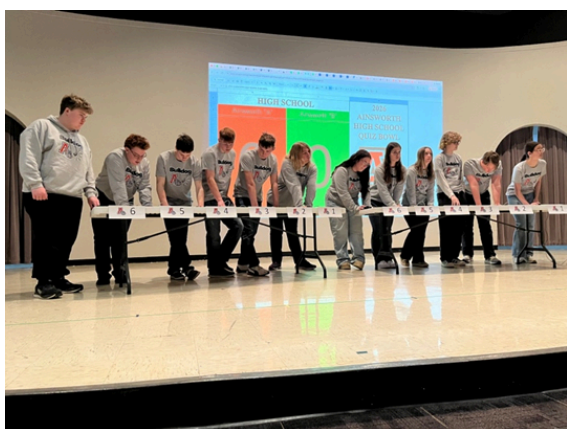
AHS Quiz Bowl Begins Season

The AHS Quiz Bowl team competed at the Bronco Quiz Bowl in Stuart on Tuesday,

January 7, 2026. Eight team members attended this competition, without any practices under their belts. These students were Sam Titus, Jace Johnson, David Cook, Erick Hitchcock, Ben Clingman, Dylan Titus, Kristofer Hitchcock and Bailee Rea. They finished the day with two wins and five losses. Wins were against O'Neill's White team and West Holt with losses to Verdigre, Stuart White, Stuart Maroon, O'Neill Blue and Summerland.

The Ainsworth Quiz Bowl Invite was held on Wednesday, January 28 th in the Learning Center. Ainsworth had a varsity team: Sam Titus, William Biltoft, David Cook, Erick Hitchcock, Ben Clingman and Dylan Titus and a JV team: Jace Johnson, Willa Flynn, Miranda Phares, Raelynn Reagan, Kristofer Hitchcock and Bailee Rea. Each AHS team won three matches and lost one. The JV's only loss was to our varsity and the varsity's only loss was in the championship to Keya Paha B.

The team practices once a week before school. Their next competition is scheduled for Wednesday, February 18, 2026 at Gothenburg beginning at 1 pm. The ESU 17 quiz bowl is scheduled for Tuesday, March 9, 2026. The top two teams at the ESU competition will qualify for State Quiz Bowl in Hastings on April 29, 2026.



L to R: David Cook, William Biltoft, Dylan Titus, Sam Titus, Ben Clingman, Erick Hitchcock, Miranda Phares, Willa Flynn, Bailee Rea, Jace Johnson, Kristofer Hitchcock, Raelynn Reagan

L to R: Ben Clingnam, Sam Titus, Dylan Titus, Willa Flynn, David Cook, William Biltoft, Raelynn Reagan, Miranda Phares, Kristofer Hitchcock, Bailee Rea, Erick Hitchcock, Jace Johnson. Not pictured is Natalie Auten.



Respectfully Submitted:
Steve Dike
7-12 Principal



Ainsworth Community Schools

520 East 2nd Street, PO Box 65
Ainsworth NE 69210
402-387-2333
Fax 402-387-0525

Dale Hafer
Superintendent

Dedra Stoner
Business Manager

Bailie Kovarik
Administrative Assistant

February 9, 2026

TO: Board Members

FROM: Dale

SUBJECT: Superintendent's Report for the February 9th Regular Meeting

1) Financial Report

Expenditures through the month of January 2026 were \$3,556,132 (32.55%) compared to \$3,467,850 (32.22%) for 2025 and \$3,409,632 (30.99%) for 2025. On the revenue side of the budget, we have received \$2,886,907 through January 2026 with 3.422 million and 3.700 million in 2025 and 2024, respectively. We expect to receive a significant boost to our revenue with the property tax credit funds during the month of February.

2) Transportation, Buildings and Grounds

We have worked through the concerns with our heating system where we experienced some fumes in the building. Dan Morrell has worked with Joe to help eliminate the issue that occurs when it is bitter cold and calm. Removal of the old boiler and installation of the new boiler modules (purchased in December) should eliminate the issue that is related to the old boiler. New boiler module installation will occur in the late spring or early summer.

It is time to discuss the Bobcat lease for next year. Typically, we would simply renew and keep moving forward. However, the current lease is going to increase which has caused us to explore options, including a Kubota machine. We will have more of an update and things to think about before we decide.

3) Board Policy Review

We continue in the 800s section of the Board Policy Manual (Support Services) section for this month. The policies up for review this month are 802.01 through 805.01. The review of these policies should suffice unless the board wishes to pull certain ones for further review and revision.

4) Strategic Plan

Ben Anderjaska and Stephanie Summers will be in attendance for our February 9th meeting to present the newly revised strategic plan. I am excited about the results of the efforts by stakeholders, staff, and the board to determine our areas of focus for the next cycle of strategic planning. All strategic plan documents are attached to the February agenda in Sparq.

5) Vacancy Update

We will be interviewing 4 candidates for the positions of HS Principal on Saturday, February 7th. In addition to the formal interview committee, we will also have a teacher group involved to engage with the candidates as well. We have 4 good candidates and are excited about the process.

Recently, we were able to hire Lori Haukaas to join our special education staff. This is an important addition, especially with retirement of Scott Steinhauser on the horizon. Further, we are discussing potential opportunities with another special education candidate which would help round off our current and future needs due to staff retirement at the end of next school year. I will keep you posted as things progress through the process. It is important to remain proactive with special education staff in the current climate of candidates.

6) Professional Development Opportunities

The Legislative Issues Conference, sponsored by NASB, was beneficial and informative on January 25-26th. Brad, Jess, and I were all in attendance. In addition, NASB added a new session at the end of the conference that focused on "legislation 101" where Colby Coash provided an information review and overview of the legislative process. It was a great review and reminder.

NASB is hosting the 2026 Board President's retreat on February 16th in Kearney. Brad and I are planning to attend. Reminder, NRCSA will hold its Legislative Forum on February 26th in Lincoln and the 2026 NRCSA Spring Conference March 18-20 in Kearney. Please let me know if you are interested in attending either or both of those NRCSA events.

7) Superintendent Goals

I am in the process of updating the shared goals document related to recent efforts since we last met together. Please refer to the shared folder and let me know if you need the link for access shared with you again.

8) Other

Please let me know if you have any questions or needs. Thank you!

AINSWORTH COMMUNITY SCHOOLS

**STRATEGIC PLAN FRAMEWORK
2026-2031**



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AINSWORTH COMMUNITY SCHOOLS

SUPERINTENDENT

Mr. Dale Hafer

BOARD OF EDUCATION

Brad Wilkins

Bryan Doke

Frank Beel

Jessica Pozehl

Crystal Dailey

Jake Graff

PURPOSE/VISION

ACS CARES: We Are **C**ommitted to **A**chieving **R**esults for **E**veryone's **S**uccess.

MISSION

ACS is dedicated to empowering our Students to learn and develop the abilities and mindset to become confident and capable individuals in a rapidly changing world.

CORE BELIEFS

- We believe all students can learn and be successful.
- The ACS community encourages extracurricular participation in academics, arts, athletics, and service opportunities.
- We believe that teaching and learning is a cooperative effort among all students, teachers, and stakeholders.
- All students will benefit and succeed in a culture and environment that honors and celebrates diversity and individuality.
- We believe in a learning culture that fosters collaboration and teamwork through all grade levels prekindergarten-12.
- We believe in a culture of high expectations for all students while providing support and direction to meet those expectations.

STRATEGIC PLAN FRAMEWORK

Purpose of the Framework

Through the engagement of students, parents, staff, administrators, and community via online surveys and in-person meetings, the needs of Ainsworth Community Schools were identified and categorized into ten Guiding Principles of a high-functioning school district. (For more information and a look at the data, please see the Ainsworth Community School Needs Analysis and Data Addendum.) This resulting Strategic Plan Framework is the first step in creating a plan of action to address the district's identified needs. The action items to follow align to the data gathered, as well as extant data available about the community and school district. This use of local data ensures that the strategic plan is custom designed to address challenges specific to Ainsworth. Through purposeful implementation and commitment to collective development, this Framework defines the path to creating a more connected and high-achieving school district.

Utilization of the Strategic Plan Framework

This Strategic Plan represents a collective resolve to inspire and empower students. The Guiding Principles, Objectives, and Strategies set forth below create the path toward reaching the 2026-2031 benchmarks for student learning. However, meeting benchmarks is dependent upon more than the simple design of the framework—there must be dedication, at every level, to the consistent and effective implementation of the specific Strategies and Action Steps, as well as intentional work to integrate the Strategic Plan into the district's day-to-day operations.

Definitions of Framework Terms

Guiding Principles of Focus

The Guiding Principles of Focus highlight the areas Ainsworth Community Schools will build upon in year one to support the mission and vision of the school district.

Objective

The Objective states the area of focus and outcomes that Ainsworth Community Schools will achieve.

Strategy

The Strategy provides details of how the objective will be met.

Action Steps

The Action Steps identify specific tasks, assignments, or action(s) staff will follow to realize the stated Objective and Strategy.

GUIDING PRINCIPLES

The ten Guiding Principles of the NASB Strategic Planning Process describe the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by the Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation and NASB Standards for Effective Board Governance. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

Academic Learning & Success	A balanced learning process that includes instructional methods to improve learning and growth for each student.
Student-Centered Learning Environment	A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.
Cultural Inclusion & Engagement	The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.
District/Building Culture & Climate	Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.
Personnel Effectiveness	Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.
Social-Emotional & Mental Health Well-Being	Social-emotional and mental health well-being of students and staff is a critical component of a high-functioning school district.
Access to Educational Opportunities	Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.
Family & Community Partnerships	Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.
District Resources	District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.
Board Governance	Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

NASB STANDARDS FOR EFFECTIVE BOARD GOVERNANCE

To promote student growth and achievement, an effective school board will adopt and adhere to board leadership and governance standards.

1. MISSION, VISION, & GOALS

The board annually reviews the mission, annually adopting board and district goals to support the long-term vision.

2. POLICY GOVERNANCE

The board annually reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

3. STAKEHOLDER & COMMUNITY ENGAGEMENT

The board establishes effective communication with internal and external stakeholders to promote the district's image and to build and sustain long-term partnerships that serve education.

4. ACCOUNTABILITY & STUDENT ACHIEVEMENT

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

5. ADVOCACY

The board advocates for children, public education, learning, and equity to support improved student achievement for all students.

6. DISTRICT RESOURCES

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

7. BOARD OPERATIONS

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

8. BOARD-SUPERINTENDENT RELATIONS

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

9. PROFESSIONAL DEVELOPMENT

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

GUIDING PRINCIPLES OF FOCUS

The identified Guiding Principles of Focus are targeted within the plan based upon multiple data points collected throughout the assessment phase of the NASB Strategic Planning Process. Data collection included stakeholder engagement through the Strategic Overview Committee (SOC) meeting, a community meeting, and online surveys of Ainsworth administrators, certified and classified staff, students, parents, and business leaders. Through data analysis, the NASB Board Leadership Team developed overarching objectives and specific strategies consistent with the needs presented through stakeholder engagement.



AINSWORTH COMMUNITY SCHOOLS

PERSONNEL EFFECTIVENESS

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

FAMILY AND COMMUNITY PARTNERSHIPS

Student success and engagement rely on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

DISTRICT RESOURCES

District leadership in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

PERSONNEL EFFECTIVENESS

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

Objective 1: To create clarity, alignment, and shared ownership across district systems that enhance educator effectiveness and instructional consistency.

Strategy 1.1: Support newly hired teachers through a comprehensive onboarding program that emphasizes mentoring, collaboration, and continuous learning over their first three years.

Recommended Action Steps:

- a) Embed ACS organizational cultural expectations into the onboarding process, instilling district values and ensuring staff embrace the district mission and norms.
- b) Ensure the process includes a focus on utilizing the district-adopted instructional framework, alignment to the certified staff evaluation tool, and the framework's effect on student academic success.

Strategy 1.2: Evaluate current professional development practices to ensure a structured and relevant annual professional development plan designed to improve student success is brought forward for board approval.

Recommended Action Steps:

- a) Administration will provide ongoing professional development aligned to staff-identified needs, including cultural inclusion (low-SES), lesson planning, curriculum mapping, behavior intervention, and SPED/504 practices.
- b) Continue to train certified staff in a curriculum mapping and review process to ensure clarity, coherence, and alignment of instruction across classrooms and grade levels.

Strategy 1.3: Foster shared ownership through collaborative decision-making and clear, accessible communication with families and stakeholders.

Recommended Action Steps:

- a) Strengthen school improvement outcomes by actively engaging families and including staff in collaborative decision-making processes.
- b) Develop clear, accessible communication practices that explain improvement goals, decision-making processes, and progress updates to families and stakeholders.

Board Governance Strategy 1: Use the Board agenda to align district resources with professional development priorities and to provide regular updates that support ongoing oversight of district goals. (*Accountability & Student Achievement, District Resources, Professional Development*)

Recommended Action Steps:

- a) Align district resources to support continuous professional development of staff, including the allocation of calendar time, staff time for data analysis and budget allocation for outside resources.
- b) The board will commit to their own professional development as they support the ongoing learning and development of ACS staff, building shared knowledge among board members.

FAMILY & COMMUNITY PARTNERSHIPS

Student success and engagement rely on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

Objective 2: Continue to build trusting, collaborative partnerships with all stakeholder groups to advance the mission and strategic plan of Ainsworth Community Schools.

Strategy 2.1: Strengthen districtwide outreach and communication systems to ensure families and community partners receive clear, consistent, and timely information about district priorities, programs, and goals.

Recommended Action Steps:

- a) Identify key communication priorities (student learning, activities, achievements, safety, calendars, board actions) to share in alignment with the ACS Community Relations Goal (*Policy 1005.04*).
- b) Audit current communication tools and platforms to ensure they effectively reach diverse stakeholder groups and support the district's outreach goals.
- c) Continuously review website content for relevance, accuracy, ease of navigation, and updated information.

Strategy 2.2: Engage local community members and organizations in structured partnerships that enrich classroom learning with real-world context and expertise.

Recommended Action Steps:

- a) Identify priority partnership areas aligned to curriculum (e.g., agriculture, healthcare, manufacturing, local government, entrepreneurship).
- b) Develop clear guidelines that encourage classroom-based partnerships (guest speakers, site visits, virtual engagements).
- c) Create an approval process that addresses safety, supervision, and instructional alignment.

Strategy 2.3: Bolster family engagement by removing participation barriers and fostering inclusive, relationship-centered practices that support meaningful involvement.

Recommended Action Steps:

- a) Identify and address the barriers that limit family participation (e.g., language, scheduling, childcare, or familiarity with school norms).
- b) Implement flexible and culturally responsive engagement practices, such as varied meeting times, virtual participation options, translation services, and childcare supports when feasible.

Board Governance Strategy 2: Partner with families and the broader community to identify shared priorities and advocate for conditions that support student learning. *(Advocacy, Stakeholder and Community Engagement, Board Operations, Mission Vision & Goals)*

Recommended Action Steps:

- a) Request periodic updates on number and type of partnerships, student participation and access, evidence of enhanced learning experiences.
- b) Establish clear expectations for transparent, timely, and accessible communication with all stakeholders that reflect board goals, district initiatives, and student learning.
- c) Advocate for family engagement practices that are flexible and accessible to all families and monitor participation related to engagement opportunities.
- d) Maintain legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation that support district programs and student needs.

DISTRICT RESOURCES

District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

Objective 3: Ensure district systems and resources effectively support high-quality instruction, student learning, and long-term sustainability.

Strategy 3.1: Align district resources to ensure facilities, learning environments, and site infrastructure are safe, functional, and support high-quality instruction and student learning.

Recommended Action Steps:

- a) Incorporate playground and learning-space evaluations into district facilities planning to guide sustainable and fiscally responsible investments.
- b) Assess parking and traffic flow at school drop off and pick up to enhance safety and accessibility for students, staff, and families.

Strategy 3.2: Develop and implement targeted recruitment and retention approaches to address staffing challenges in a rural community.

Recommended Action Steps:

- a) Develop and deploy a targeted recruitment message that elevates the paraprofessional role by highlighting impact on students, connection to the community, and pathways into teaching or other education careers.
- b) Establish recruitment partnerships with community colleges or educator preparation programs to support open staffing positions.
- c) Collaborate with local employers and businesses to support rural recruitment by sharing employment opportunities for spouses or family members and promoting the district as a community employer of choice.
- d) Consider providing opportunities for high school students to participate in paraprofessional roles to build workplace skills, application/interview experience, and exposure to careers in education.

Board Governance Strategy 3: Sustain effective and efficient use of resources focused on continuous improvement, support of student learning, safe and effective learning facilities, and effective staff to support our students. *(District Resources, Stakeholder & Community Engagement, Mission Vision & Goals)*

Recommended Action Steps:

- a) Conduct at least two budget work sessions focused on priorities and sustainability.
- b) Ensure adoption and review of a master facility plan to support instruction and learning district wide.
- c) Consider innovative recruitment and retainment strategies, aligning resources and updating personnel policies to ensure flexibility in staffing management including areas such as incentives and stipends, “grow your own” pathways, and alternative certification and mentoring support.

BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

Board Strategies framed in “Ainsworth Red” throughout this document (like the one below) are consolidated here to show the board’s role in supporting the initiatives outlined in the Framework. The board’s ongoing commitment to effective governance and their focus on continuous improvement will support the advancement of student learning through the initiatives listed in this Framework.

PLEASE NOTE: Throughout the Framework, Board Governance Strategies are followed by italicized *NASB Standards for Effective Board Governance* to indicate their correlation or alignment to the identified Strategy.

Board Governance Strategy 1: Use the Board agenda to align district resources with professional development priorities and to provide regular updates that support ongoing oversight of district goals.

- a) Align district resources to support continuous professional development of staff, including the allocation of calendar time, staff time for data analysis and budget allocation for outside resources.
- b) The board will commit to their own professional development as they support the ongoing learning and development of ACS staff, building shared knowledge among board members.

Board Governance Strategy 2: Partner with families and the broader community to identify shared priorities and advocate for conditions that support student learning.

- a) Request periodic updates on number and type of partnerships, student participation and access, evidence of enhanced learning experiences.
- b) Establish clear expectations for transparent, timely, and accessible communication with all stakeholders that reflect board goals, district initiatives, and student learning.
- c) Advocate for family engagement practices that are flexible and accessible to all families and monitor participation related to engagement opportunities.
- d) Maintain legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation that support district programs and student needs.

Board Governance Strategy 3: Sustain effective and efficient use of resources focused on continuous improvement, support of student learning, safe and effective learning facilities, and effective staff to support our students.

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- c) Consider innovative recruitment and retainment strategies, aligning resources and updating personnel policies to ensure flexibility in staffing management including areas such as incentives and stipends, “grow your own” pathways, and alternative certification and mentoring support.

REMAINING GUIDING PRINCIPLES

ACADEMIC LEARNING & SUCCESS

Objective: To deliver a challenging and high-quality educational experience that reflects clear expectations and strong instructional practices.

Strategy 1: The administration and staff will ensure that all ACS curriculum is supported by a clearly defined scope and sequence designed to promote student learning and growth while aligning with state and district standards.

Strategy 2: Establish vertical and horizontal subject-area alignment teams to ensure consistent, standards-aligned instruction of priority concepts.

STUDENT-CENTERED LEARNING ENVIRONMENT

Objective: To create healthy, supportive, and responsive learning environments to support the academic, social, emotional, and mental well-being of students and staff.

Strategy 1: Implement fidelity checks for K-6 interventions to improve student performance in FastBridge reading assessments. *(CIP Goal Alignment)*

Strategy 2: Expand or modify Tier 2 support to improve grades 1-3 FastBridge CBMreading proficiency as measured by the spring benchmark screener assessment. *(CIP Goal Alignment)*

Strategy 3: Regarding MTSS, continually build upon the effectiveness of supports across the district with a particular focus at the secondary level.

CULTURAL INCLUSION AND ENGAGEMENT

Objective: To foster a safe, respectful, and inclusive learning environment that values diverse voices, strengthens community connections, and builds staff capacity to effectively support all students.

Strategy 1: Advocate for all students, public education, and learning to support and improve student achievement.

Strategy 2: Equip educators with knowledge and strategies needed to respond effectively to the academic, social, and emotional needs of students and families from low socioeconomic backgrounds.

Strategy 3: Train both certified and classified staff in culturally responsive and trauma-informed instructional practices.

DISTRICT/BUILDING CULTURE & CLIMATE

Objective: To promote a strong school culture that reflects respect, collective responsibility, and pride in accomplishments.

Strategy 1: Ensure academic priorities remain central while maintaining appropriate balance with extracurricular offerings to support student learning and overall development.

SOCIAL-EMOTIONAL & MENTAL HEALTH WELL-BEING

Objective: To support and strengthen staff and student mental well-being by promoting balance, connection, and access to appropriate supports.

Strategy 1: Clearly communicate available mental health and wellness resources (i.e., counseling supports, EHA or other wellness initiatives, etc.).

Strategy 2: Foster positive relationships with staff through collaboration, mentorship, and team structures.

Strategy 3: Strengthen a culture of appreciation and belonging by recognizing contributions, celebrating successes, and creating meaningful opportunities for staff and students to feel valued and heard.

ACCESS TO EDUCATIONAL OPPORTUNITIES

Objective: To ensure every student has access to meaningful educational opportunities that foster achievement, growth, and future readiness.

Strategy 1: Strengthen the district's HAL program by clearly defining requirements, supports, and processes to promote consistent understanding and access across the district.

Strategy 2: Continue targeted professional learning to equip teachers with strategies to design and deliver challenging, meaningful, and effective HAL instruction.

Strategy 3: Consider student survey data in the district's review of class, elective, and extracurricular offerings.



AINSWORTH COMMUNITY SCHOOLS

DATA ADDENDUM
December 2025



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GUIDING PRINCIPLES

The ten Guiding Principles of the Nebraska Association School Boards (NASB) Strategic Planning process describes the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation, and the NASB Board Governance Standards. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten core elements can lead to lasting, positive change for a public school. The core elements are as follows:

Academic Learning and Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

- Curriculum
- Instruction
- Technology

Student Centered Learning Environment

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

- Behavior Supports
- Student Transitions
- Classrooms

Cultural Inclusion and Engagement

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of underrepresented groups.

- Equitable Data Utilization
- Cultural Awareness
- Family Supports

District/Building Culture and Climate

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

- Environment
- Collaboration
- Communication

Personnel Effectiveness

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

- Leadership and Staff Accountability
- Onboarding and Mentorship
- Professional Development

Social-Emotional Mental Health Well-Being

Social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

- Supports
- Programs
- Resources

Access to Educational Opportunities

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

- Course/Elective Offerings
- Academic Supports
- Early Childhood

Family and Community Partnerships

Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

- Engagement/Involvement
- Communication
- Partnerships

District Resources

District leadership in collaboration with building administration aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

- Budget/Funding
- Facilities and Grounds
- Staffing

Board Governance

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

- Policy
- Board Superintendent Relationship
- Advocacy

Guiding Principle I: Academic Learning and Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

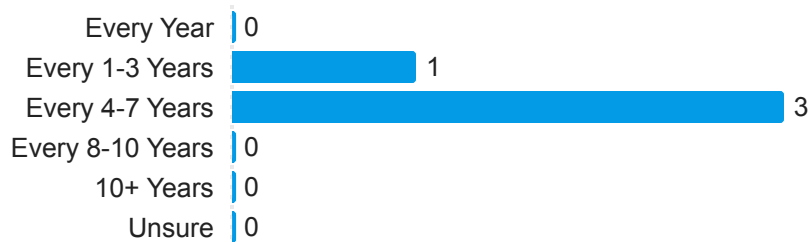
Administration: Please answer the following questions about curriculum:

Field	Yes	No	Unsure	Total
Has the district adopted curriculum in all CORE subject areas?	100% 4	0% 0	0% 0	4
Has the district adopted curriculum in all other subject areas?	75% 3	25% 1	0% 0	4
Is the curriculum aligned horizontally?	100% 4	0% 0	0% 0	4
Is the curriculum aligned vertically?	75% 3	0% 0	25% 1	4
Is the curriculum aligned to state standards?	100% 4	0% 0	0% 0	4
Does the district provide scope and sequence?	75% 3	0% 0	25% 1	4

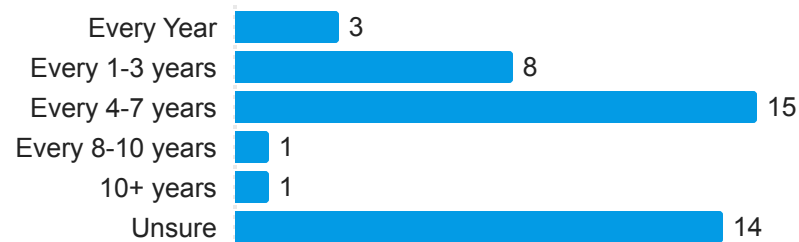
Certified Staff: Please answer the following questions about curriculum:

Field	Yes	No	Unsure	Total
Has the district adopted curriculum in all CORE subject areas?	76% 32	12% 5	12% 5	42
Has the district adopted curriculum in all other subject areas?	43% 18	17% 7	40% 17	42
Is the curriculum aligned horizontally?	45% 19	7% 3	48% 20	42
Is the curriculum aligned vertically?	43% 18	10% 4	48% 20	42
Is the curriculum aligned to state standards?	93% 39	0% 0	7% 3	42
Does the district provide scope and sequence?	60% 25	2% 1	38% 16	42

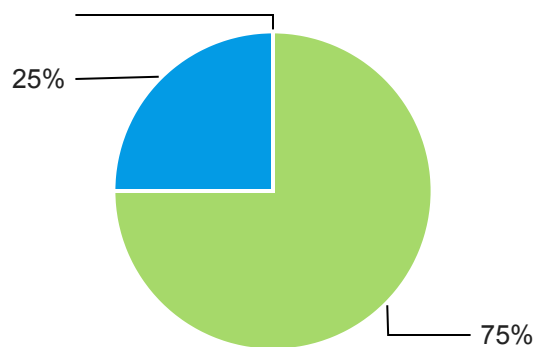
Administration: How frequently does the district review adopted curriculum?



Certified Staff: How frequently does the district review all adopted curriculum?

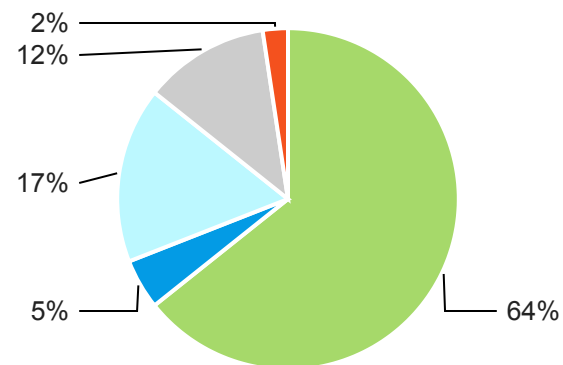


Administration: Does the district utilize an adopted instructional framework/model?



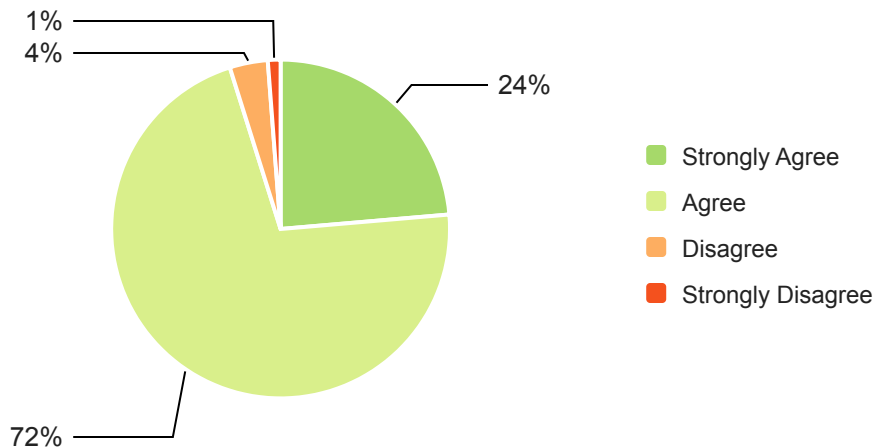
- Danielson
- Marzano
- District-Created
- Other
- We Do Not Utilize an Instructional Framework/Model

Certified Staff: Does the district utilize an adopted instructional framework/model?



- Danielson
- Marzano
- District-Created
- Other
- We Do Not Utilize an Instructional Framework/Model

Students: When I struggle with classwork, I have access to the help I need at school.

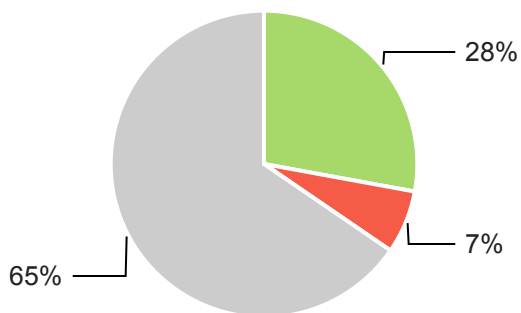


- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Certified Staff: Other (please specify):

Unsure	3
PBIS	1

Students: Do you feel your classwork / homework challenges you?

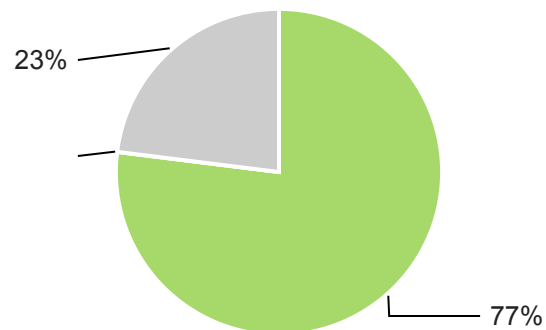


Yes No Sometimes

Students: In what ways can your school provide challenging classwork/homework?

Challenging Problems/Homework	4
Advanced Classes	2
Fun/Differentiated Ways	2
Good Where It Is	1
Improved Instruction	1
More Difficult Non-Graded Assignments	1

Students: Is technology used effectively to help you learn?



Yes No Sometimes

Students: Please explain how technology is not used effectively to help you learn.

N/A	6	Not As Helpful on Small Assignments	1
Prefer Paper/Books	6	Playing Games	1
Don't Always Work	5	Research	1
AI	2	Restrictions on Websites	1
Do Not Like HMH	2	Screen Hurts Eyes	1
Unsure	2	Some Videos Do Not Help	1
Advertisements Pop Up	1	Technology Helps Me Learn	1
Amplify	1	Used Effectively in Most Classes	1
Annoying	1	Websites Can be Confusing	1
Cheating	1		
Do Not Have Phone/Computer At Home	1		
Misinformation Online	1		

Guiding Principle II: Student Centered Learning Environment

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

Administration: Please answer the following questions:

Field	Yes	No	Unsure	Total
Does the district utilize Multi-Tiered Systems of Support (MTSS)?	100% 4	0% 0	0% 0	4
Does the district utilize MTSS at all grade levels?	100% 4	0% 0	0% 0	4
Does the district utilize MTSS effectively at all grade levels?	75% 3	0% 0	25% 1	4

Certified Staff: Please answer the following questions:

Field	Yes	No	Unsure	Total
Does the district utilize Multi-Tiered Systems of Support (MTSS)?	100% 42	0% 0	0% 0	42
Does the district utilize MTSS at all grade levels?	98% 41	0% 0	2% 1	42
Does the district utilize MTSS effectively at all grade levels?	74% 31	10% 4	7% 7	42

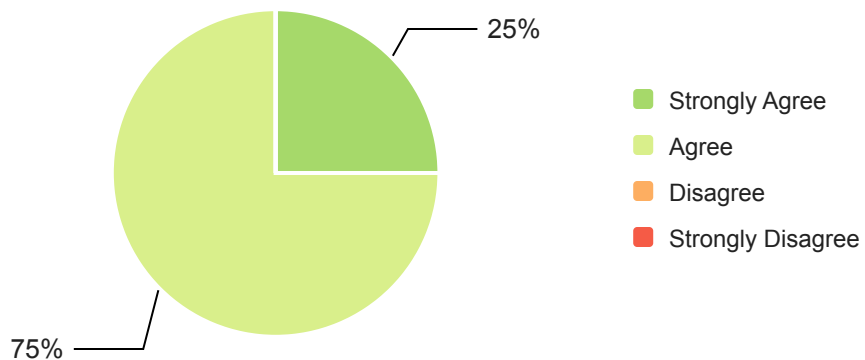
Certified Staff: Why is MTSS not utilized effectively at all grades?

Inconsistent Utilization	1
Lack of Staff	1
Lack of Staff Training	1
Tier Curriculum Not Adaptable to Student	1

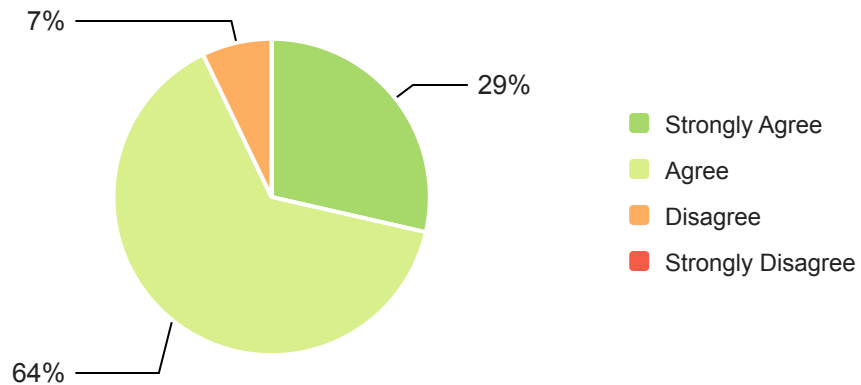
Administration: What challenge does the district face in fully including SPED students in the regular classroom?

Support & Staffing	3
Staff Training & Development	2
Time Management	1
Value of Testing for Students	1

Administration: The district has policies and supports in place to effectively address behavior.



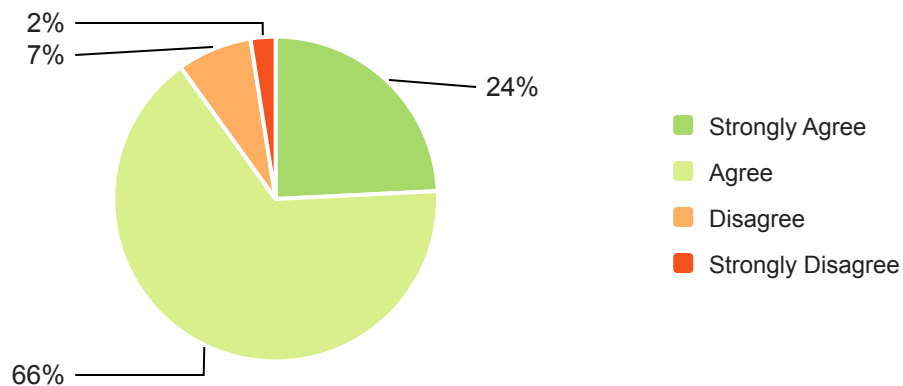
Certified Staff: Do you have the resources to effectively address behaviors in your classroom?



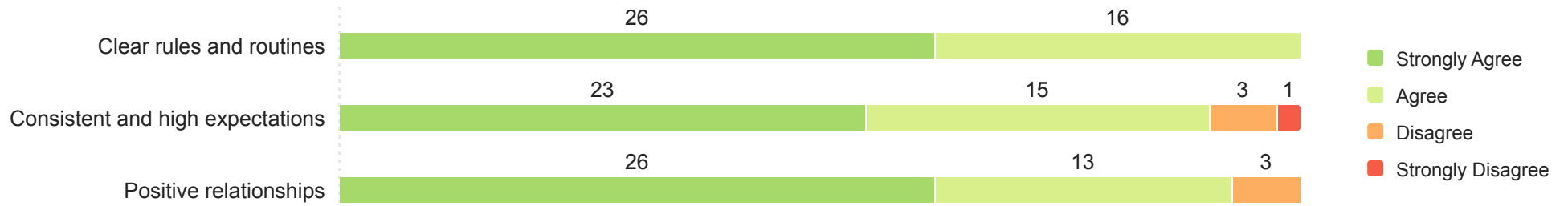
Certified Staff: What challenge does the district face in fully including SPED students in the regular classroom?

Lack of Staff	23
None	6
Impact on Other's Learning	5
Severe Behaviors	5
Lack of Resources	2
Modified Curriculum	2
Staff Effectiveness	2
Unsure	2
Classroom Management	1
Dependent on Teacher	1
Difficulty of Curriculum	1
Large Range of Differentiation	1
Length of Classes	1
N/A	1
Safety	1

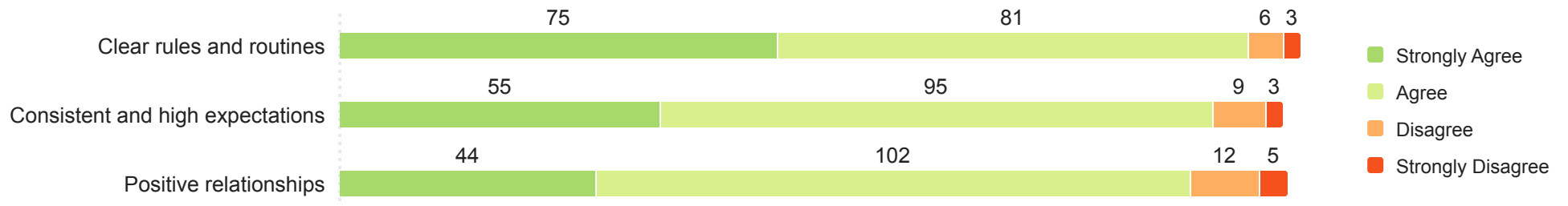
Students: Behavior is effectively addressed within the classroom.



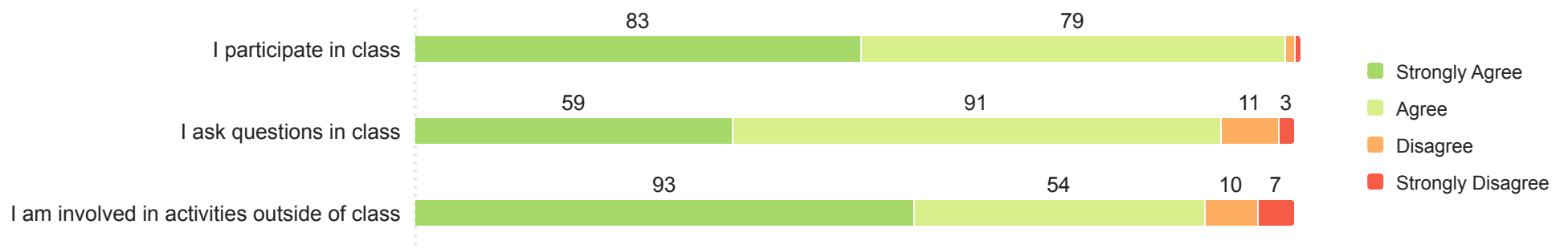
Certified Staff: Does the classroom promote the following for students:



Students: Does the classroom provide the following for students:



Students: I am engaged in school in the following ways:



Community Engagement Meeting: What supports or opportunities are students missing to be successful?

Supports:	# of groups identified (of 4 possible)	Opportunities:	# of groups identified (of 4 possible)
Mental Health / Resiliency	2	Time Available for College Visits	2
Acknowledgement / Deal With It / Move On	1	Accepting Criticism/Critiques	1
Adult Mentor to Assist with Scholarship	1	Automotive	1
Career Planning	1	Broadcasting Games	1
Collaboration w/ Professionals	1	Computer Programming/Science	1
College Visits	1	Food Bar (Healthy)	1
Conflict Resolution (Social/Emotional)	1	Foreign Language at Younger Ages	1
Dual Credit	1	Job Shadowing Earlier	1
Grade School Spanish	1	Leadership	1
Hospital	1	Mental Health	1
LMHP	1	School to Workforce	1
Tier 3	1	Self Regulation (Technology)	1
		STEM/Robotics	1
		Students/Classes Running Scoreboard	1
		Tier 1 (Who Is Being Missed)	1
		UNL Extension Office	1
		Variety in Classes Offered & Learning Opportunities	1
		Visual Arts	1

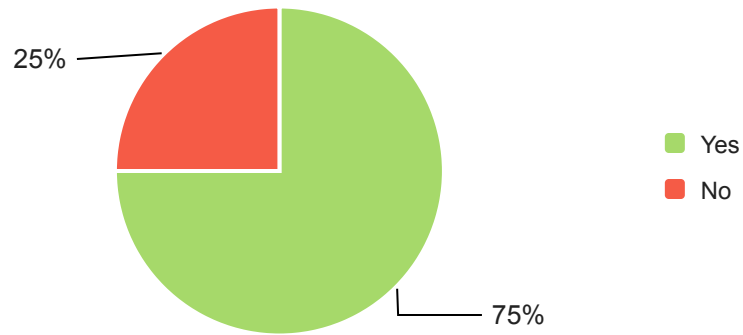
Community Survey: What supports or opportunities are students missing to be successful?

None	4	N/A	1
College Course Access	2	Study Hall	1
Involvement in Extracurricular Activities	2	Supports to Push High Ability Learners	1
Ability to Focus and Retain Information	1	Teachers	1
Ability to Make Opinions Heard	1	Wider Variety of Classes and Activities	1
Life Skills	1		

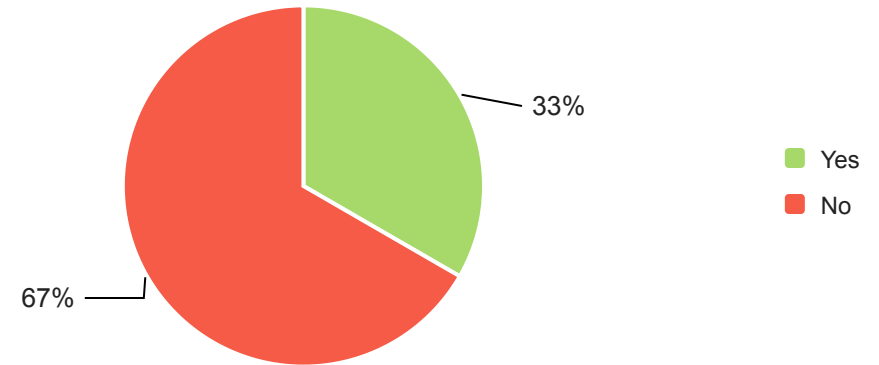
Guiding Principle III: Cultural Inclusion and Engagement

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

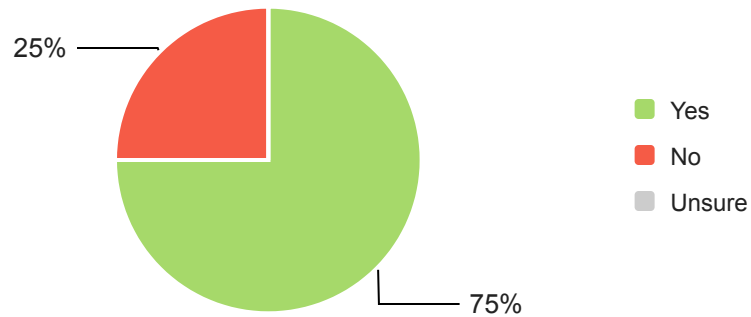
Administration: Does the district provide training to staff to understand the unique needs of students and families of low socioeconomic status?



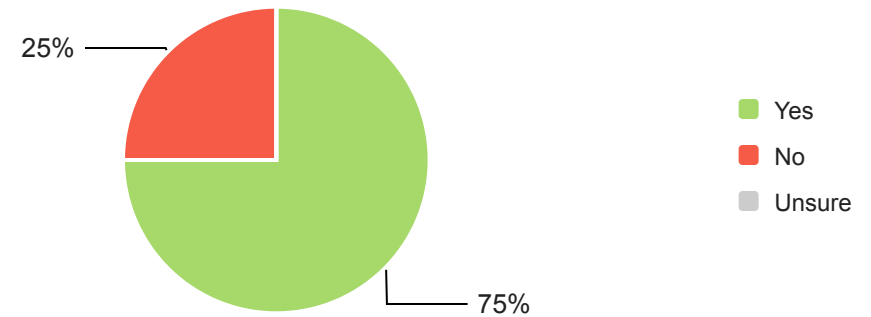
Certified Staff: Are you receiving training to understand the unique needs of students and families of low socioeconomic status?



Administration: Does the district use academic data to support students and families of low socioeconomic status?



Administration: Does the district assess the effectiveness of supports provided to students and families of low socioeconomic status?



Administration: What are the barriers to success for students and families of low socioeconomic status?

Absenteeism	1
Access to Resources / Support at Home	1
Awareness of Educational Opportunities	1
Language Barrier	1
Preschool Support	1
Student Understanding Academic Relevance	1
Value of Education	1

Parents/Guardians: What are the barriers you feel exist for you and your student(s) as a member of low socioeconomic status?

None	5
Social Inclusion	2
Cultural Differences	1
High Inflation	1
Lack of Support/Resources for Families of Children w/ Special Needs	1
Low Salaries	1

Administration: How is the district engaging students and families of low socioeconomic status?

Family Nights	2
Social Media Posts	2
Assess Individual Needs through MTSS	1
Basic Needs Support	1
Communication	1
Exploration & Campus Visits	1
FAFSA Family Support	1
FAFSA Student Incentive for Completion	1
Nutrition Service Programs	1

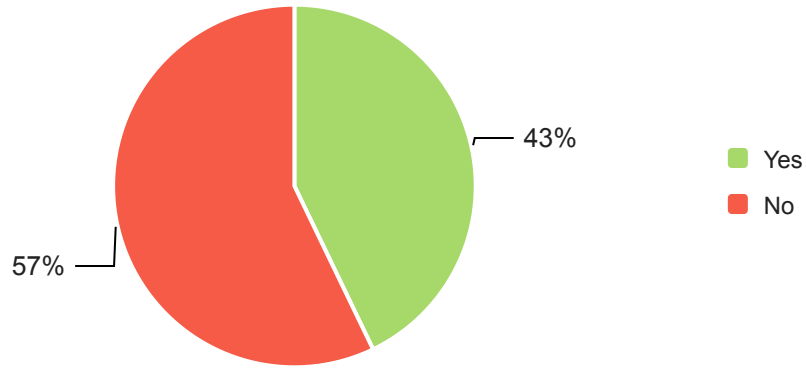
Certified Staff: What are the barriers to success for students and families of low socioeconomic status?

Meeting Basic Needs	9	Technology Access at Home	2
Differing Value of Education	5	Communication	1
Unsure	5	High Mobility	1
Attendance	4	Identifying Families for Support	1
Habits at Home Unsupportive of Education	4	Modeling Positive Relationship-Building	1
Home Support for Students	3	None	1
Internet Access	3	Self-Advocacy Skills	1
Lack of Resources/Time	3	Staff Understanding of Student's Context	1
Language Barriers	3	Strong Relationships with Families	1
Low Parent/Family Involvement	3	Student Self-Esteem	1
Parent Education	2	Support for Families	1
Providing Educational Materials	2	Travel/Cultural Opportunities for Students	1

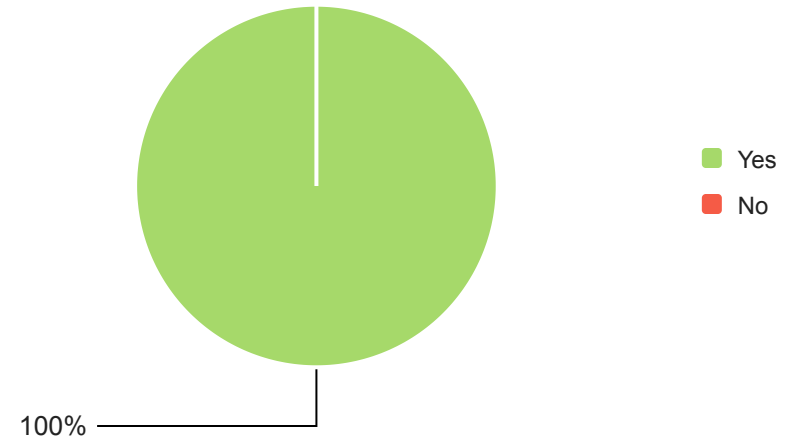
Parents/Guardians: How is the district engaging you and your student(s) as a member of low socio-economic status?

Free/Reduced Lunches	5
N/A	2
Free Breakfast	1
Free Textbooks	1
No-cost After School Programming	1
Not Well	1

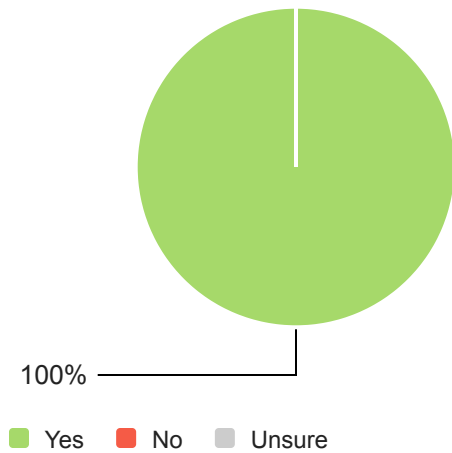
Certified Staff: Are you receiving training to understand the unique needs of students and families who are a part of racial and ethnic groups?



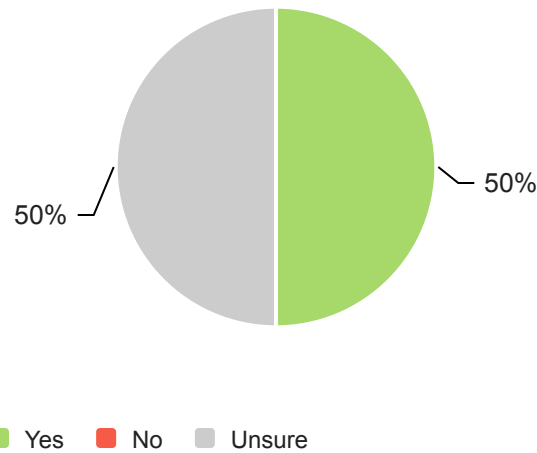
Administration: Does the district provide training to staff to understand the unique needs of students and families who are a part of racial and ethnic groups?



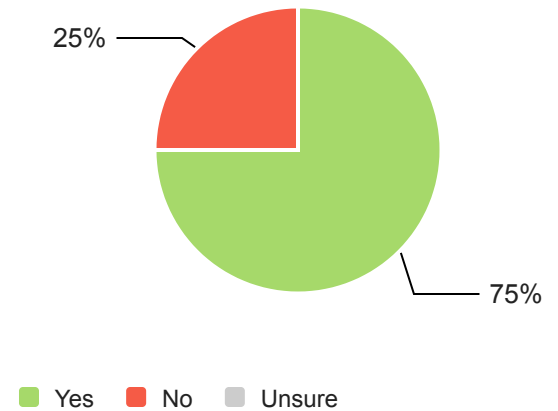
Administration: Does the district use academic data to support students and families who are a part of racial and ethnic groups?



Certified Staff: Does the district use academic data to support students and families who are a part of racial and ethnic groups?



Administration: Does the district assess the effectiveness of supports provided to students and families who are a part of racial and ethnic groups?



Administration: How is the district engaging students and families of racial and ethnic groups?

Expansion of EL Support & Resources	3
Work with ESU 10	2
Academic Supports within MTSS	1
Communication	1
EL Para	1
Screening at Enrollment	1
Social Media	1
Translated Materials	1
Welcome Back Night	1

Parents/Guardians: How is the district engaging you and your student(s) as a member of a racial or ethnic group?

Not Well	3
Flow of Information Is Very Good	1
Forthcoming and Accepting	1
Personal Reading Program	1
Should Not Get Different Treatment	1

Certified Staff: What are the barriers to success for students and families of racial and ethnic groups?

Language Barriers	22
Lack of Resources/Staff	9
Slow/Unavailable/Inconsistent Translation	6
Parent Communication	5
Unsure	3
Acceptance of All Students	2
Clarity of Expectations	2
Lack of Staff Training	2
Accessing Curriculum	1
Addressing Behavioral Issues	1
N/A	1
Past Negative Experiences with Education	1

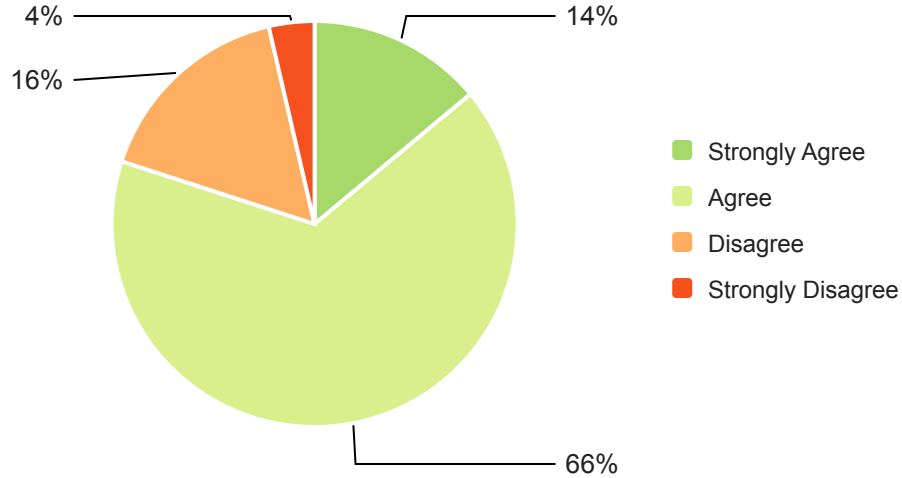
Administration: What are the barriers to success for students and families of racial and ethnic groups?

Language	4
Translation Support	2
Culture	1
Integration with Student Body	1

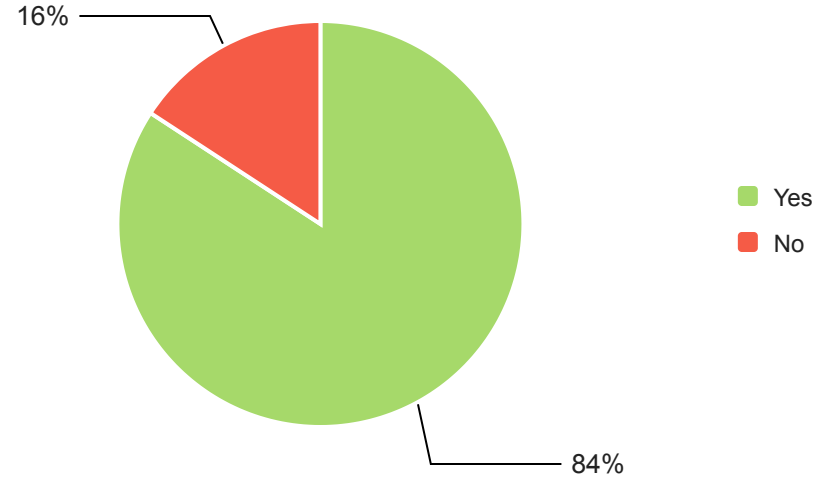
Parent/Guardian: What are the barriers you feel exist for you and your student(s) as a member of a racial and ethnic group?

Lack Amplifying Student Voice/Input	2
Language Barrier	2
Lack of Representation	1
School Has Been Satisfactory	1

Students: The school understands the challenges my family faces.



Classified Staff: Do you receive support and resources to better equip you to serve the unique needs of students?



Students: What does the school need to understand about the challenges your family faces?

Nothing	12
School is Unaware/Disregards Challenges	6
N/A	3
Unsure	3
Challenging Family Dynamics	2
Health Problems	2
Lack of Educational Help at Home	1
No Family Challenges	1
Spend Too Much Time w/ School Related Activities	1

Classified Staff: What supports and resources do you need to better equip you to serve the unique needs of students?

Communicative Device to Call For Help When Needed	1
Modification of Student Lesson	1
None	1
Teacher Support of Student	1

Administration: What are the biggest challenges families in the district face?

Against New Teaching Methods	1
Challenges Vary Based on Wants / Needs	1
Child Care	1
Cost of Living	1
Employment	1
Housing	1
Low SES	1

Classified Staff: What are the biggest challenges families in the district face?

Low Income	5
Language/Communication Barriers	3
Less Concentration of Specialized Services	2
Limited Access to Resources for SPED Students	2
None	2
Communal/Technical Activities	1
Disrespectful Kids	1
Ensuring Holistic Support That Families are Ready to Accept	1
Lack of Affordable Housing/Daycare	1
Lack of Family Time Due to Financial Pressures	1
Lack of Trust/Information Regarding School Policies	1
Limited Access to Broader Cultural and Educational Opportunities	1
Punctuality	1
Unsure	1

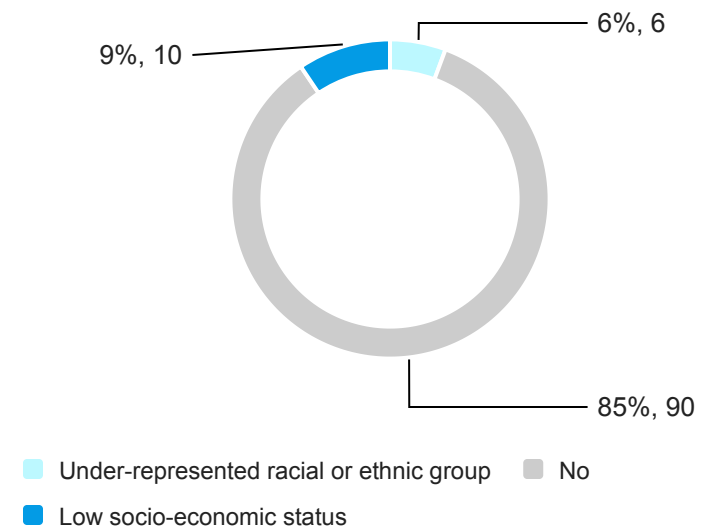
Certified Staff: What are the biggest challenges families in the district face?

Poverty/Financial Challenges	14
Unsure	8
Communication	4
Language Barriers	4
Housing	3
Mental Health Challenges	3
Different Values of Education	2
Diverse Home Lives for Students	2
Lack of Staff	2
Lack of Time	2
Parental Separation	2
Remote Location	2
Severe Behaviors	2
Appropriately Challenging Work	1
Building Postive Relationships with the District	1
High Mobility	1
Inconsistent expectations for Students	1
Job Growth	1
Lack of Daycare	1
Lack of Resources	1
Overinvolvement in School Activities	1
Positive Mindset	1
School Funding	1
Social Media/Technology Influence	1
Support for Struggling Students	1
Supportive Personnel	1

Parents/Guardians: What are the biggest challenges families in the district face?

Financial Stress / Cost of Living	23	Phones / Social Media	3
Low Income / Poverty	16	SPED Resources	3
Unsure	11	Work Schedules	3
Access to Services/Resources	10	Administration	2
Language Barriers	8	Cultural Differences	2
Availability/Affordability of Childcare	7	Retention of Families	2
Communication	6	Substance Abuse/Addiction	2
Difficult Family Dynamics	6	Workforce Limitations	2
Lack of Student Enrichment Opportunities	6	Absenteeism Policy is Too Strict	1
N/A	5	Advocacy	1
Affordable/Appropriate Housing	4	Continuing Education at Home	1
Bullying	4	Disproportionate State Funding	1
Mental Health / Well-Being Struggles	4	Educational Priority	1
None	4	Exposure to Diversity / Broader Life Experiences	1
Quality Teachers	4	Favoritism	1
Remoteness	4	Individual Student Support	1
Transportation	4	Lack of Reliable/High-Speed Internet	1
Balancing School/Activities/Family	3	Racism	1
Advocacy	1	School Drop Off / Pick Up	1
		Socializing	1

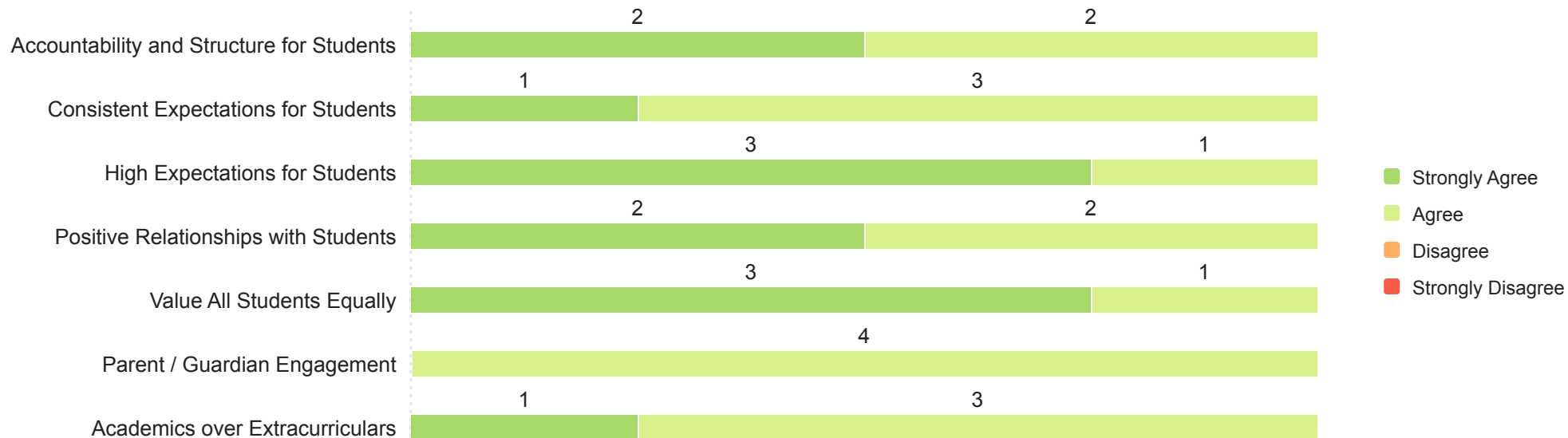
Parents/Guardians: Are you a parent/guardian in one or more of the following under-represented groups?



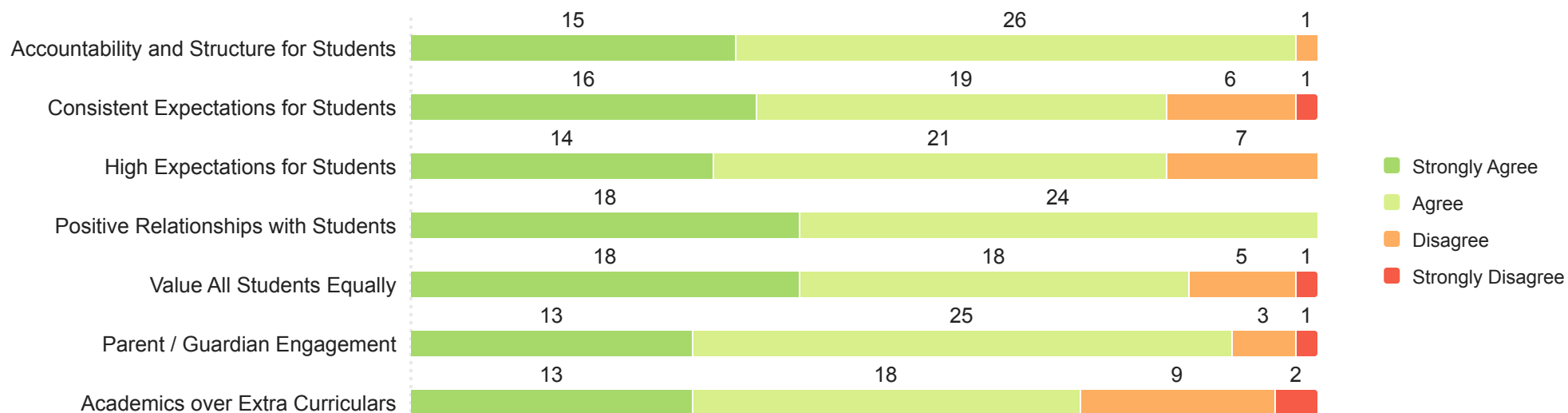
Guiding Principle IV: District/Building Culture and Climate

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

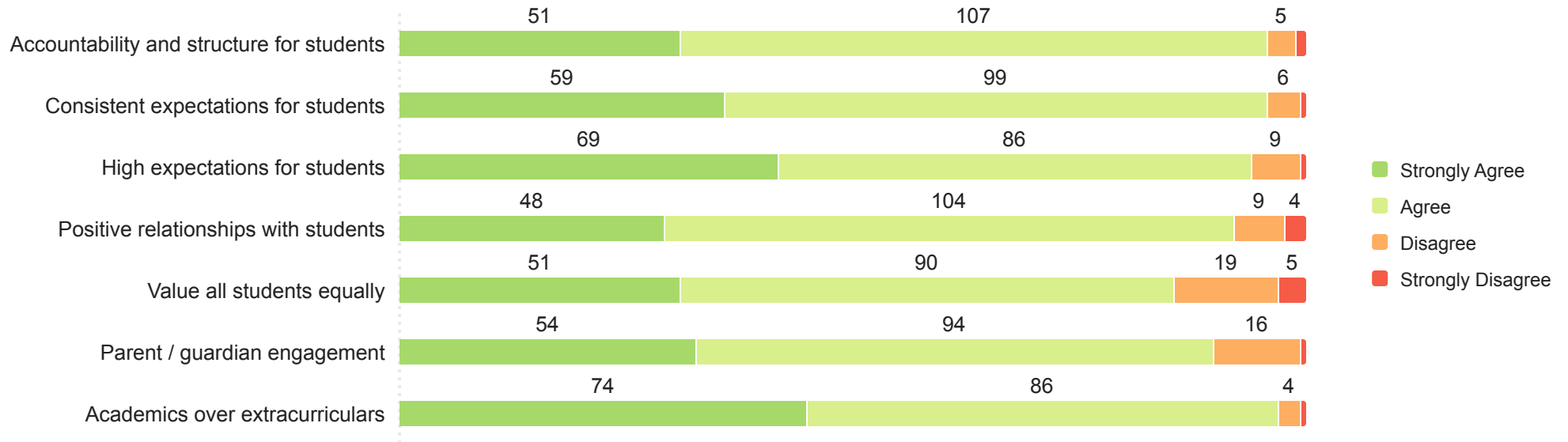
Administration: Does the culture of the administrative team promote the following for students:



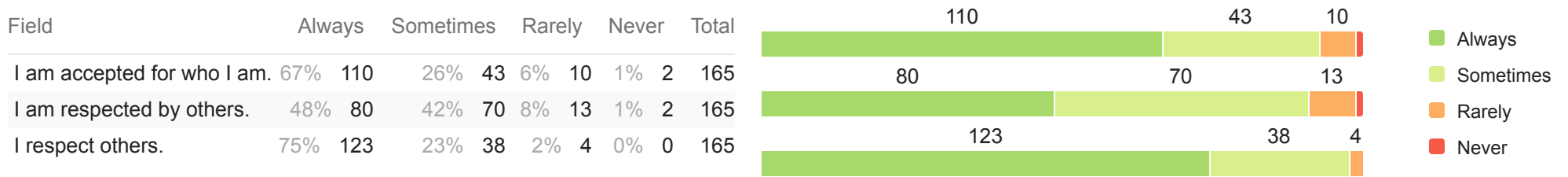
Certified Staff: Does the culture of the certified staff promote the following for students:



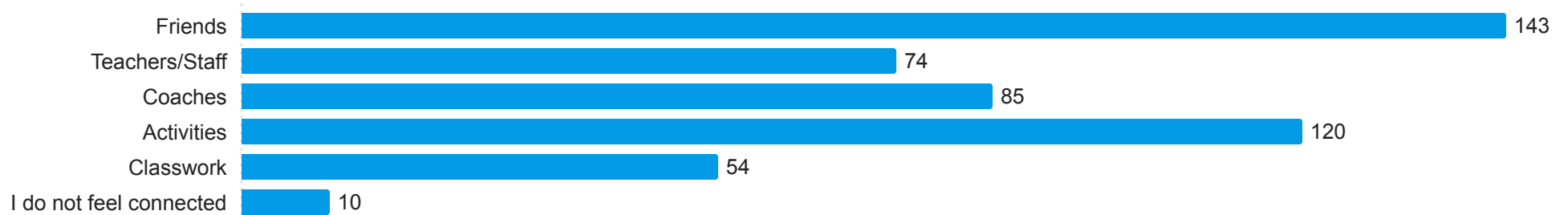
Students: Does the culture in the district promote the following for students:



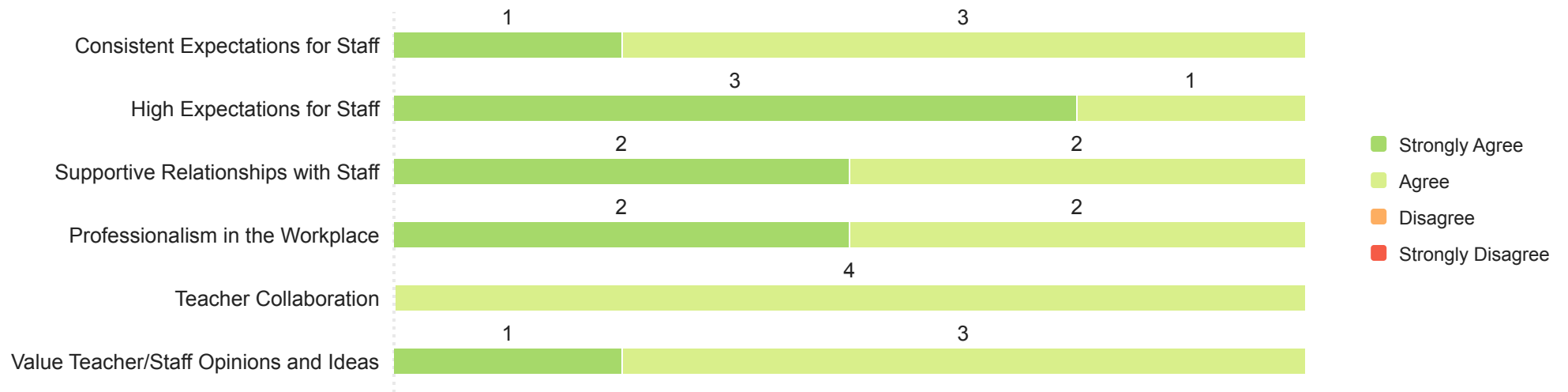
Students: Think about your relationships at school and respond to the following statements:



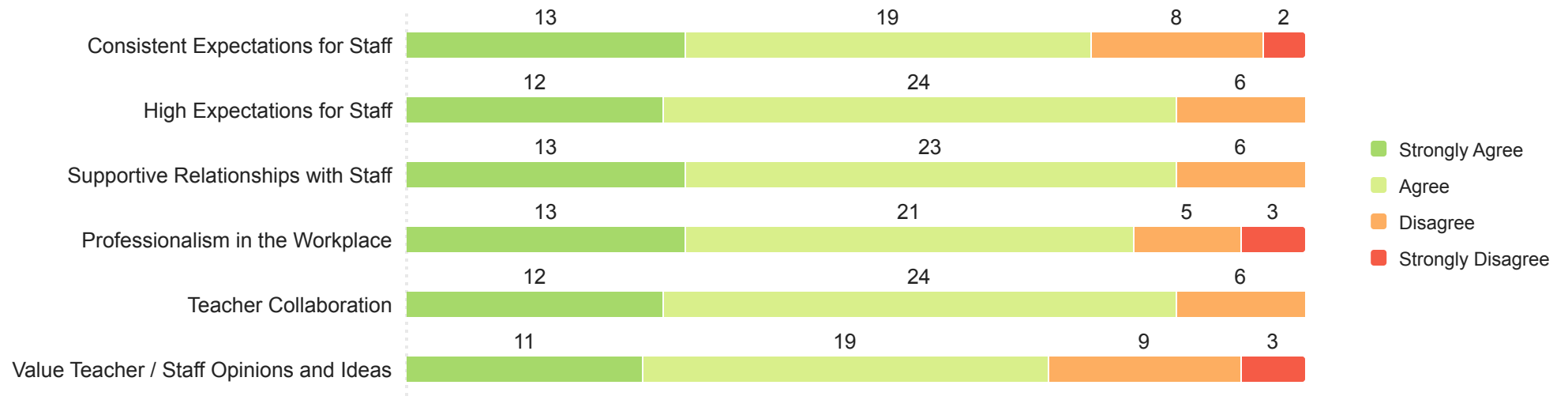
Students: In what ways do you feel connected at school? (check all that apply)



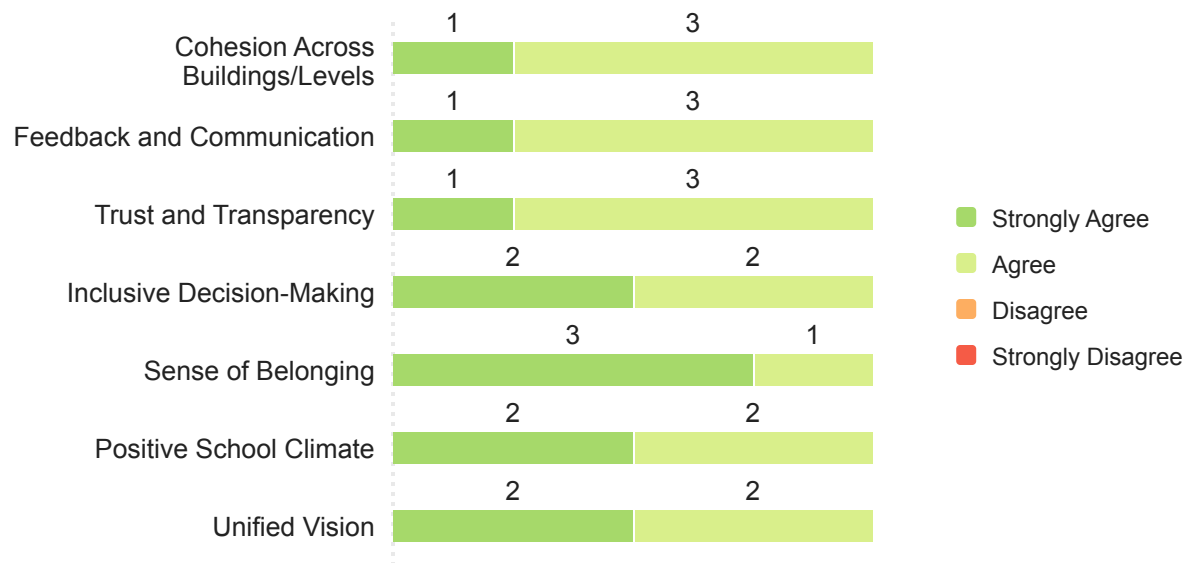
Administration: Does the culture of the administrative team promote the following for staff:



Certified Staff: Does the culture of the certified staff promote the following for staff:



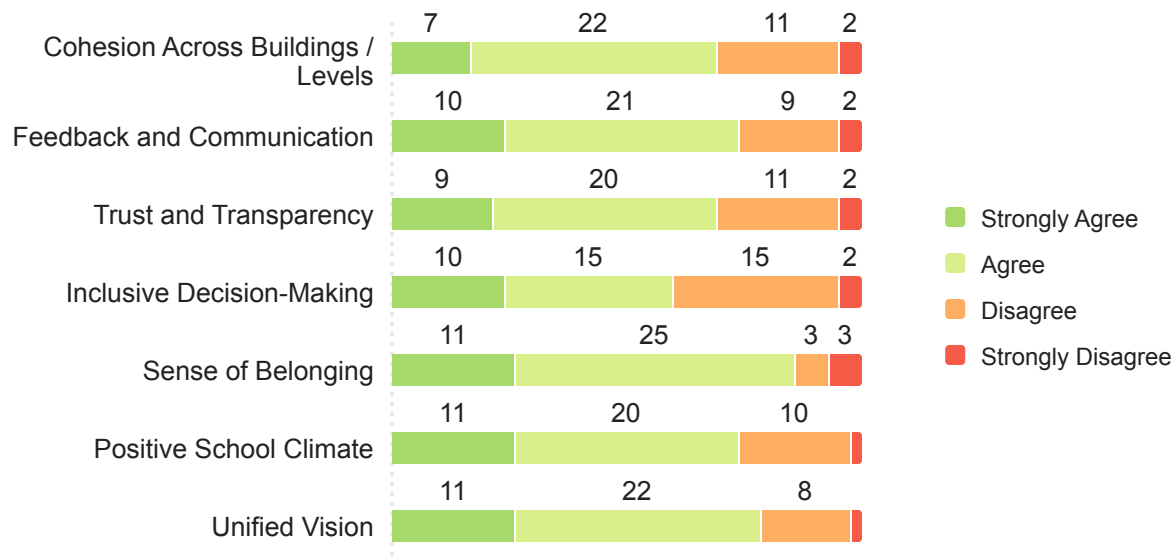
Administration: Does the culture of the administrative team promote the following district-wide:



Administration: Are there areas about the culture/climate in the district that you did not have the opportunity to address in the above questions?

No	2
Blame Culture on Communication	1
Equity over Consistency in Expectations	1
Generational Perspectives on Work-Life Balance	1

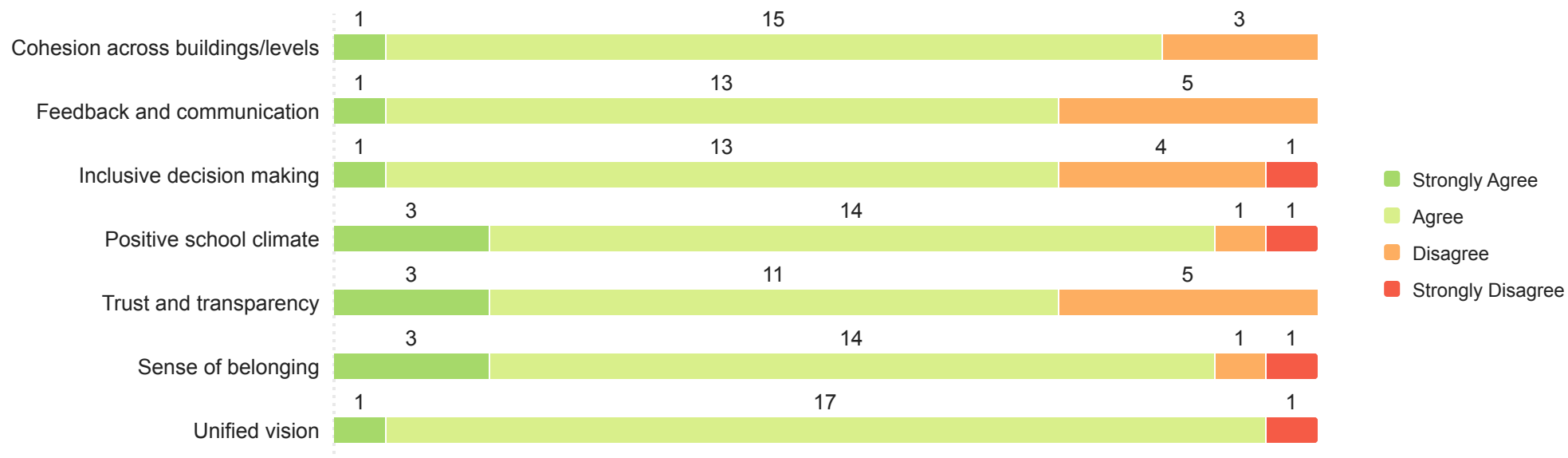
Certified Staff: Does the culture of the certified staff promote the following district-wide:



Certified Staff: Are there areas about the culture/climate in the district that you did not have the opportunity to address in the above questions?

No	29
Inconsistent Expectations for Staff	3
Ensure Staff Voices are Heard/Valued	2
Poor/Absent Communication	2
Addressing Issues As a Group vs Individually	1
Directives Feel Punitive	1

Classified Staff: Does the culture of the staff promote the following district-wide:



Classified Staff: Are there areas about the culture/climate in the district that you would like to address?

No	9
Room For Improvement with Communication	3
Lack of Trust in Leadership	2
Need Better Cohesion Between Elementary and MS/HS	2
Unequal Treatment of Support Staff	2
Culture has Declined in Last 5 Years	1
Some Teachers Disrespectful to Support Staff	1
Would Like to Improve Respectfulness Overall	1

Guiding Principle V: Personnel Effectiveness

Each student is engaged by effective educators throughout their learning experiences, such as that schools and districts develop effective teachers and school leaders who establish a culture of success.

Administration: Please assess the following statements about communication:

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication among staff and administrators within your building is effective.	50% 1	50% 1	0% 0	0% 0	2
Communication among staff and administrators within the school district is effective.	25% 1	75% 3	0% 0	0% 0	4

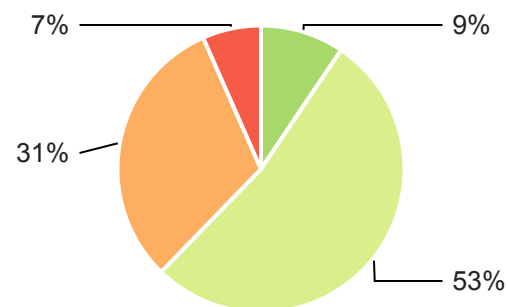
Certified Staff: Please assess the following statements about communication:

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between staff and administrators within my building is effective.	24% 10	55% 23	21% 9	0% 0	42
Communication between staff and administrators within the district is effective.	21% 9	60% 25	19% 8	0% 0	42

Classified Staff: Please assess the following statements:

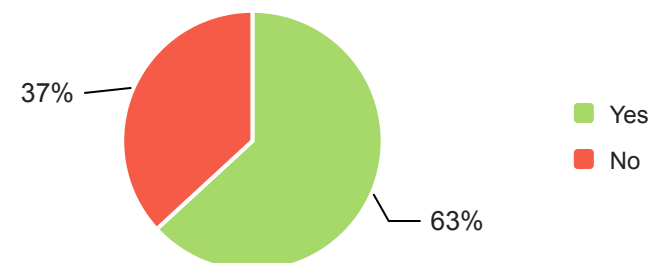
Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication among staff and administrators within my building is effective.	26% 5	37% 7	37% 7	0% 0	19
Communication among staff and administrators within the district is effective.	%	63% 12	21% 4	5% 1	19

Parent/Guardian: Communication between district administration and parent/guardians is effective.



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

Classified Staff: Do you receive regular feedback from your supervisor?



■ Yes
 ■ No

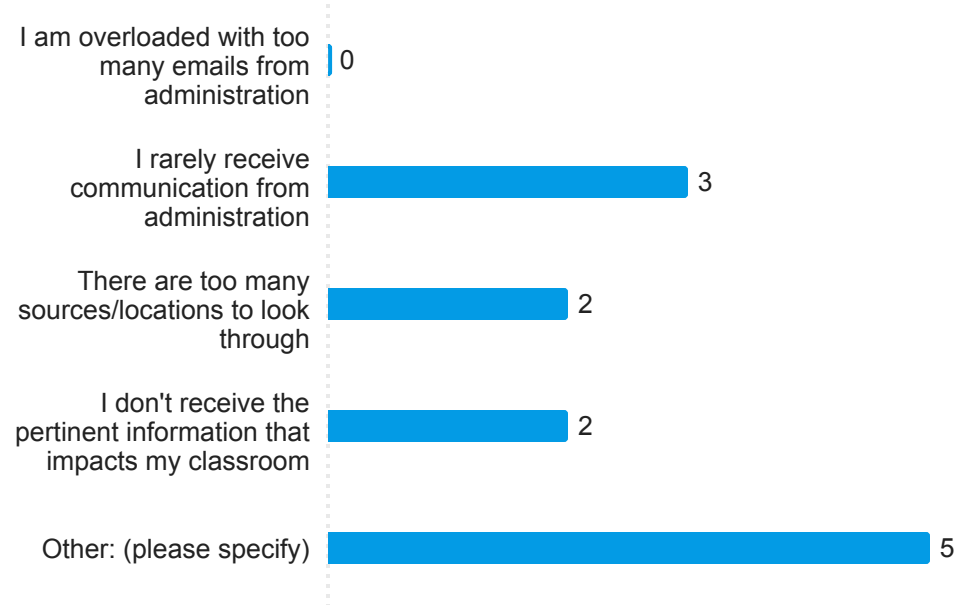
Certified Staff: Please respond to the following statements about communication.

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
Communication between certified staff members is effective.	29%	12	64%	27	7%	3	0%	0	42
Communication between certified staff and parents is effective.	21%	9	76%	32	2%	1	0%	0	42

Classified Staff: Please assess the following statements:

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
Communication between classified staff members is effective.	11%	15	79%	15	5%	1	5%	1	19
Communication between certified staff members and classified staff members is effective.	11%	13	68%	13	16%	3	5%	1	19

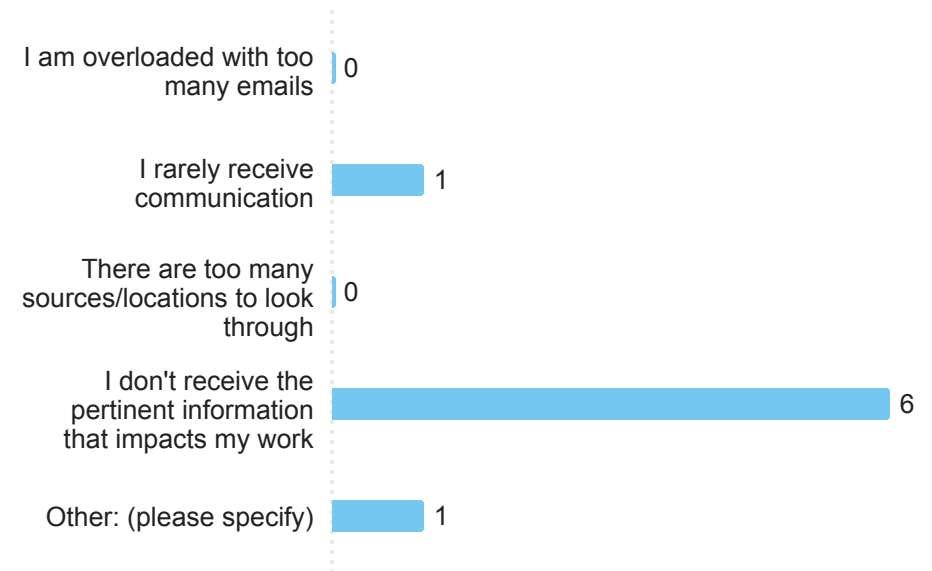
Certified Staff: Please explain why communication is not effective:



Certified Staff: Other: (please specify)

Only One-Way Communication	2
N/A	1
Unclear/Shifting Expectations	1
Unnecessary Classroom Interruptions	1

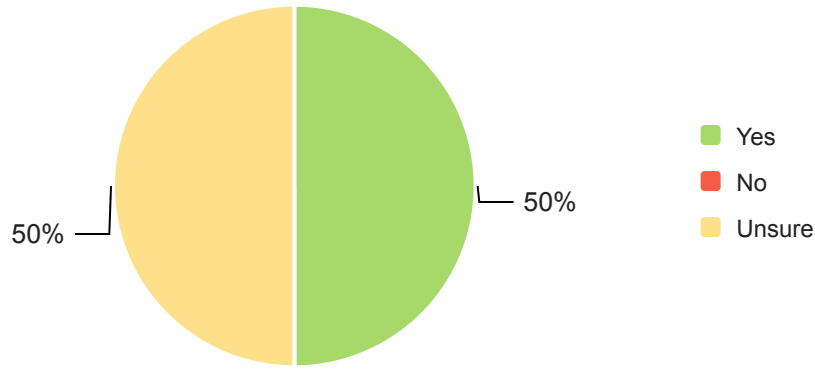
Classified Staff: Please explain why communication is not effective:



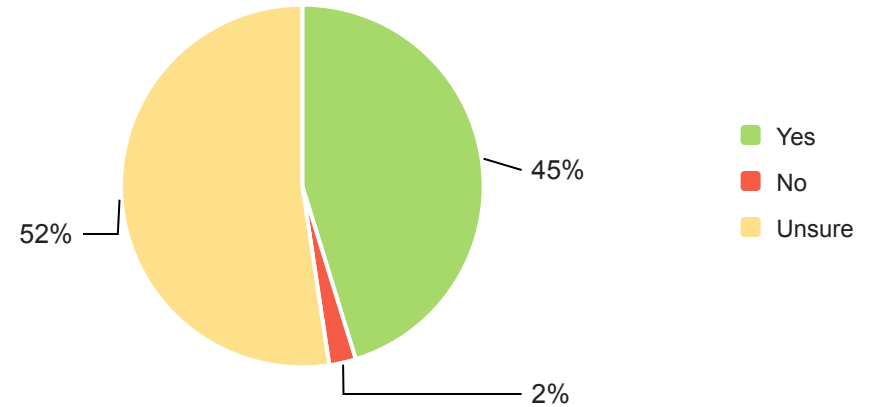
Classified Staff: Other: (please specify)

Lack of Response to Emails	1
Poor Flow of Information	1

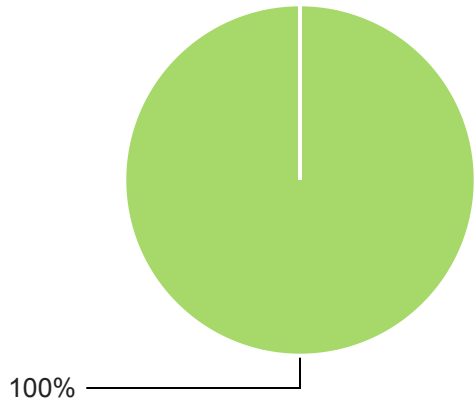
Administration: Is there a process in place for the superintendent to hold staff accountable to implementing the school improvement goals in each building?



Certified Staff: Is there a process in place for the superintendent to hold staff accountable to implementing the school improvement goals in each building?

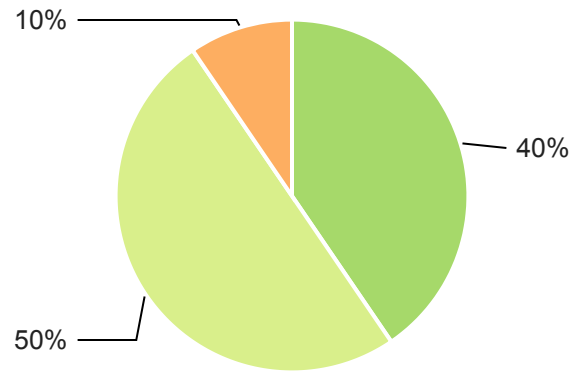


Administration: As an administrator, do you have access to professional development?



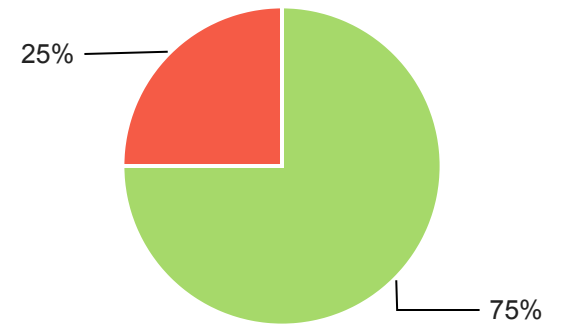
Yes No

Certified Staff: I feel confident in utilizing technology in my classroom.



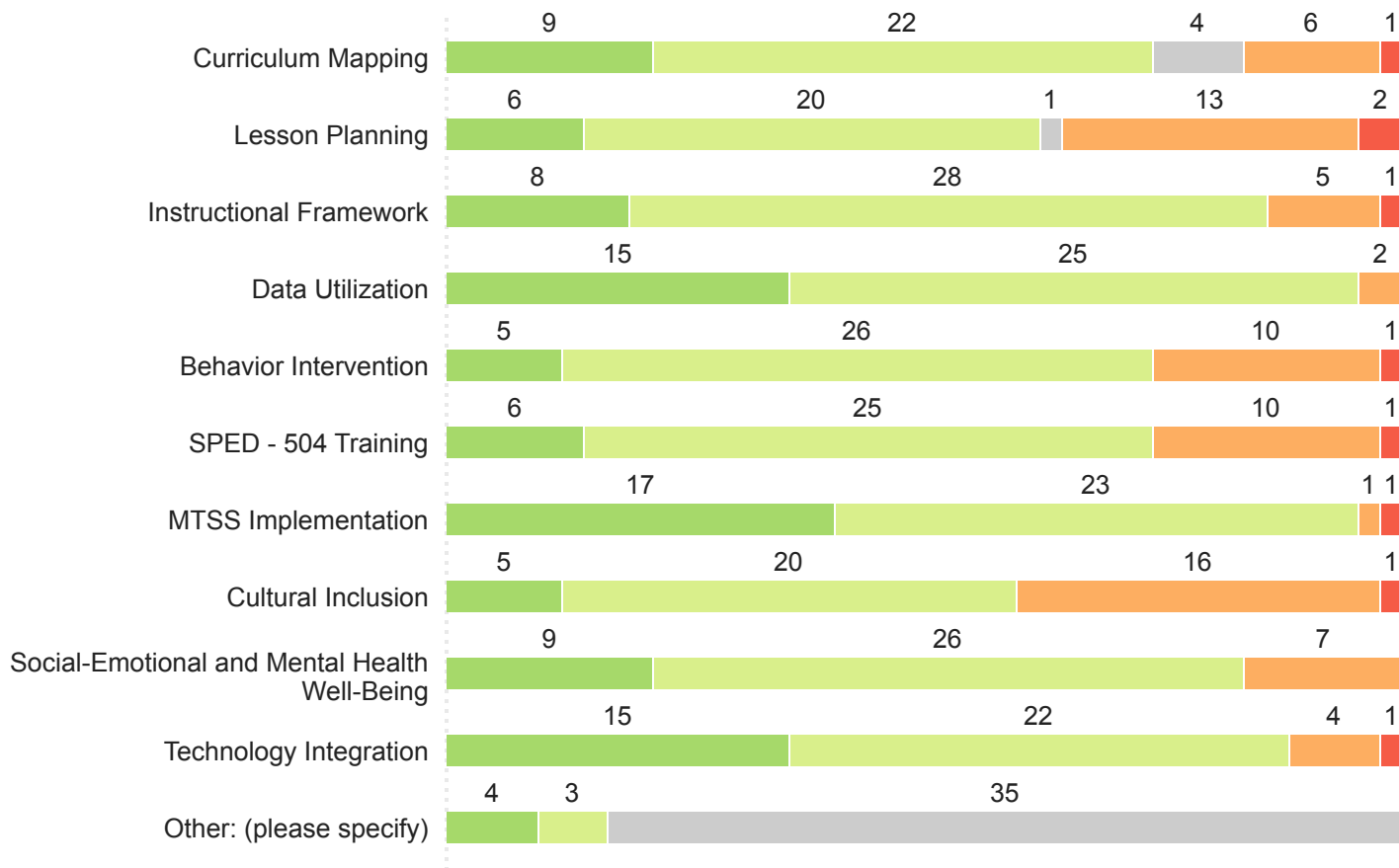
Strongly Agree Agree Disagree Strongly Disagree

Administration: Do the administrators present an annual professional development plan specific to district needs for board approval?



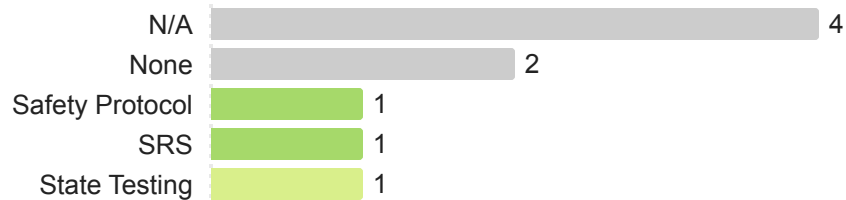
Yes No

Certified Staff: Does your district dedicate time and/or professional development related to...

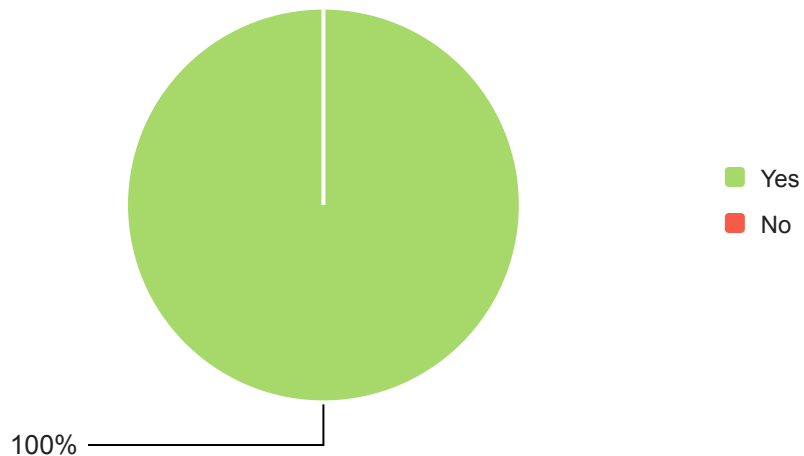


■ Strongly Agree
 ■ Agree
 ■ Not Applicable
 ■ Disagree
 ■ Strongly Disagree

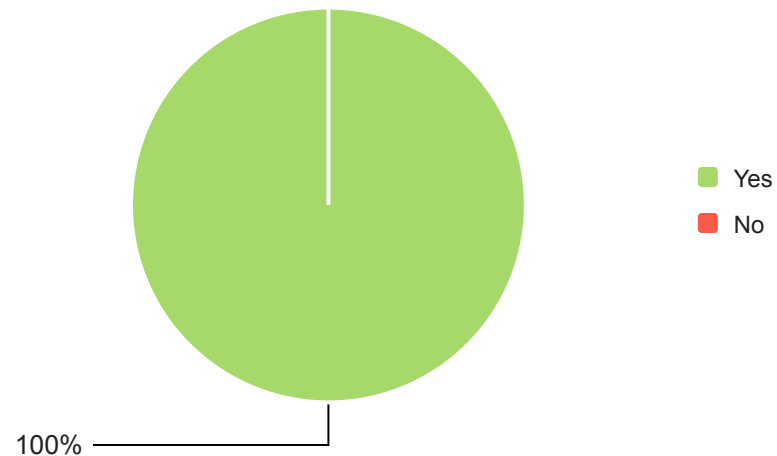
Other: (please specify)



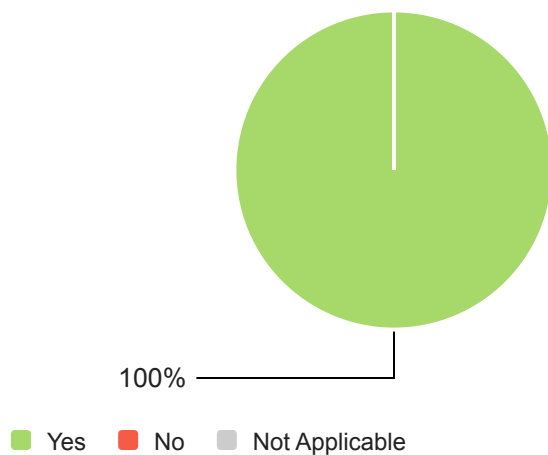
As the *Superintendent*, do you conduct a performance evaluation for each administrator in the district?



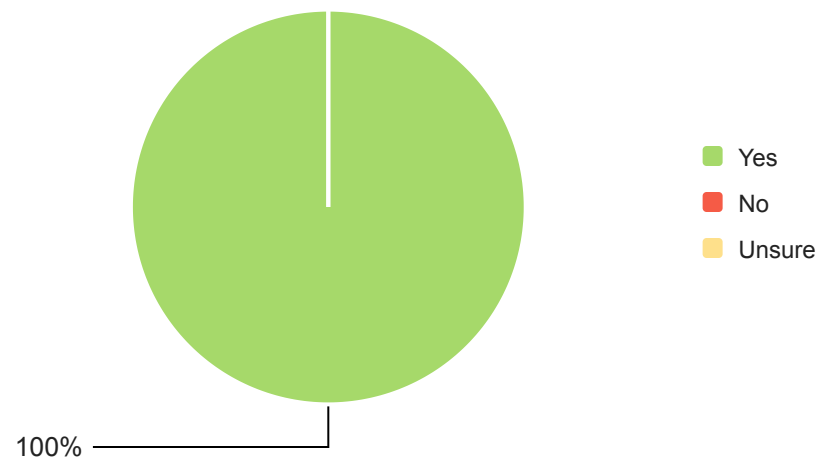
***Administration:* Do you receive a performance evaluation per district policy?**



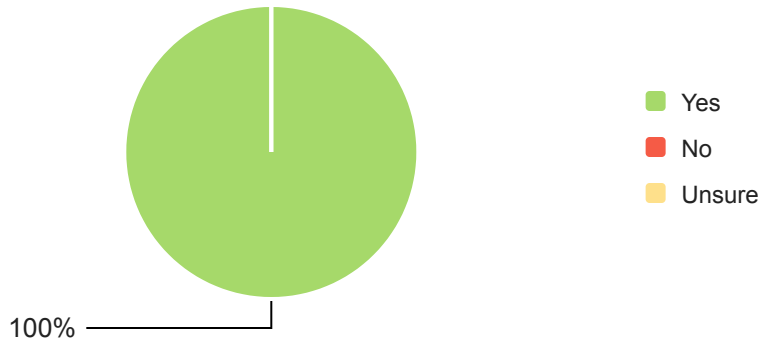
***Administration:* As an administrator, do you conduct a performance evaluation for certified staff members in the district?**



***Administration:* Is the administrator evaluation aligned to the administrator job description?**



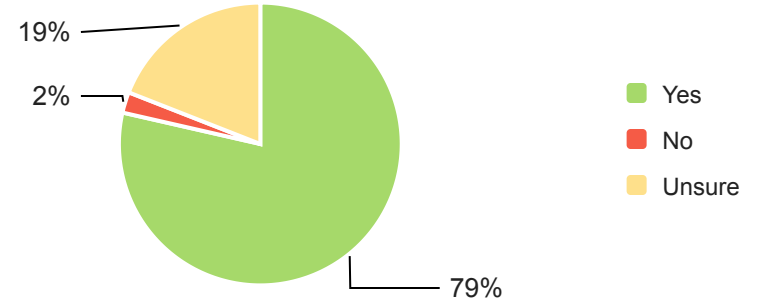
Administration: Is the teacher evaluation aligned to the instructional framework/model?



Please specify instructional framework/model:

Danielson	3
NDE Model Evaluation Project	1

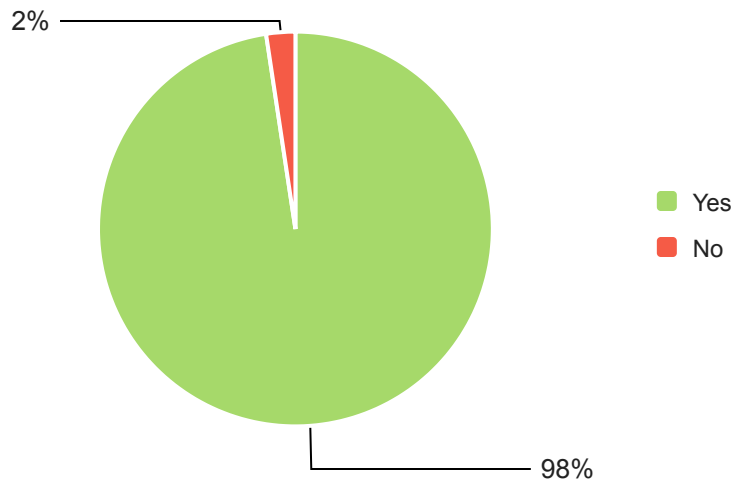
Certified Staff: Is the teacher evaluation aligned to the instructional framework/model?



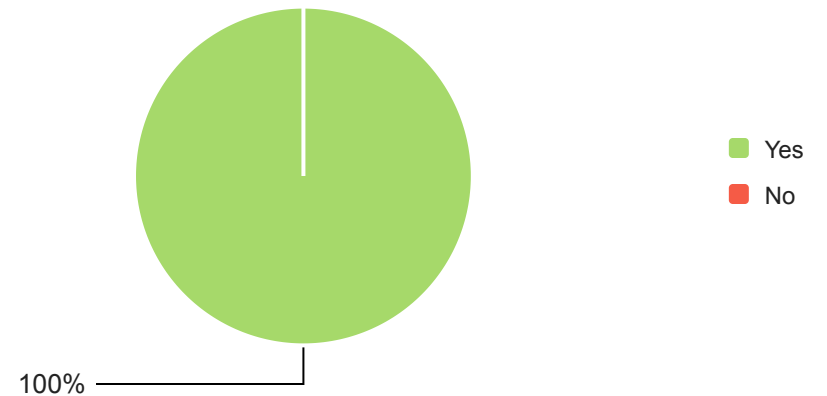
Please specify instructional framework/model:

Danielson	12
Marzano	2
NTPPS Teacher Evaluation	1
Universal Design For Learning	1
Unsure	1

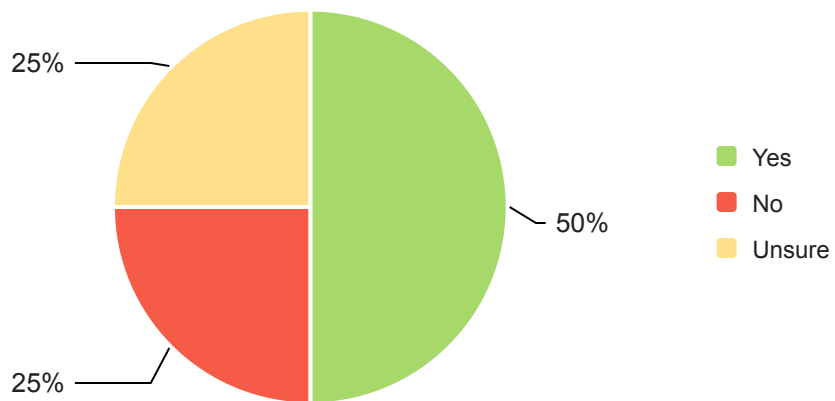
Certified Staff: Do you receive a performance evaluation per district policy?



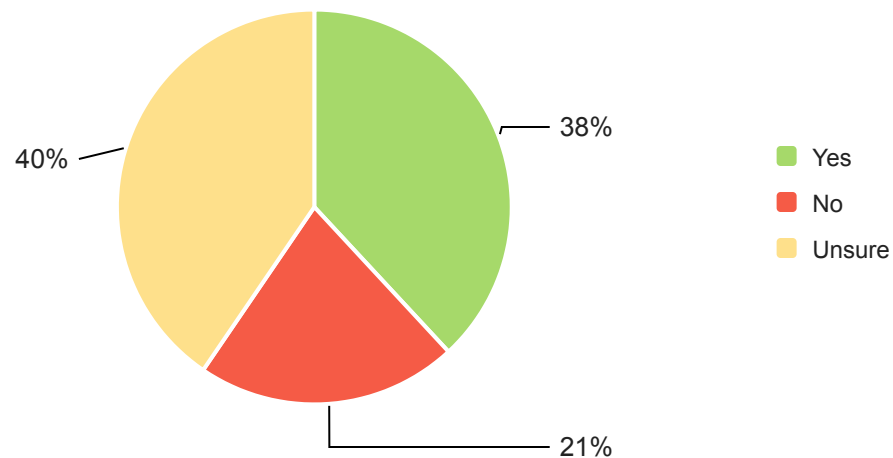
Superintendent: Do you feel the board provides the support you need to grow in your role as a superintendent?



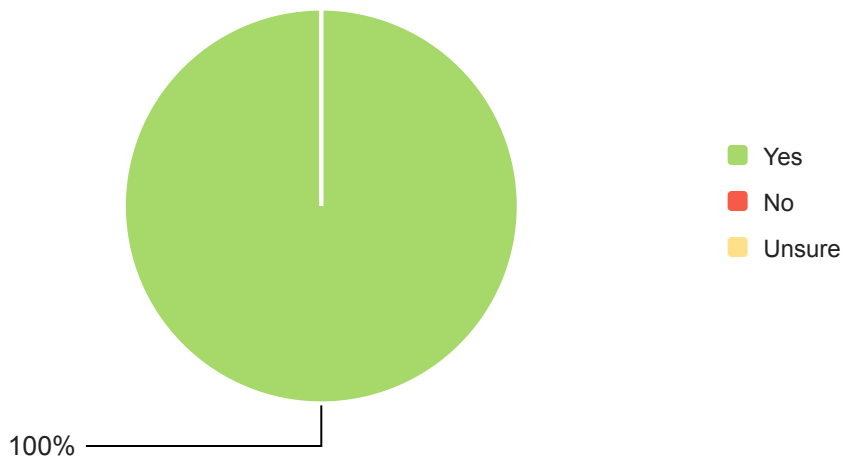
Administration: Does the district currently provide a comprehensive onboarding process for certified staff?



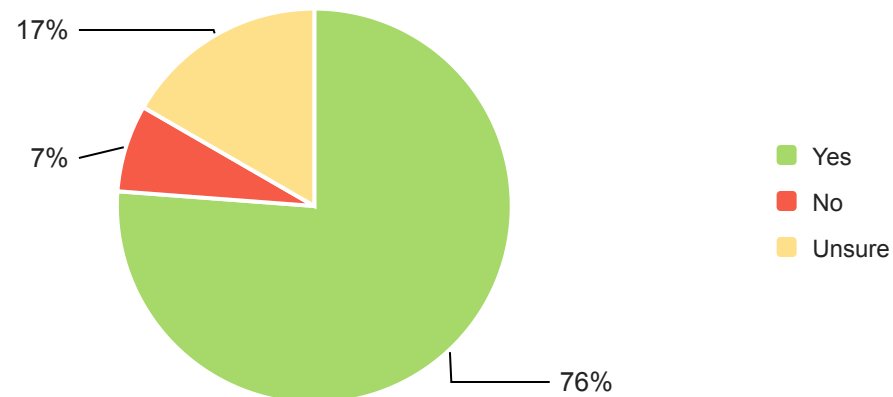
Certified Staff: Does the district currently provide a comprehensive onboarding process for certified staff?



Administration: Does the district currently provide a mentor program to support new certified hires?



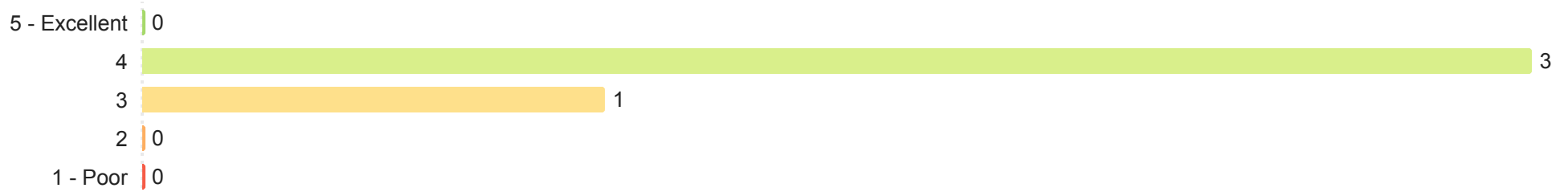
Certified Staff: Does the district currently provide a mentor program to new certified hires?



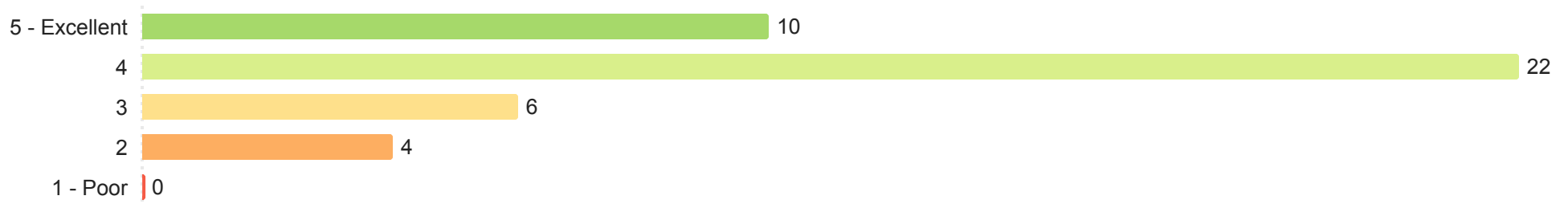
Guiding Principle VI: Social-Emotional Mental Health Well-Being

The social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

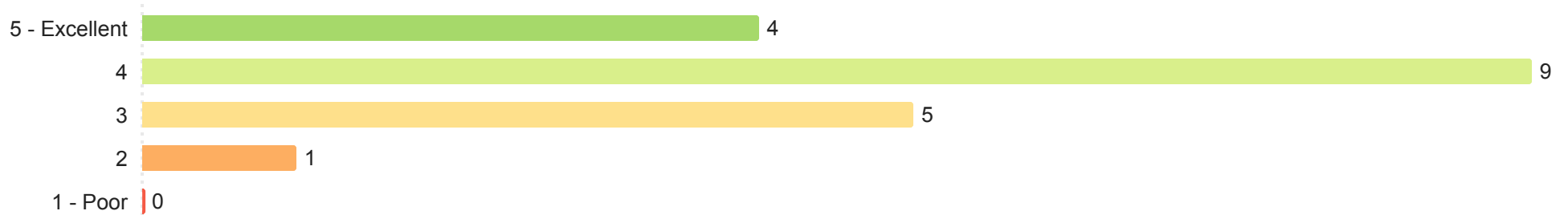
Administration: How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?



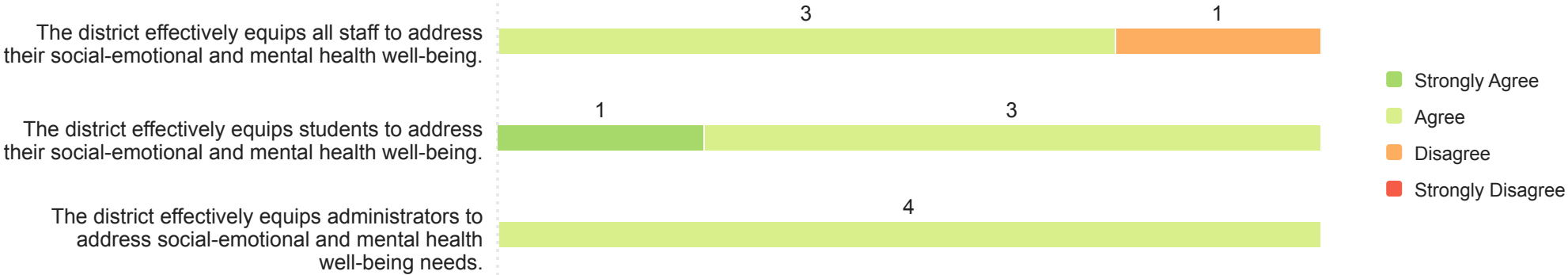
Certified Staff: How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?



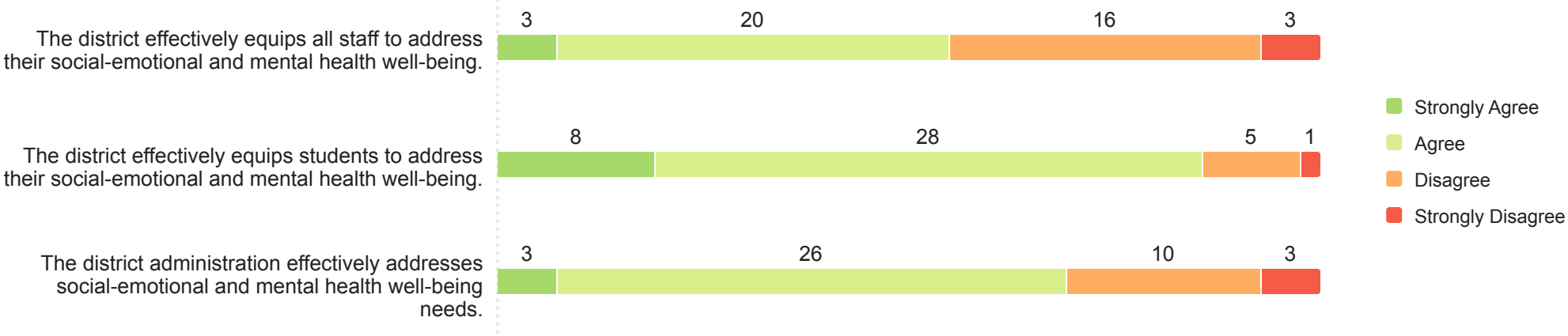
Classified Staff: How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?



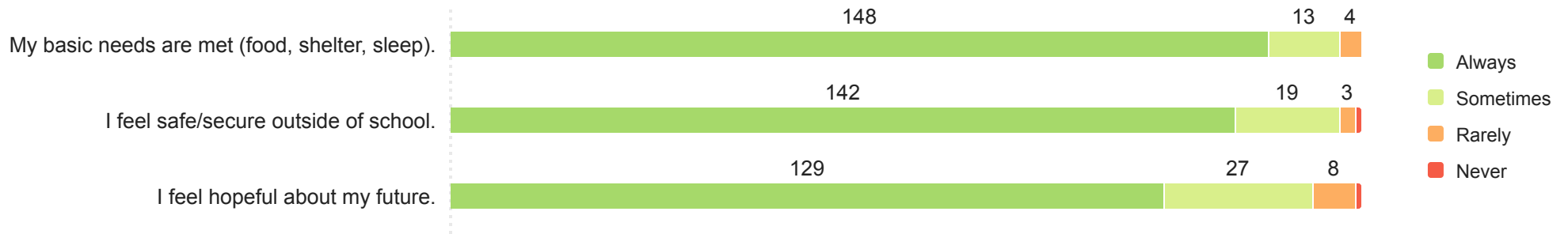
Administration: Please assess the following statements:



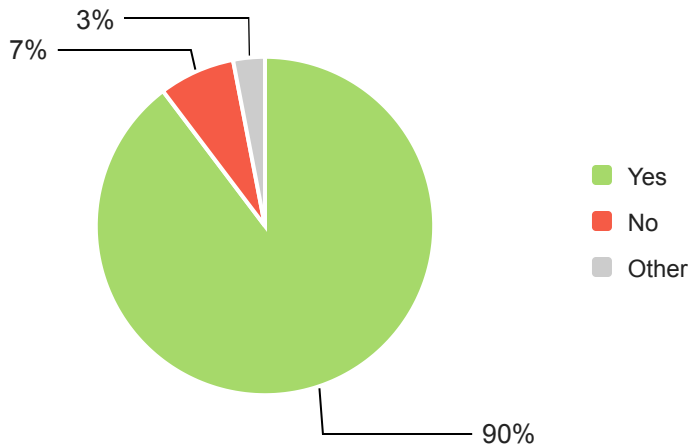
Certified Staff: Please assess the following statements:



Students: Please respond to the following statements:



Students: Is there someone at your school you can talk to if you have a problem?



Students: Other (please explain):

***Note: these suggestions will be included word-for-word in the report**

I could talk to my guidance teacher, but I think it's gonna be awkward

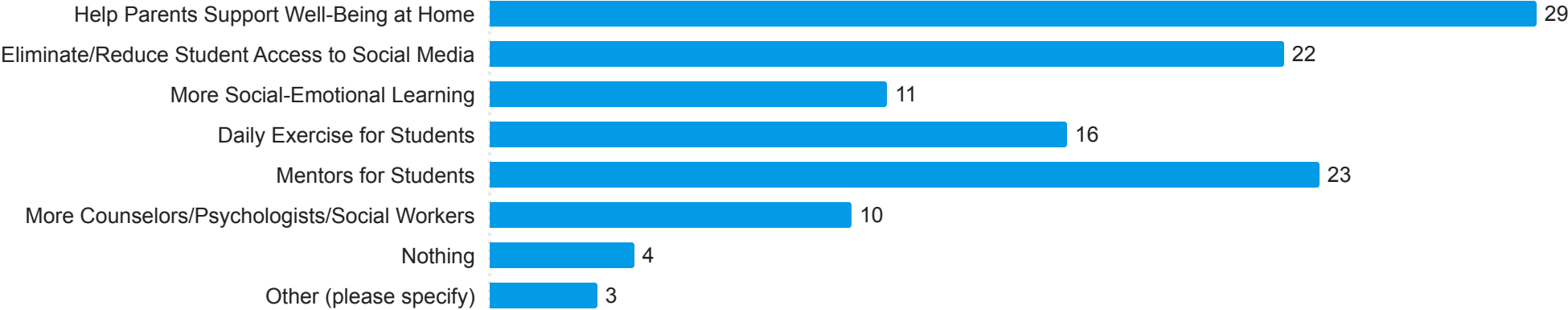
Most of the time

i dont like to talk to people about my feelings

only my stafs

No because I don't want to share personal stuff with a teacher it would fell weird and not right I would rather share with a friend or sister or brother.

Certified Staff: What can the district do to better support student mental health well-being? (select all that apply)



**Certified Staff: Other:
(please specify)**

Normalizing Therapy	1
Resiliency	1
Unsure	1

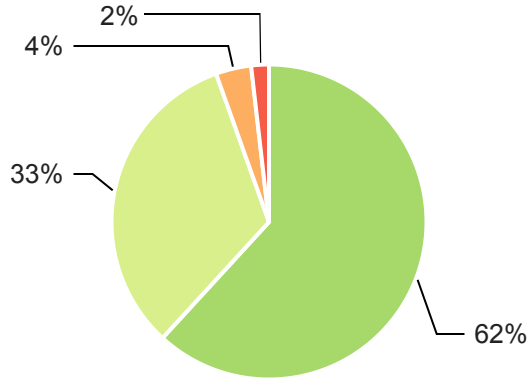
Administration: What does the district need to effectively address social-emotional and mental health well-being?

Resources for Tier 3 Students	1
-------------------------------	---

Certified Staff: What does the district need to effectively address social-emotional and mental health well-being?

Unsure	4
Awareness of Staff Workload	3
Listening/Gather Teacher Input	2
Understanding/Compassion for Students	2
Admin-Staff Collaboration	1
Better Communication	1
Better Follow Through	1
Better Understanding of Current Supports	1
Effectiveness MTSS Implementation	1
Exploration/Play Breaks for Kids	1
Focus on Teacher/Staff Well-Being	1
High Expectations	1
Mental Health Resources for Teachers	1
Nothing	1
Quality of SEBL Curriculum	1
Soft Starts to School Day	1
Validation of Teacher Struggles	1

Students: I feel safe at school.

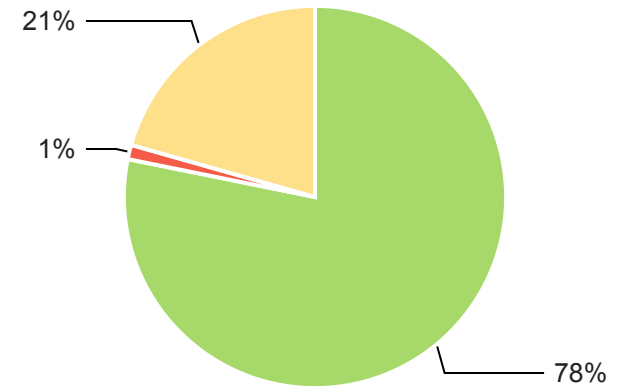


Always Sometimes Rarely Never

Students: Why do you not feel safe at school?

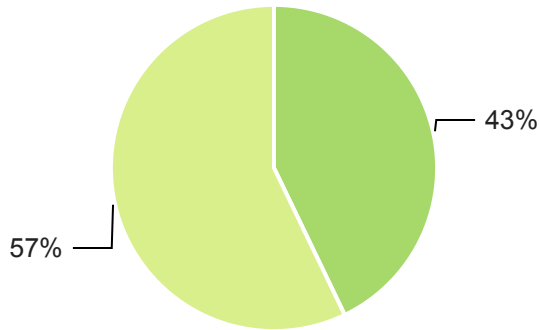
Classmates	2
N/A	2
Teacher Morale	2
Lack of Trust	1
Natural Disasters	1
Stressful Academics	1
Tiring Atmosphere	1
Unsure	1

Students: Do you experience bullying?



No Yes Sometimes

Parent/Guardian: I feel my student is safe at school.

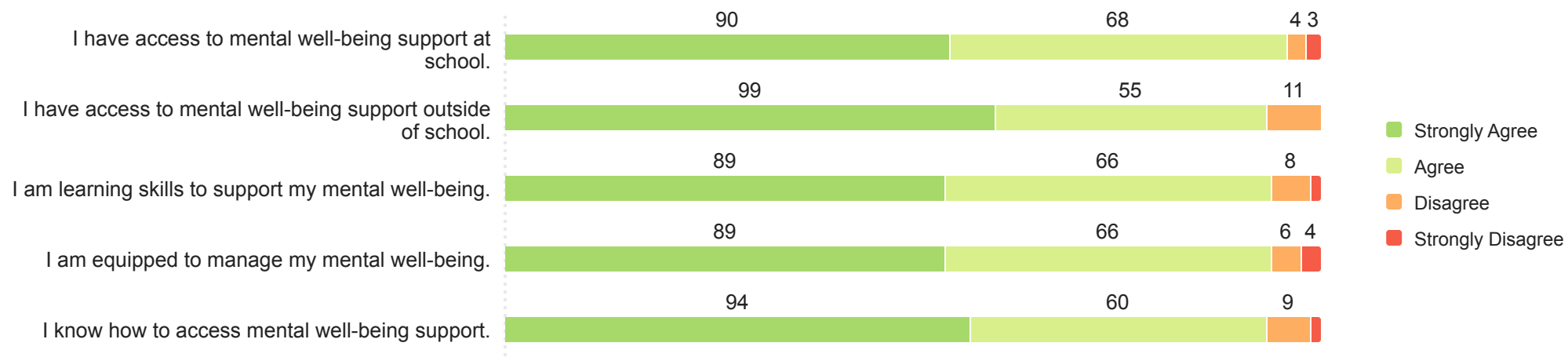


Strongly Agree Agree Disagree Strongly Disagree

Students: In what way do you experience bullying at school?

Rude Comments	8
Name Calling	6
Physically	5
Appearance-Targeted Bullying	4
N/A	4
Teasing	3
From Classmates	2
Left Out During Activities	2
Unsure	2
Bully to Show Affection	1
Embarrassed at Lunch	1
Having Different Views	1
Racism	1

Students: Please answer the following questions regarding your mental well-being:



Guiding Principle VII: Access to Educational Opportunities

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

Administration: Does your district provide the following programs and/or opportunities?

Field	Yes	No	Unsure	Total
Alternative School (please specify the level)	0% 0	75% 3	25% 1	4
College Preparation (AP/Dual)	100% 4	0% 0	0% 0	4
Early Childhood / Preschool	100% 4	0% 0	0% 0	4
English Language Learners (ELL) Support	100% 4	0% 0	0% 0	4
High Ability Learner (HAL) Program	100% 4	0% 0	0% 0	4
Other: (specify)	25% 1	0% 0	75% 3	4

Alternative School: (please specify)

Unsure 1

Other: (please specify)

Multiple CTE Programs 1

Certified Staff: Does the district provide the following programs and/or opportunities?

Field	Yes	No	Unsure	Total
Alternative School (please specify the level)	7% 3	52% 22	40% 17	42
College Preparation (AP/Dual)	98% 41	0% 0	2% 1	42
Early Childhood / Preschool	95% 40	0% 0	5% 2	42
English Language Learners (ELL) Support	100% 42	0% 0	0% 0	42
High Ability Learner (HAL) Program	14% 6	62% 26	24% 10	42
Other: (specify)	14% 6	5% 2	81% 34	42

Alternative School: (please specify)

HS Transition 2

K-12 1

N/A 1

Unsure 1

Other: (please specify)

N/A 3

None 3

COE 1

K-6 After School 1

MTSS 1

Unsure 1

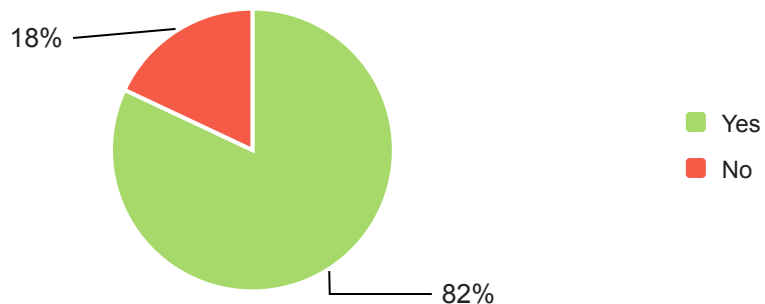
Administration: Does your district and/or community provide the following programs for students and families?

Field	Yes	No	Unsure	Total
Before/After School Program	100% 4	0% 0	0% 0	4
Summer Enrichment Program	100% 4	0% 0	0% 0	4
Workforce Development	100% 4	0% 0	0% 0	4

Administration: Identify a district program/initiative you would add or grow.

Expand Career/Post Secondary Opportunity Awareness	2
COE Program	1
HAL	1
Summer Program	1

Parent/Guardians: Does your student have adequate access to afterschool opportunities?



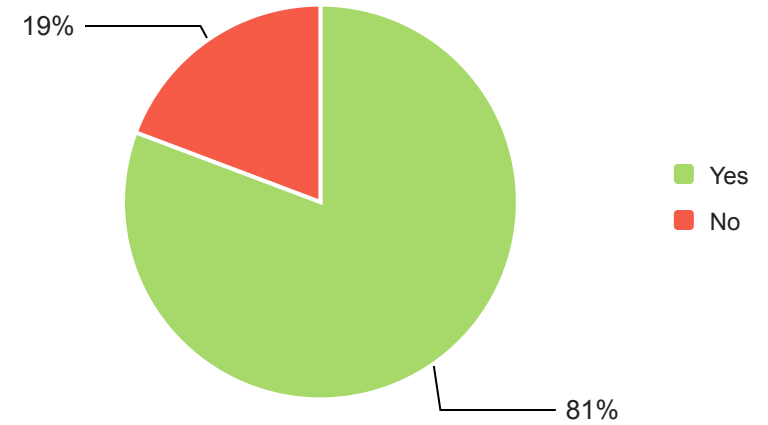
Certified Staff: Identify a district program/initiative you would add or grow.

HAL	9
Unsure	7
N/A	5
ELL	3
Mental Health/SEBL Supports	3
None	3
Alternative School/Space	2
Preschool/Early Childhood	2
Behavior Intervention Training	1
Business/Community Partnerships	1
College and Career Readiness Opportunities	1
College Visit Opportunities	1
Common HAL Identification Process	1
CTE/Trades Education	1
Dual Credit	1
Improved Student-Teacher Relationships	1
Improving Climate and Culture	1
Lunch	1
Secondary After School Program	1
Secondary to Elementary Student Mentoring	1
Teach Value of Continuous Learning	1
Teacher Peer Mentoring	1

Students: What types of elective classes would you like to take?

FFA/Agriculture	25	Animal Science	2
Art	21	Journalism	2
Shop/Wood Working	14	Mock Trial	2
Unsure	14	Photography	2
Band/Music/Choir	13	Spanish 2	2
None	11	Student Council	2
Consumer Science	10	A-Club	1
Dual Credit / Advanced Placement	9	Career Readiness	1
Drama/Theatre	8	FBLA	1
Elective Wanted is Already Offered	8	Foreign Languages	1
Business	5	Hunting	1
Spanish	5	Industrial Tech	1
Personal Finance	4	More Childcare Classes	1
FCCLA	3	Psychology	1
Health/Pre-Med	3	Quizbowl	1
Media/Technology	3	Sport Classes	1
N/A	3	Strength Training	1
		Technical Math	1

Students: Do you have enough access to elective classes outside of your core classes?



Students: In what ways can your school prepare you for your future career:

Classes / Basic Knowledge	43	Classes / Basic Knowledge	43
Unsure	19	Mental Health	2
Life Skills Class	15	Public Speaking / Communication	2
Career Exploratory Classes	13	Ranch/Farm Management	2
Business/Financial Management	10	School Prepares Us Well	2
Nothing	9	Soccer	2
Preparation for College	9	Coaching/Leadership Classes	1
Career Focused Classes	8	Driver Education Classes	1
Accountability/Responsibility	6	Job Shadowing for Younger Grades	1
Belief/Encouraging All Students	5	Journalism	1
Mechanics/Shop	4	More Breaks	1
Access to Colleges	3	More Parent Meetings	1
Ag Class in Lower Grades	3	N/A	1
Increase Academic Rigor	3	Participation in Activities	1
Animal Science	2	School Improvement	1
Expanded COE Time	2	Softball Team	1
Improved Food/Lunch	2	Study Skills	1
Mental Health	2	Typing	1

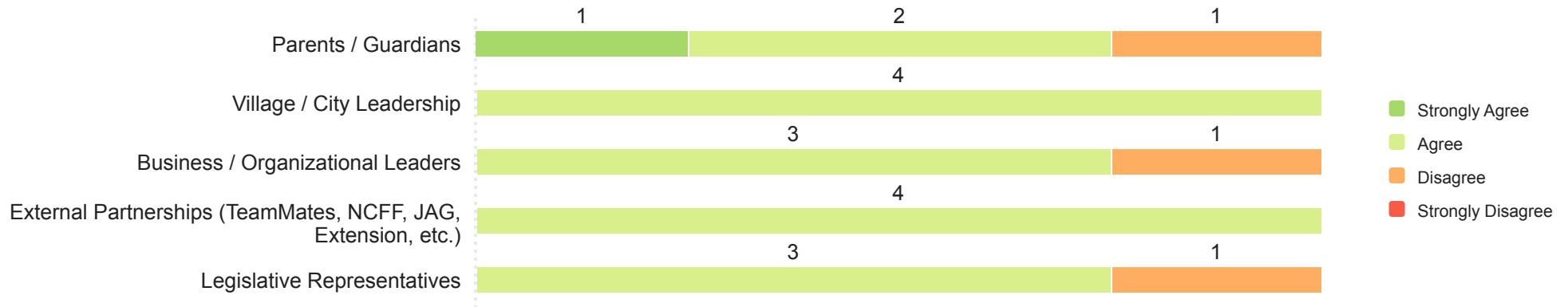
Students: What extracurricular activities would you like to have offered?

Extracurriculars Offered Are Sufficient	38	Track	3
Unsure	18	Baking/Cooking	2
N/A	17	Baseball	2
More School Clubs	14	Debate Team	2
FFA / Range Judging	9	FCCLA	2
Hunting/Fishing	6	Girls Football	2
One Act / Drama	6	Gymnastics	2
Volleyball	6	Hockey	2
Golf	5	Badminton	1
Art	4	Band	1
Basketball	4	Boater Safety	1
Rodeo	4	Community Service Opportunities	1
Soccer	4	Competitive Cheer	1
Softball	4	E-Sports	1
Swimming	4	FBLA	1
Wrestling	4	Hand Tennis	1
Boys Volleyball	3	Library	1
Cross Country	3	Photography	1
Dance	3	Quizbowl	1
Football	3	Rugby	1
Mock Trial	3	Self-Defense	1
Pickleball	3		

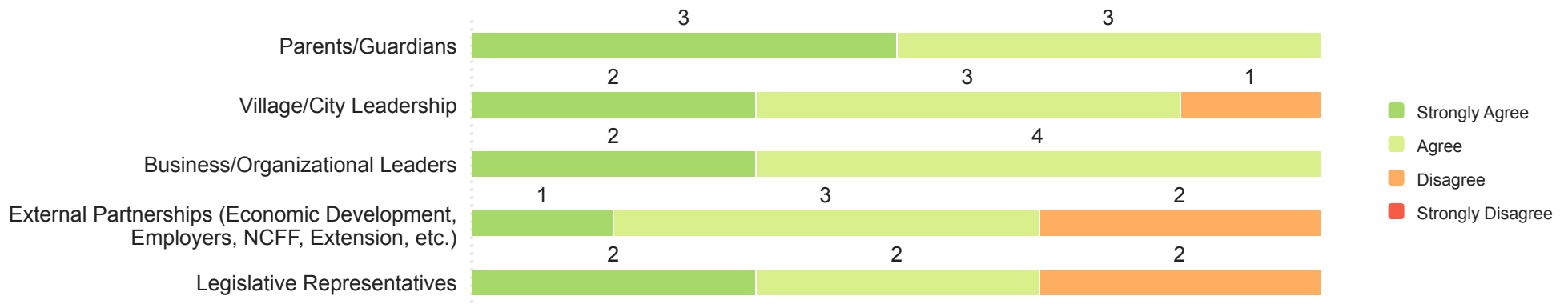
Guiding Principle VIII: Family and Community Partnerships

Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school district, and community.

Administration: I have an adequate level of engagement with the following groups:



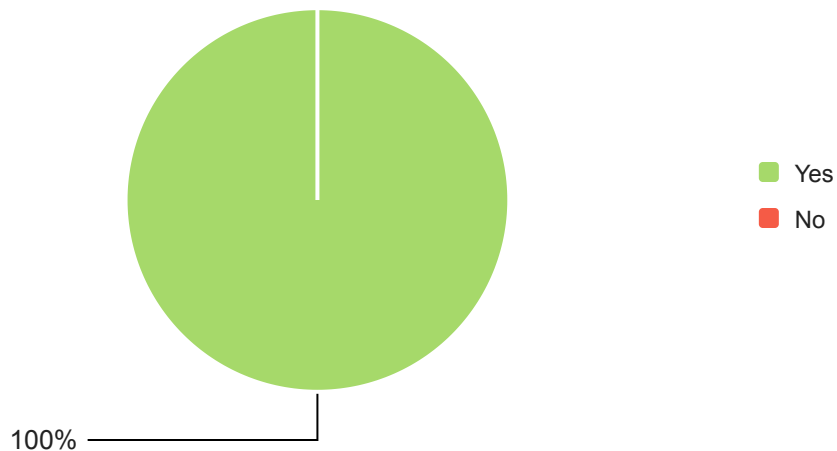
Board of Education: I have an adequate level of engagement with the following groups:



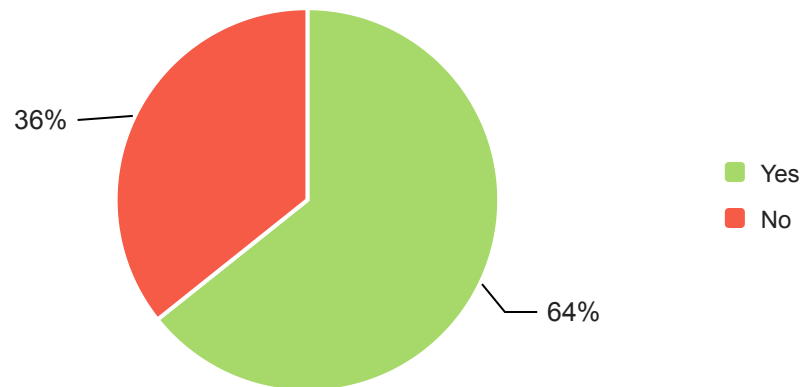
Administration: What would you like to do to expand your working relationship with the community?

Additional Touchpoints	2
Betterment Day Opportunities	1
Business Leaders	1
COE Program Growth	1
Communicate through Newspaper	1
Partnerships	1

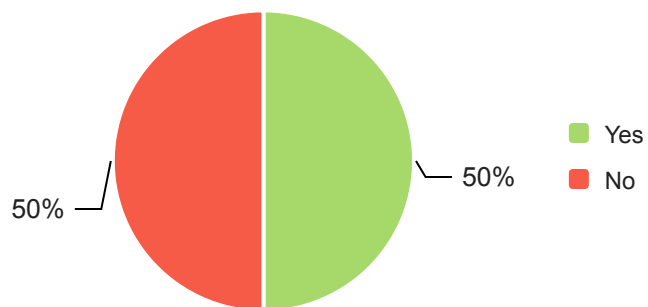
Administration: Does the district encourage partnerships with your local community to enhance classroom learning?



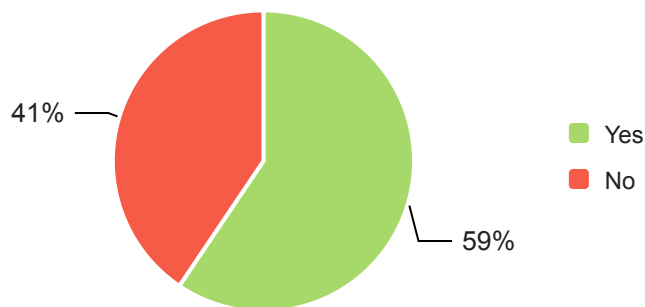
Certified Staff: Do you pursue partnerships with your local community to enhance classroom learning?



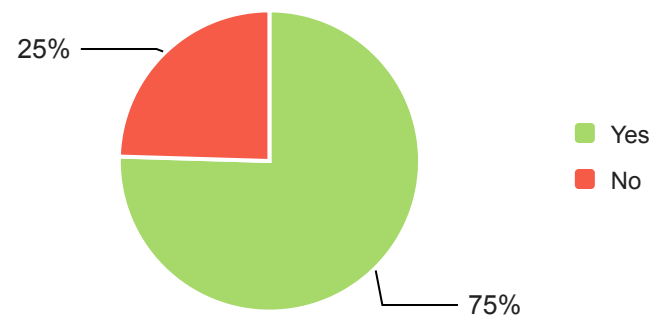
Administration: Do families, including yourself, have adequate access to childcare?



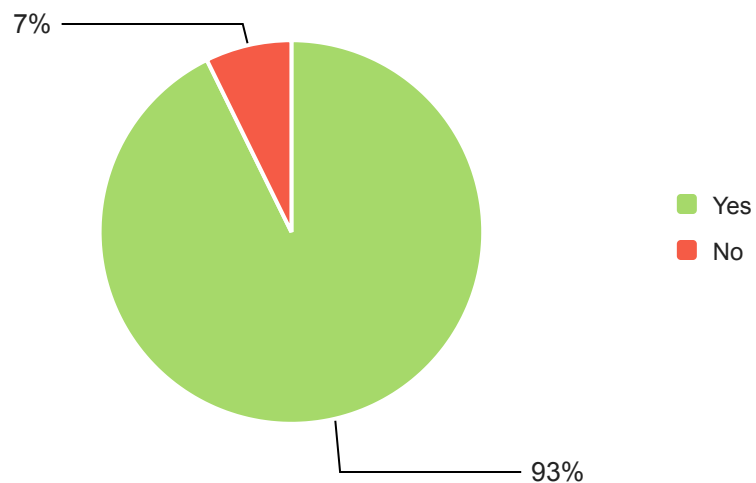
Parent/Guardians: Do families, including yourself, have adequate access to childcare?



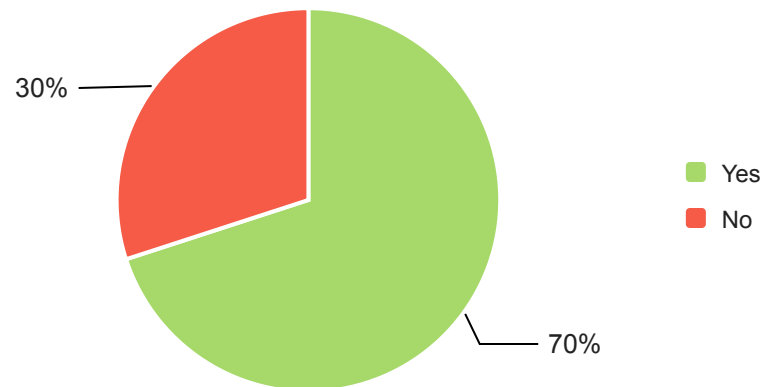
Parent/Guardians: Does your family have access to mental health well-being resources?



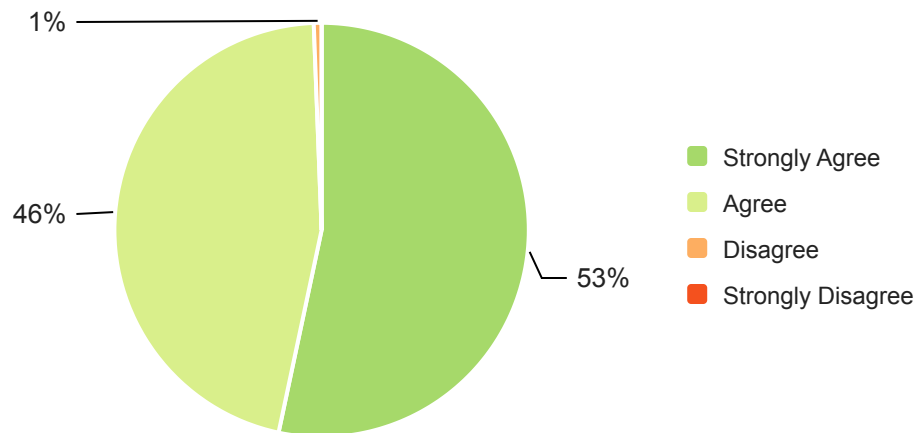
Students: Do your parents/guardians regularly attend school activities/meetings?



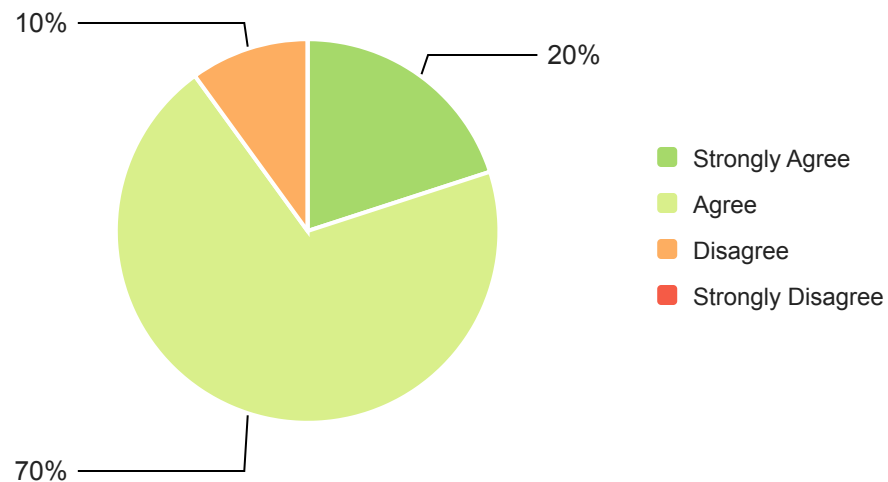
Parent/Guardians: Does the school encourage family involvement in your student's education?



Students: My community supports my school.



Parent/Guardians: The community supports my student's school.



Parent/Guardians: What are the community programs or partnerships that support the school?

Unsure	30	4-H	1
Bulldog Boosters	19	ABC Committee	1
Local Businesses/Farmers/Ranchers	15	Ainsworth Child Development Center	1
N/A	14	Board of Directors	1
TeamMates	13	Bright Horizons	1
Youth Activities/Sports	10	Brown County Foundation	1
ESU 17	8	Brown County PT	1
ASAP - After School Program	6	Chadron State College	1
Community As a Whole	6	Farm to School	1
Lions Club	6	Head Start	1
Local Churches	6	Local Nonprofits	1
Local Government	6	Lunch Time Solutions	1
Elks Club	5	Mental Health Partners	1
COE	3	Miles for Smiles	1
Hospital	3	National Center for Research on Rural Education	1
Little Paws	3	Nebraska Department of Education	1
Sandhills Care Center	3	Nebraska Diaper Bank	1
American Legion / Legion Auxiliary	2	Nebraska Success Made Accessible through	1
Chamber of Commerce	2	Rural Tutoring	1
CVA	2	Northeast Community College	1
Fine Arts Council	2	Parent Groups/Committees	1
Immigrant Program	2	Senior Center	1
Nebraska Extension	2	SNAP Program	1
None	2	Stepping Stones Preschool	1
Public Library	2	University of Nebraska at Kearney	1
Volunteers	2	Women's Club	1

Community Engagement Meeting: What opportunities exist for collaboration with our community to support students?

Field	# of groups identified (of 4 possible)	Field (cont)	# of groups identified (of 4 possible)
Betterment Day	3	Entrepreneurship	1
COE	3	EOP	1
TeamMates	3	FAFSA Night	1
Bulldog Buddies	2	Field Trips	1
Journalism Writing Articles	2	Higher Level Planning	1
Optimize COE Earlier	2	Include Businesses in Betterment Day	1
Awards Recognition	1	Law Enforcement	1
Better Class Information - Skills/Time	1	Movie Theater	1
Brown County Foundation	1	Older Kids Working w/ Younger at Betterment Day	1
Career Academy	1	Pep Rally / School Activities	1
Central Place for Volunteer Requests	1	Project Management	1
College Fair	1	Promote Increased Participation in Events	1
Community Awards	1	Speakers	1
County Government Day	1	Strategic Planning	1
DI - Challenge	1	Volunteer Groups	1
Elementary Career Fair	1		

Community Survey: What opportunities exist for collaboration with our community to support students?

COE	4
Teammates	4
Betterment Day	2
None	2
Bulldog Boosters	1
Care Center	1
College Fair	1
Community Meetings	1
Community Service Projects	1
Extracurricular Activities	1
Great Teachers	1
Mock Trial	1
School Board Meetings	1
Unsure	1
Volunteer/Work at Local Businesses	1
Youth Group	1

Community Engagement Meeting: How can ACS, in partnership with our community, recruit, develop, and retain excellent staff members?

Field	# of groups identified (of 4 possible)
Childcare	4
Housing	4
Paying Student Teachers	2
Reaching Out Directly to Colleges	2
Retention Incentives	2
Stipend Training Opportunities	2
Student Intro to Teaching Class	2
Student Teachers	2
Activity Pay Scale	1
Administrative Leadership	1
Board Members in Classrooms	1
Bridging Gaps (1st Month)	1
Database	1
Healthcare	1
Inclusive Decision Making Processes	1
Peer Teaching Mentorship	1
Playground	1
Preschool	1
Recruit Spouse to Community	1
Strong Teacher Culture	1
Young Teachers	1

Community Survey: How can ACS, in partnership with our community, recruit, develop and retain excellent staff members?

N/A	4
Advertise/Market the District	2
Housing	2
Acknowledge Difficulty of Teaching	1
Ask Teachers Why They are Leaving	1
Childcare/Daycare	1
Competitive Pay	1
Find Possible Loan Forgiveness for Teachers	1
Great Leadership	1
Grow-Our-Own	1
Highlight Small Town Life	1
Maintain High Standards	1
Provide Supplies for Teachers	1
Restaurants in Town	1
Signing Bonus	1
Spouse Employment Opportunities	1
Teach Life Skills	1
Training on the Job	1
Treating Teachers with Respect	1
Walmart	1

Guiding Principle IX: District Resources

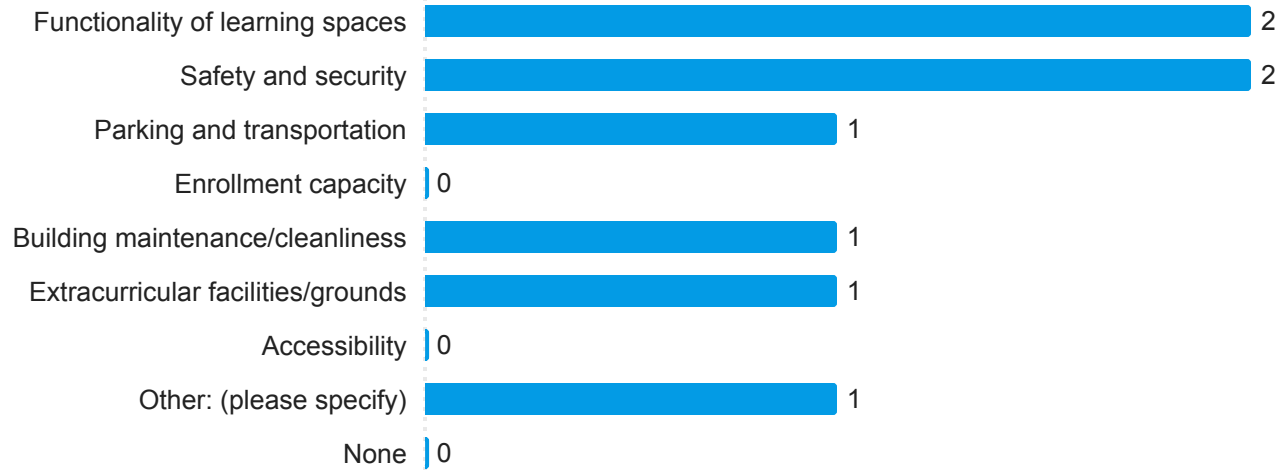
District leadership in collaboration with building administration aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

Administration: Identify what you believe are the most important areas the district might focus on to improve and expand learning facilities and grounds. (choose all that apply)

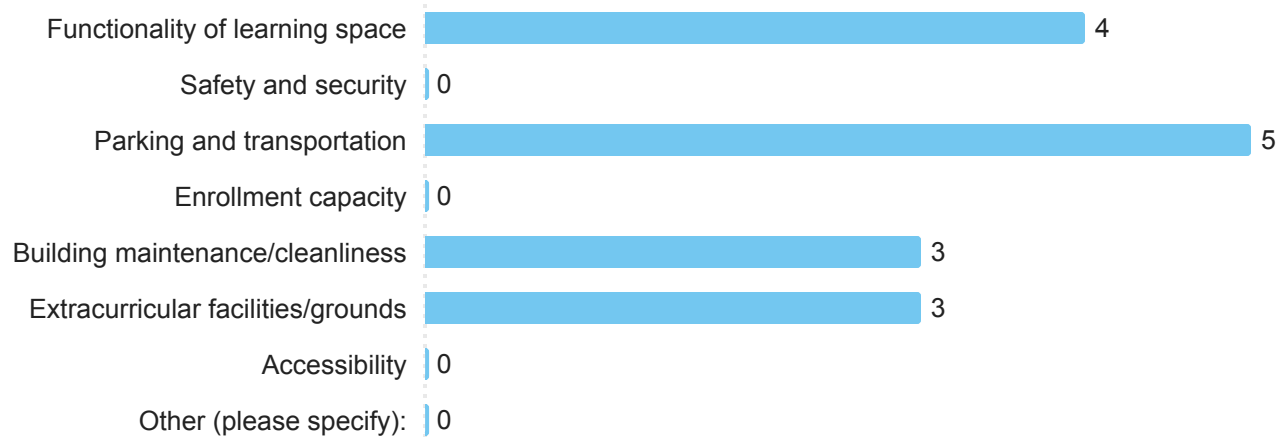
Administration: Other: (please specify)

Difficulty Hiring

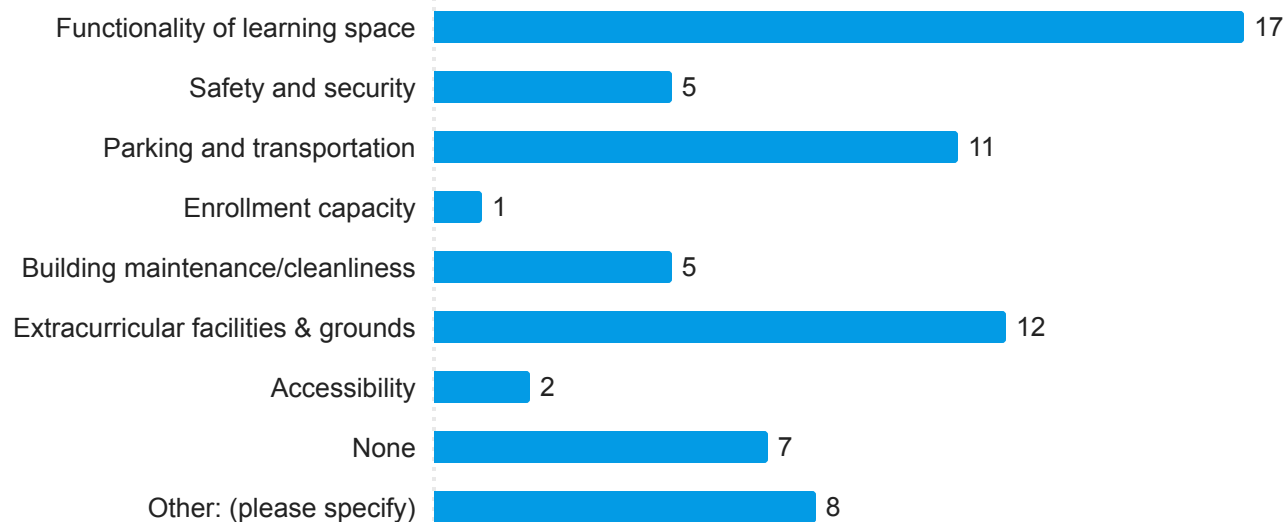
1



Board of Education: Identify what you believe are the most important improvements the district might do to improve and expand district learning facilities and grounds: (choose all that apply)



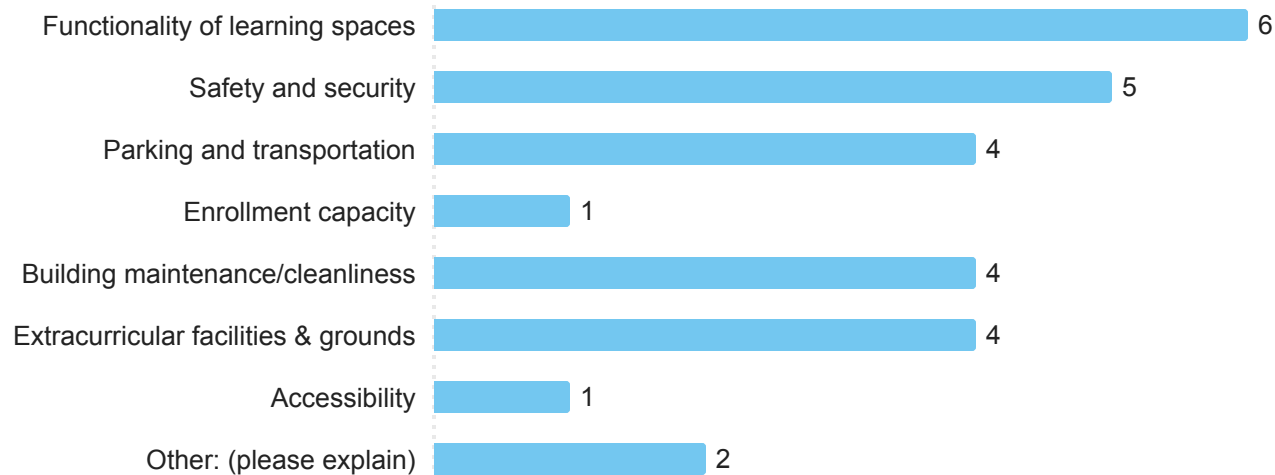
Certified Staff: Identify what you believe are the most important areas the district might focus on to improve and expand learning facilities and grounds. (choose all that apply)



Other: (please specify)

Playground	8
More Restrooms	1

Classified Staff: Identify what you believe are the most important areas the district might focus on to improve and expand learning facilities and grounds. (choose all that apply)

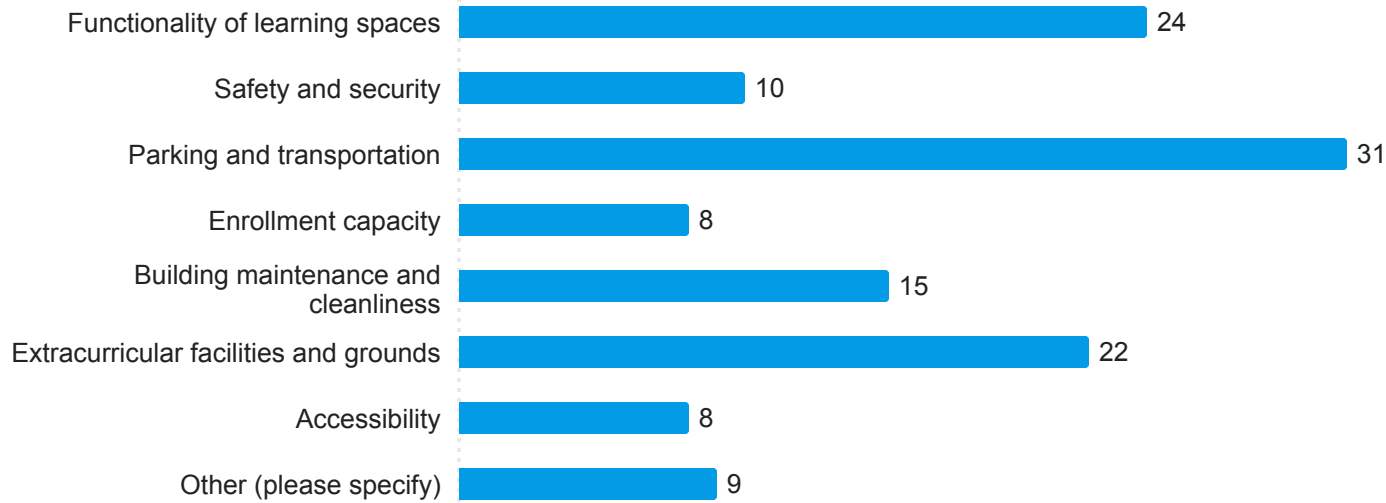


Other: (please explain)

N/A	1
Playground	1

Students: Identify what you believe would make your school building better.

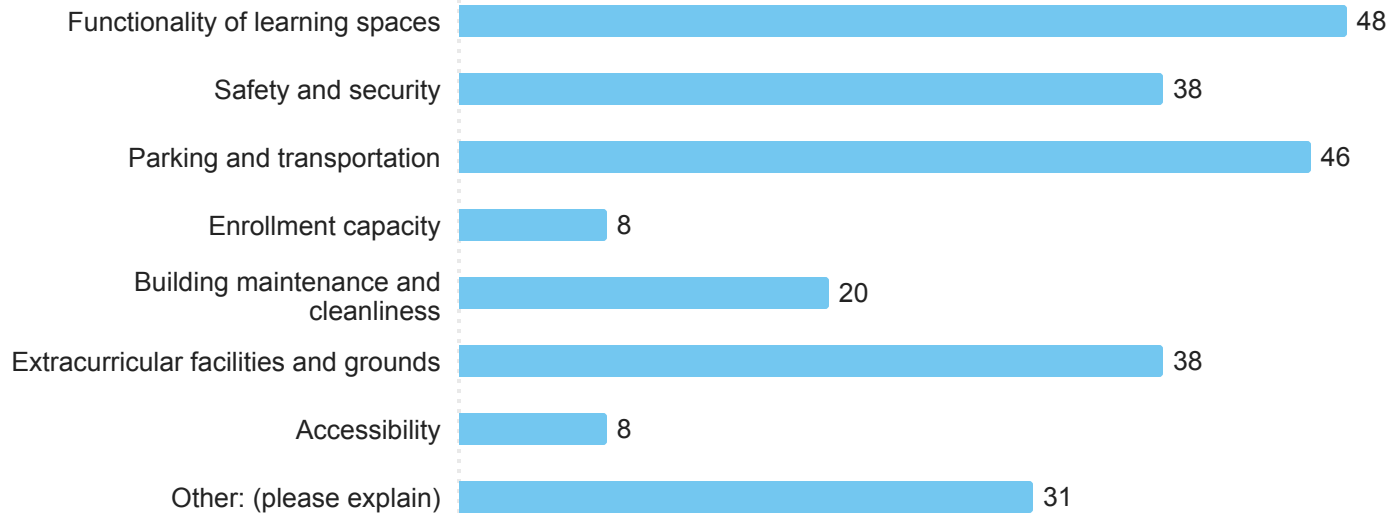
(choose all that apply)



Other: (please specify)

Food/Lunches	2
N/A	2
Financial	1
None	1
Parking Lot	1
Unsure	1

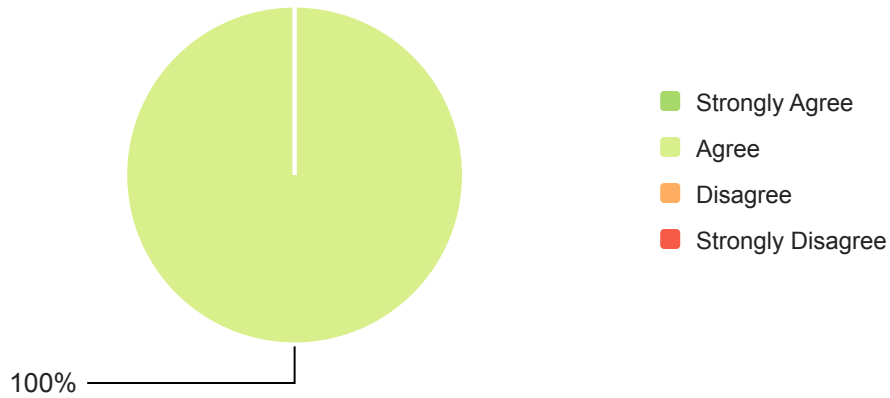
Parent/Guardians: Identify what you believe are the most important areas the district might focus on to improve and expand learning facilities and grounds. (choose all that apply)



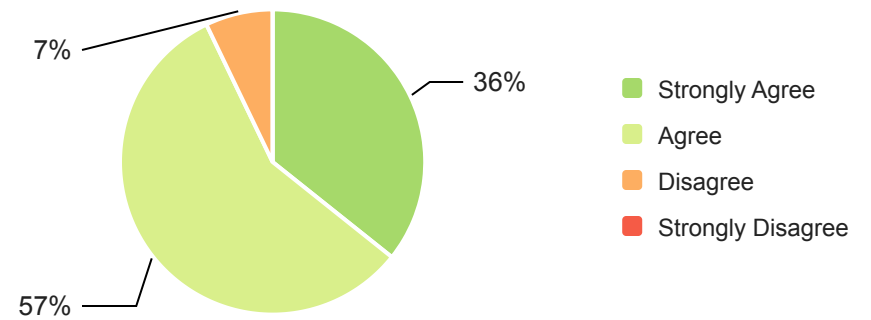
Parent/Guardians: Other: (please specify)

N/A	14
Safe/Fun Playground	7
Satisfied with Facilities/Grounds	4
Drop Off / Pick Up Zone	2
Adequate Place for SPED Students	1
Better Lighting	1
Clean Air / Air Purifiers	1
Exploratory Classrooms	1
Future Facility Planning	1
Pot Holes	1
Replace Old Carpet	1
Weeds Around School	1

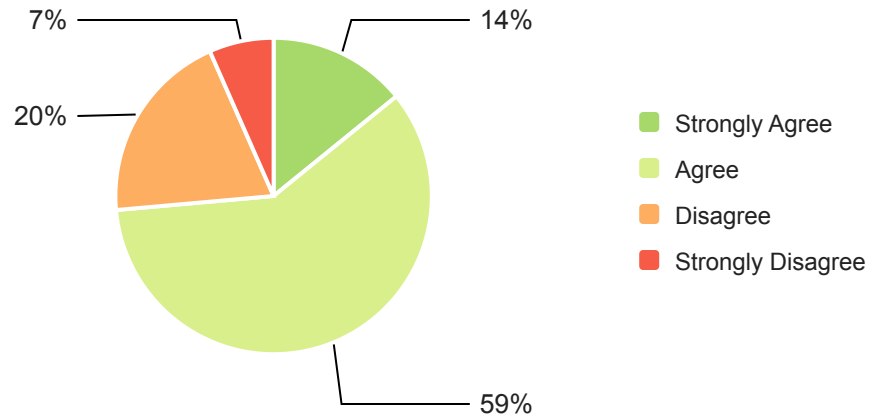
Administration: The district facilities meet the students' learning needs.



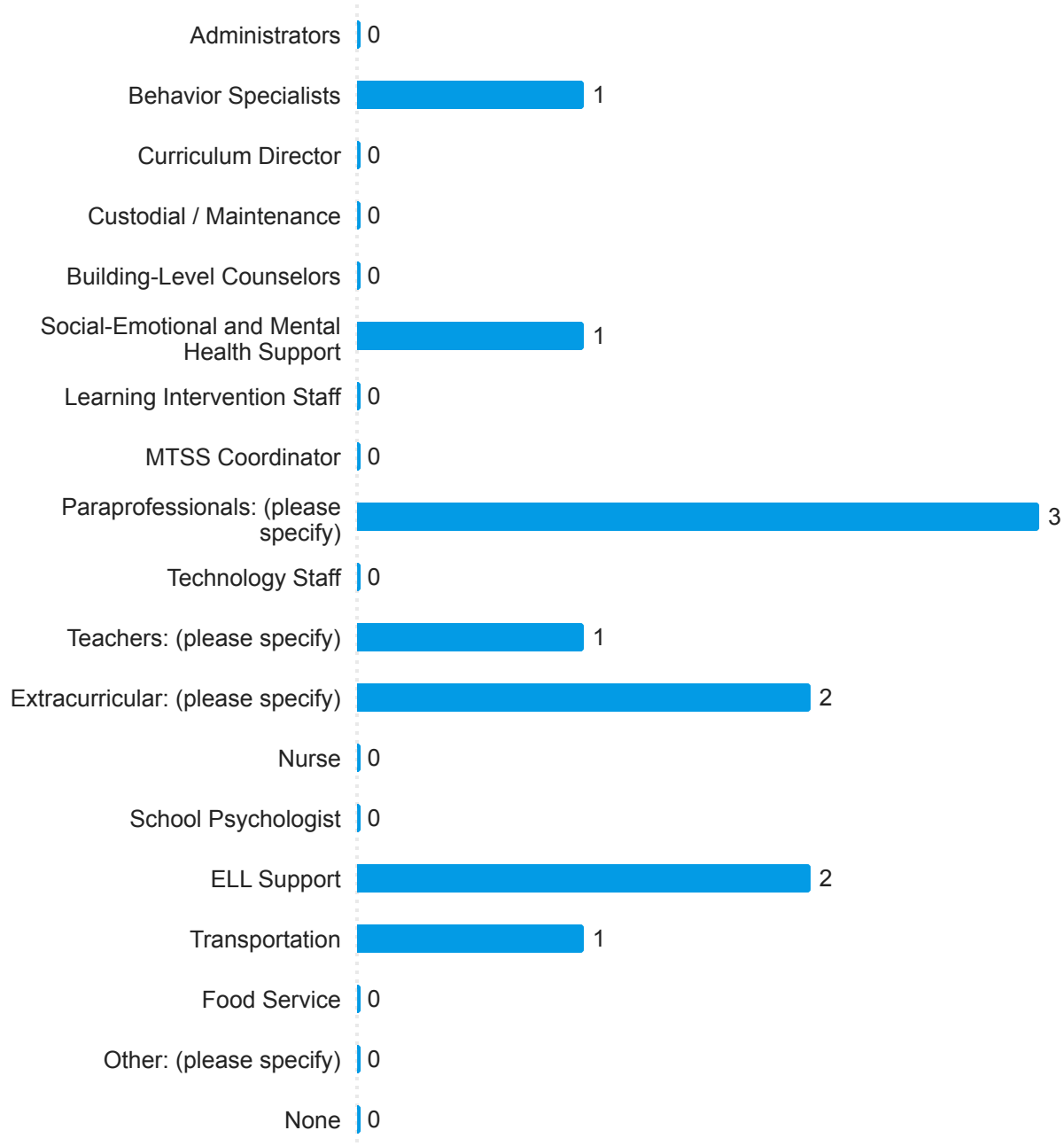
Certified Staff: The district facilities meet the students' learning needs.



Parent/Guardians: The district facilities meet the students' learning needs.



Administration: Identify the district's greatest staffing needs:



Paraprofessionals: (please specify)

SPED	2
Additional Support	1

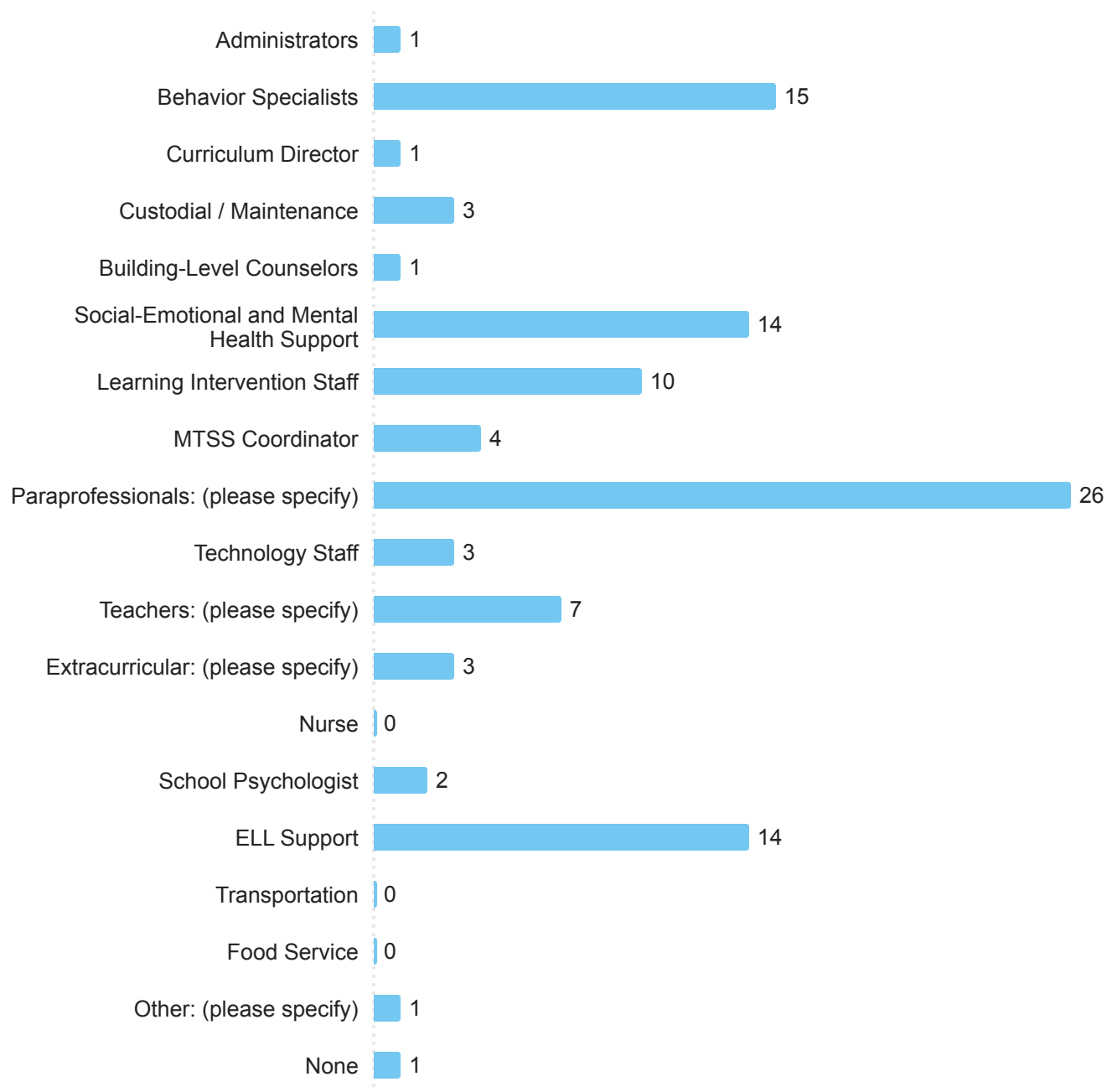
Teachers: (please specify)

Difficulty Hiring	1
-------------------	---

Extracurricular: (please specify)

Coaches	2
---------	---

Certified Staff: Identify the district's greatest staffing needs:



Paraprofessionals: (please specify)

More Paras	4
1:1 Needs	3
Extras in Classes	2
SPED	2
All Grades	1
Higher Qualifications	1
K-6	1

Teachers: (please specify)

Substitutes	2
ELA	1
Filling Open Positions	1
High Quality Staff Members	1
Math Interventions	1
SPED Teachers	1

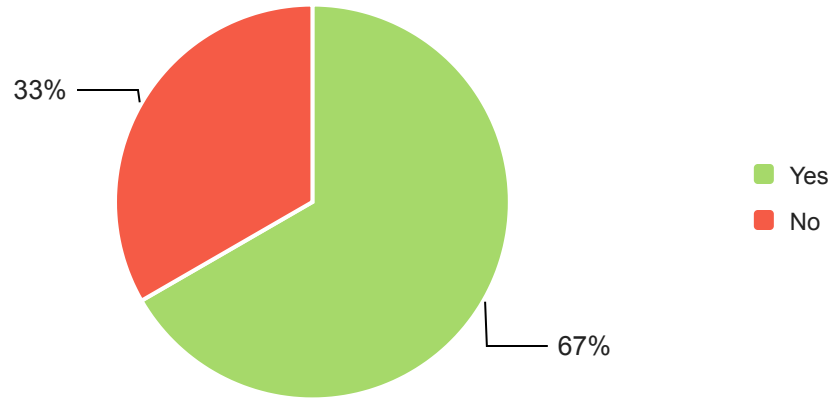
Extracurricular: (please specify)

Coaches	3
---------	---

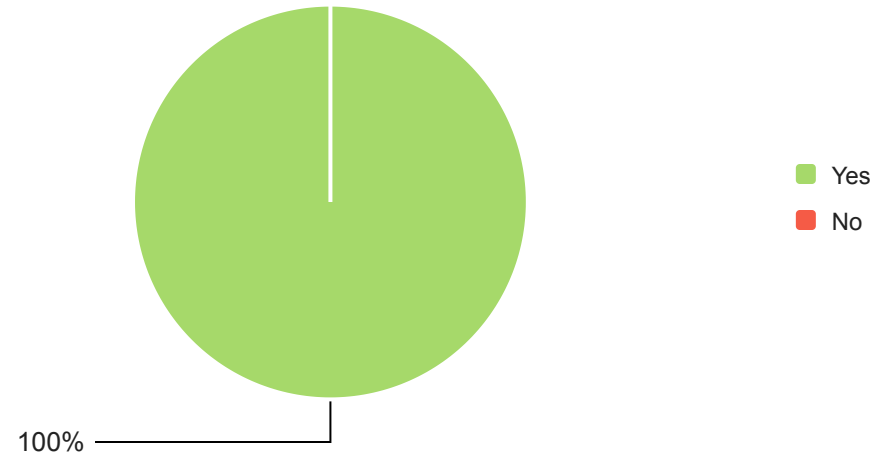
Other: (please specify)

Substitute Counselor	1
----------------------	---

Board of Education: The board reviews and adopts a master facility plan to support instruction and learning district wide.



Administration: Does the district actively pursue outside funding sources?



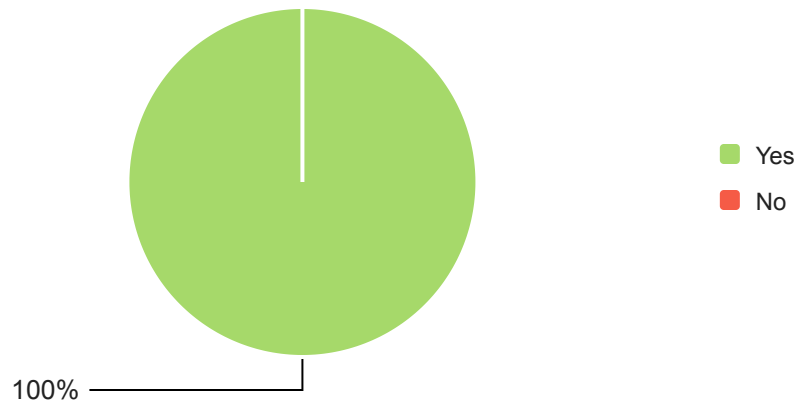
Board of Education: Describe how the board ensures that the budget is aligned and allocates resources to the district needs and priorities.

Annual Budget Workshop	2
Adopting and Following Yearly	1
Board Reviews Financial Reports	1
Listening to All Stakeholder Groups	1
Prioritize by Need and Urgency	1
Review District & Student Learning Goals	1
Use the Strategic Plan as a Guideline	1

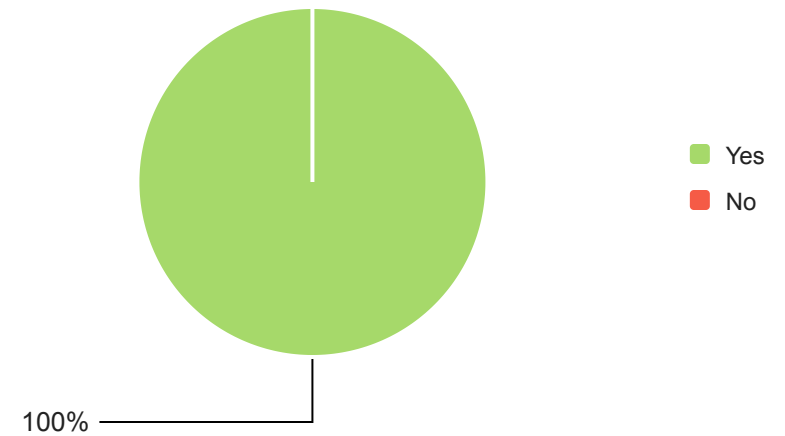
Guiding Principle X: Board Governance

Effective board practices based on objective governance standards ensures accountability focused on growth and student learning.

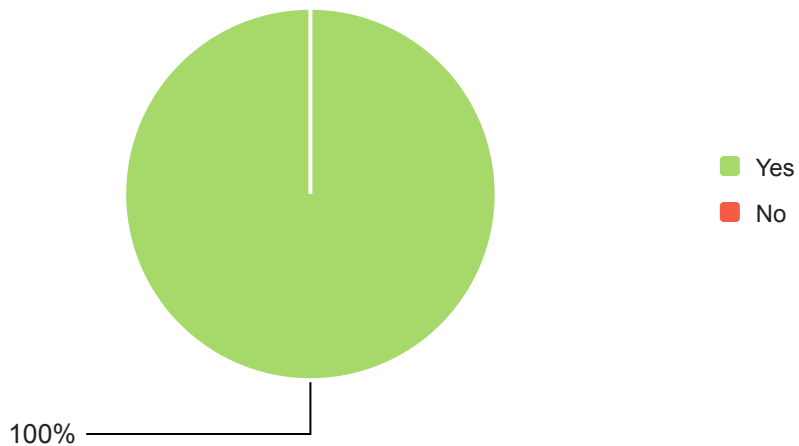
Superintendent: Does the board have a collaborative and respectful working relationship with the superintendent?



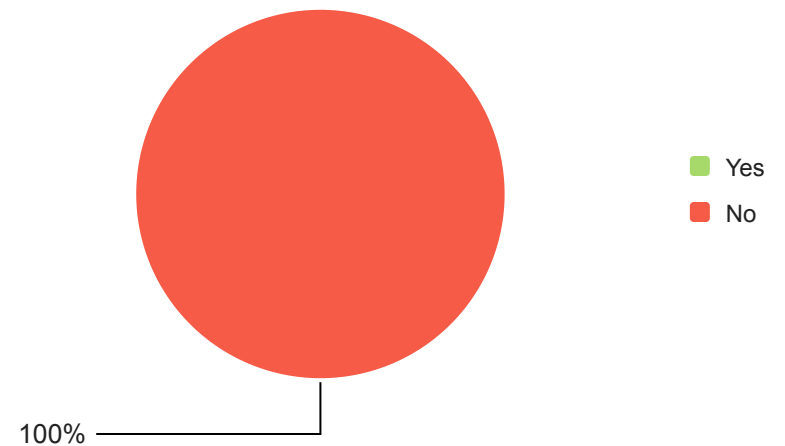
Superintendent: Do you know the last time the board reviewed the superintendent job description?



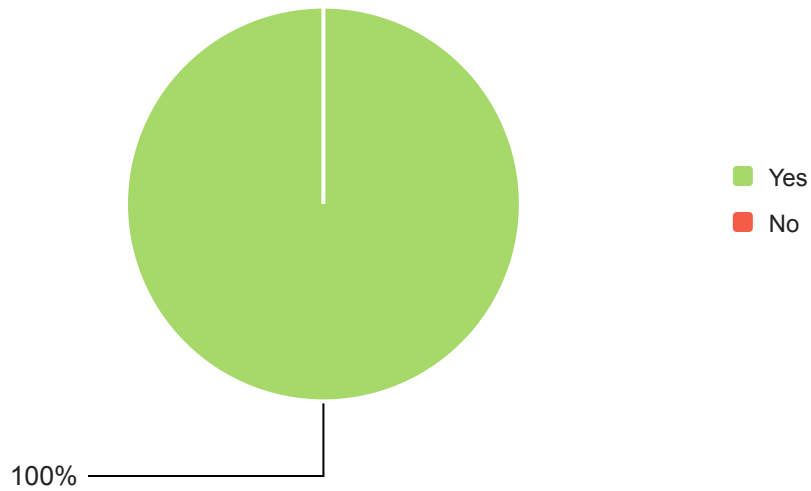
Superintendent: Is the superintendent evaluation aligned to the job description?



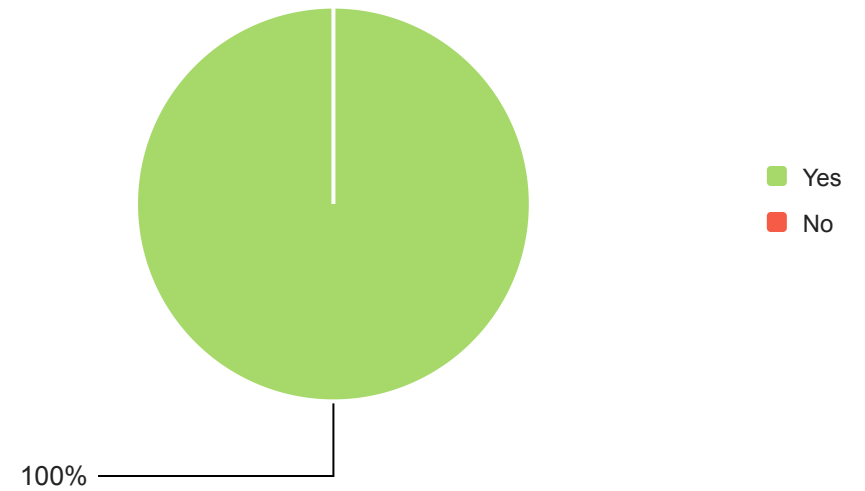
Superintendent: Does the board participate in an annual board self-assessment?



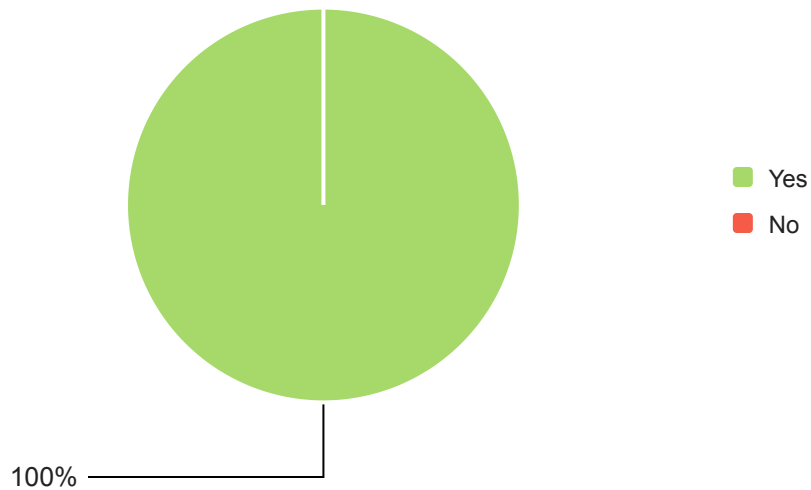
Board of Education: Do you evaluate your superintendent annually?



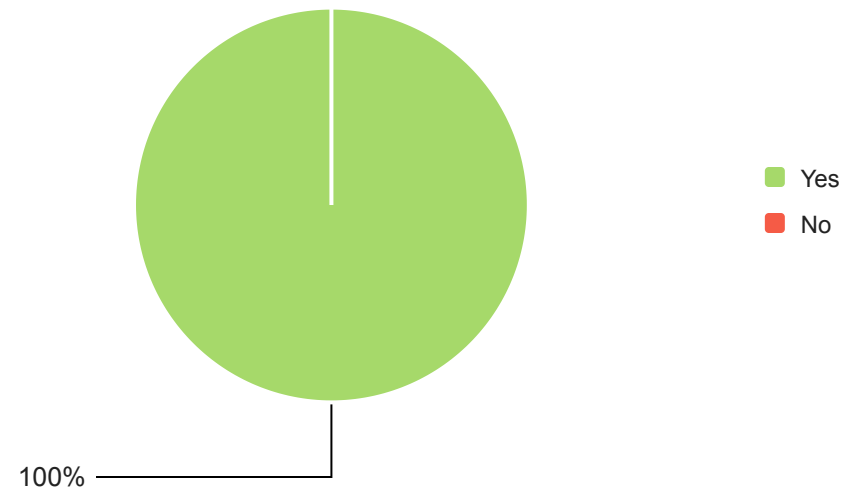
Board of Education: Does the board collaboratively set goals with the superintendent following the evaluation?



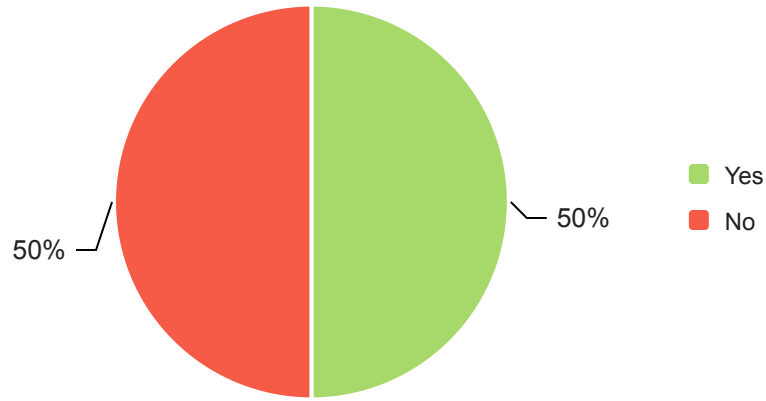
Board of Education: Do you know the last time the board reviewed the superintendent job description?



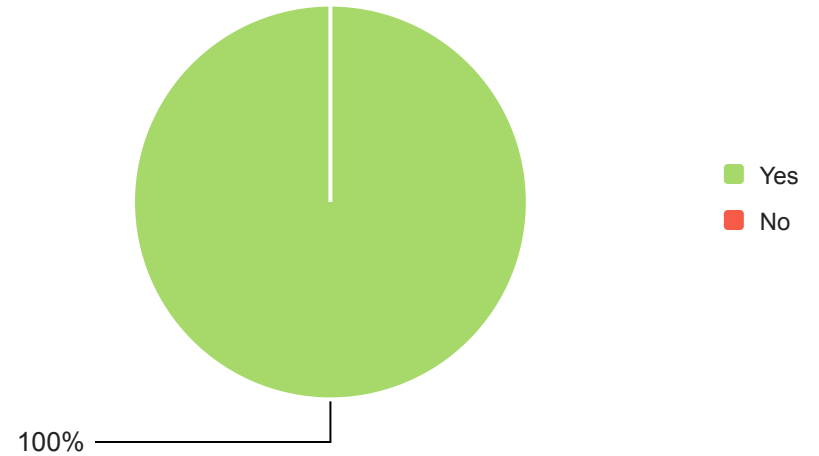
Board of Education: Is the superintendent evaluation aligned to the job description?



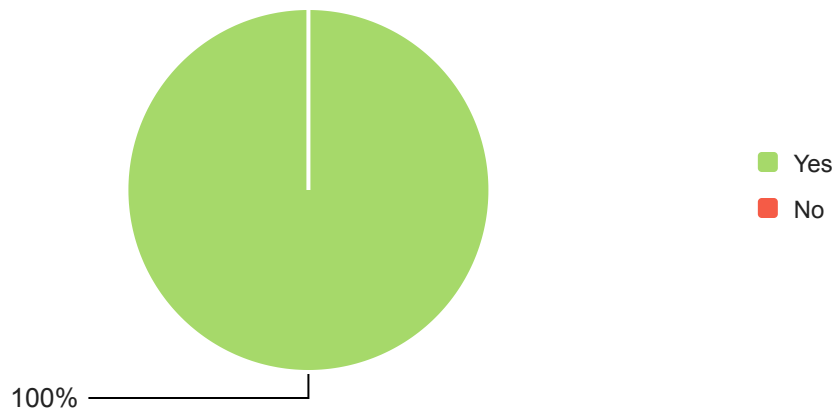
Board of Education: Does the board participate in an annual board-self assessment?



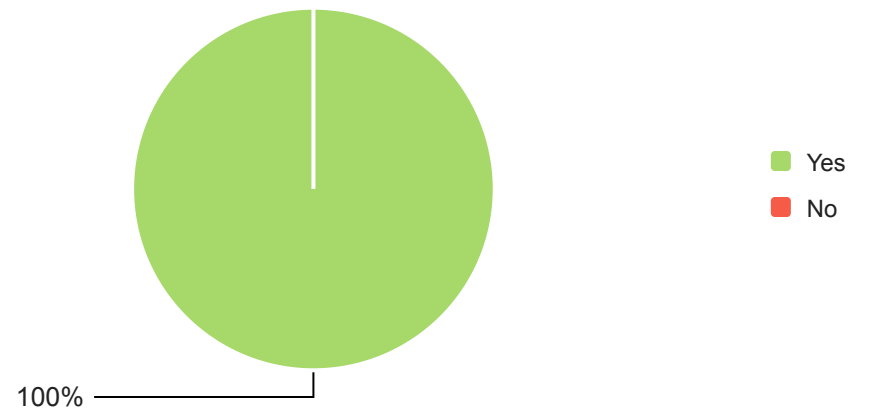
Board of Education: Does the board set goals following the board self-assessment?



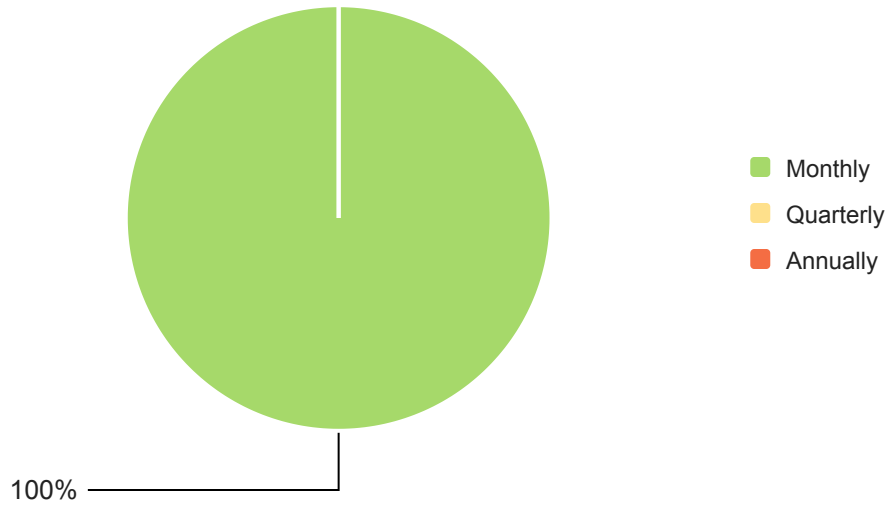
Board of Education: Do your board meetings and/or the board agenda allow the board to monitor how the mission, vision, and goals are being carried out by administration and staff to progress instruction and learning for all students?



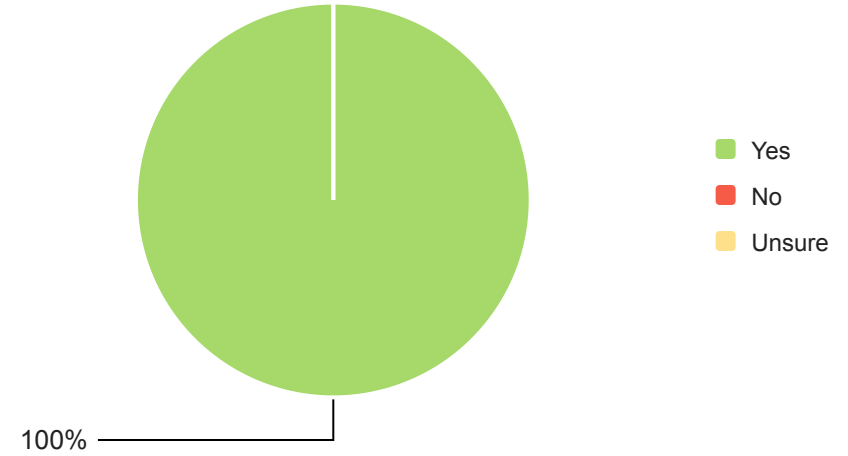
Board of Education: Does the board hold personnel accountable for developing and implementing school improvement plans at each school?



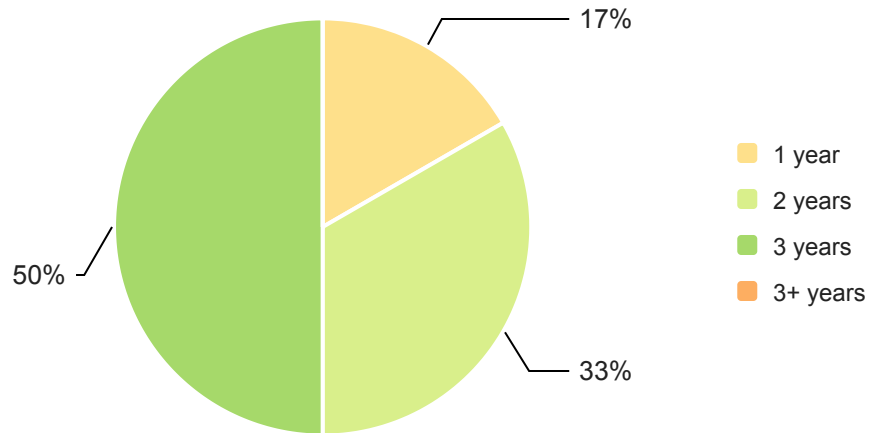
Board of Education: How often does the board review policy?



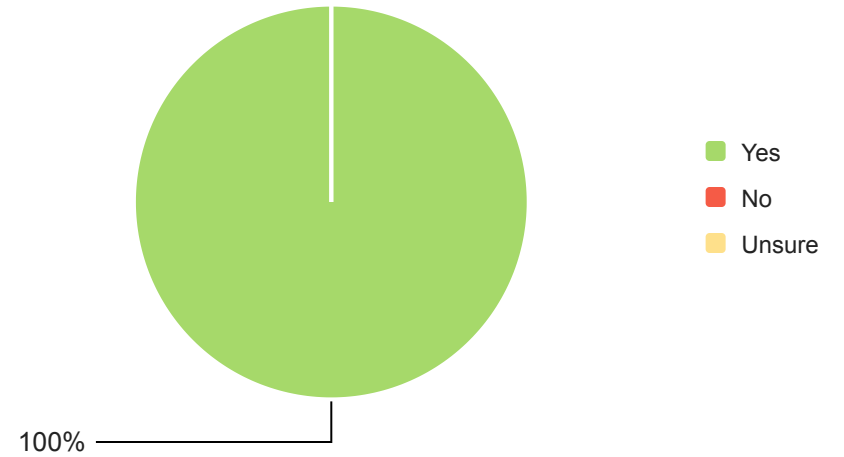
Administration: Does your district follow a policy review cycle at monthly board meetings?



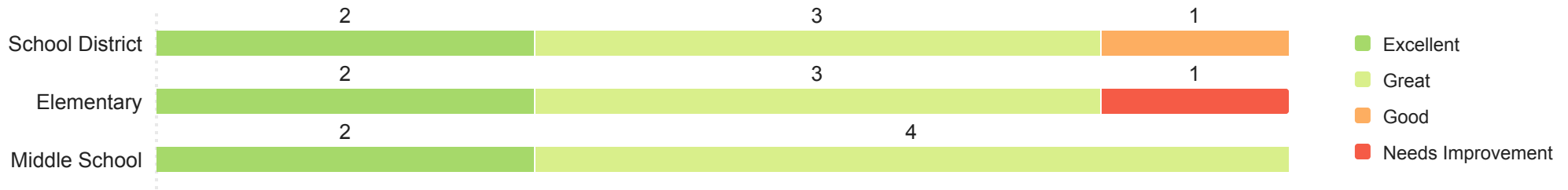
Board of Education: How often does the board review the full policy manual?



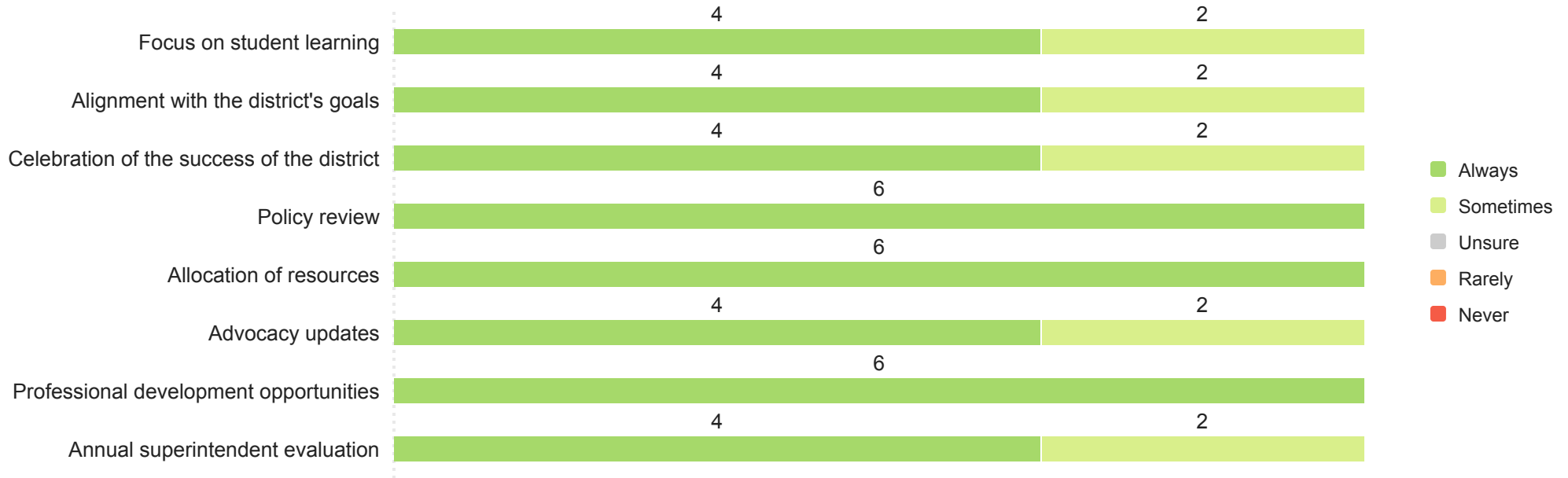
Board of Education: Does the board review and approve the contents of the District Annual Report?



Board of Education: Please list the AQuESTT rating for each building and the school district:



Board of Education: Board meetings include:



Board of Education: Area of strength for the board?

Working Together Respectfully	4
Do What is Best for Students	2
Committed	1
Community Awareness	1
Involvement	1
Professional Development	1

Board of Education: Area of growth for the board?

Continual Professional Development	1
Development of New Board Members	1
Engaging in Test Scores	1
Goal Writting	1
Holding Others Accountable	1
N/A	1
Projecting Future Needs	1
Strengthen Communication/Engagement with the Community	1

General & District Mission/Vision Data

Administration: What is the most important outcome you would like to realize from the strategic planning process?

Connection with Community	2
Aligned Vision and Goals	1
Better Understand Stakeholder Priorities	1
Long-Term Plan	1
Parent/Community Engagement	1
Staff Recruitment	1

Board of Education: Please identify the needs and/or priorities that you believe should be addressed in the district Strategic Plan.

Maintaining Safe/Modern Facilities	4
Attracting/Retaining Quality Staff	3
Continue to Support Student Learning Through Curriculum & Technology	2
Long Term Grounds Planning	2
Alternative Learning Opportunities	1
Class Offerings	1
Community Evolvment	1
Develop a Resilient District	1
N/A	1
Partnerships to Enhance the Learning Experience	1
Positive Environment	1
Preschool/Daycare on Campus	1
Strengthening Communication with Families & Community	1

Certified Staff: What is the most important outcome you would like to realize from the strategic planning process?

Unified Direction for District Improvement	8
More Positive Culture	5
Better Communication	4
Unsure	4
Adequate Staffing	3
Staff Recognition	3
Effective Use of Time	2
Recognition of Successes	2
Support for ELL	2
Use Feedback from Staff	2
Behavior Supports	1
Better School-Home Relationships	1
College/Career Readiness	1
Community Engagement	1
Continue Prioritizing Academics	1
Growth in Data-Based Decision Making	1
HAL Opportunities	1
High Expectations	1
More Collaboration	1
N/A	1
None	1
Staff Accountability	1
Support for Students	1
Teacher Well-Being	1
Transportation	1

Administration: What are the greatest strengths of your district?

Invested Staff	2
Academic Opportunities for Students	1
Dual Credit Opportunities	1
Engaged Board	1
Family & Student Centered	1
MTSS at All Grade Levels	1
Sense of Community	1
Support for Students	1
Variety of Programming for Students	1

Classified Staff: What are the greatest strengths of your district?

Passionate Teachers	4
Administration	3
Staff Support	3
Strong Staff/Team	3
Care About Students	2
Excellent Facility	2
Resources Available	2
Works Hard to Improve Student Learning	2
Adaptability/Flexibility	1
Family Support	1
General Communication	1
None	1
Professionalism of Teachers	1
Strive to be Best	1
Students	1
Teacher Retention	1
Thankful	1
Trusting	1
Unsure	1
Welcoming	1

Certified Staff: What are the greatest strengths of your district?

MTSS Process	9
Highly Effective Staff	7
Excellent District Culture	6
Small, Supportive Community	6
Student-Focused	6
Superintendent/Administration	5
Small Size	4
Staff Care for Students	4
Willingness to Grow	4
District Facilities	3
Close Relationships	2
Course Offerings	2
Extracurricular Offerings for Students	2
Low Staff Turnover	2
Aligned Curriculum	1
Alumni Staff Members	1
Communication	1
Community Involvement	1
Detail Oriented	1
Food Services for Low Income Families	1
Respectful Students	1
Safety and Security	1
SEL Support	1
SPED Support	1
Student Accountability	1
Transportation	1

Students: What do you like about your school?

Friends/Students	41
Extracurricular Activities	38
Teachers	32
Classes Available/Taking	18
Nothing	16
Opportunities Available	11
Academics/Learning	9
Everything	7
Recess	5
Safe/Supportive Environment	5
Cleanliness	4
Facilities	4
Unsure	4
Small School	3
Chance to Attend School	2
Community Support	2
Computers	2
Dual Credit / College Classes	2
Food/Lunch	2
Fun	2
N/A	2
Open Campus Lunch	2
WIN	2
Accessibility to Trusted Adult(s)	1
Everyone Knows Each Other	1
Field Trips	1
Helping Janitors	1
Inclusive	1
Lockers	1
Lunchroom Floor	1
Mrs Finney	1
Pep Rallies	1
Rewards For Grades/Behavior	1
School Counselor	1
Student Involvement	1

Parents/Guardians: What are the greatest strengths of your district?

Teachers/Staff	32
Unsure	14
Small School / Class Size	13
Student-Centered Focus	12
Community Involvement/Support	9
Communication/Collaboration with Parents	8
N/A	7
Administration	6
Extracurriculars	6
Opportunities Available for Students	5
Facilities	4
Friendly	4
None	4
Positive School Culture	4
Safety	4
School Board Governance	3
School Pride	3
After School Program	2
Leadership	2
Organization/Strategy	2
Students	2
Class Offerings	1
Cleanliness	1
Evolving to Prioritize Student Success	1
Funding	1
High Academic Standards	1
High Graduation Rate	1
Teachers Active in Community	1
TeamMates	1
Work with ESU	1

Parents/Guardians: Identify the knowledge and skills a student should possess as a graduate of this school district.

Proficient in CORE Subjects	47
Life Skills	41
Financial/Budget Skills	31
Career/College Readiness	27
Communication/Social Skills	18
Problem Solving / Critical Thinking	17
N/A	8
Job Applications / Resumes	6
Reading Comprehension	6
Technology and Media Literacy	6
Time Management	6
Cultural Awareness	5
Emotional Intelligence	5
Leadership	5
Cursive	4
Trade Skills	4
Collaborative/Teamwork	3
Fine Arts	3
Social/Community Service	3
Spanish	3
Enjoy Learning/Growing	2
Government	2
Physical Education	2
Professionalism	2
Challenge Norms	1
English (for Latinos)	1
Unsure	1

Community Engagement Meeting: What mindsets and skills do graduates need to succeed after graduation and in our Ainsworth community?

Mindsets:	# of groups identified (of 4 possible)	Skills:	# of groups identified (of 4 possible)
Perseverance / Grit	2	Resilience	3
Problem Solving	2	Communication	2
Assertiveness	1	Responsibility	2
Attendance	1	Social Skills	2
Confident	1	Time Management	2
Delayed Gratification	1	Conflict Resolution	1
How to Work with Parents to Control the Safety Net	1	Customer/Community Service	1
Initiative	1	Executive Functioning	1
Planning Ahead	1	Eye Contact	1
Strive for Excellence in Every Endeavor	1	Hands On	1
Technology vs Skilled Labor	1	High Expectations	1
Volunteerism	1	Participation	1
Work Ethic	1	Simple Skills	1
		Soft Skills	1
		Technology Savvy	1

Community Survey: What mindsets and skills do graduates need to succeed after graduation and in our Ainsworth community?

Work Ethic	6	Grace	1
Determination	3	Interviewing Skills	1
Life Skills	3	Job Skills	1
Open-Minded	3	Leadership Skills	1
Collaboration	2	N/A	1
Communication	2	Respect	1
Problem Solving Skills	2	Sense of Community	1
College/Career Readiness	1	Social Skills	1
Common Sense	1	Trade Skills	1
Go the Extra Mile	1		

Strategic Overview Committee: If we continuously fulfill our mission, what do our families do, think, and act like?

Field	# of groups identified (of 5 possible)
Engaged in School/Community Activities	5
Supportive of the School	4
Positive	3
Support Children	3
Acting	1
Active	1
Allow Students to Fail	1
Caring	1
Collaborative	1
Commitment	1
Education is Important	1
Growth	1
Motivating	1
Proud	1
Reinforce Positive Board Engagement	1
Trusting	1
Welcoming Students Back to the Community	1
Willing/Openminded	1

Strategic Overview Committee: If we continuously fulfill our mission, what do our students do, think, and act like?

Field	# of groups identified (of 5 possible)
Excited to Learn	4
Responsible	4
Positive	3
Strive for Success	3
Want to Return / Give Back to Community	3
Willing to Take Risks	3
Adaptable	2
Dedicated	2
Engaged/Willing to be Involved	2
Respectful	2
Supportive	2
Accepted	1
Ask For Help	1
Career Ready	1
Caring	1
Challenged	1
Confident	1
Forward Thinking	1
Fulfilled	1
Group Work / Teamwork / Collaborative	1
Happy	1
Helpful	1
Motivating	1
Proud of the School	1
Safe/Loved	1
Trusting	1
Unplugged	1

Strategic Overview Committee: If we continuously fulfill our mission, what does our school do, think, and act like?

Field	# of groups identified (of 5 possible)
Student-Centered	4
Positive	3
Welcoming	3
Adaptive to Maximize Learning	2
Clean	2
Community Partnership	2
High Expectations	2
Safe	2
Supportive	2
Collaborative	1
Competitive	1
Empowering	1
Energetic	1
Fairness	1
Inclusive of All Learning Pathways	1
Measurable Goals/Objectives to Support Mission	1
Pride	1
Productive	1
Students/Families Working Together	1
Successful	1
Teachers Support of Students	1
Trusting	1

Strategic Overview Committee: If we continuously fulfill our mission, what does our Ainsworth community look like?

Field	# of groups identified (of 5 possible)
Community Involvement w/ School Events	3
Innovative, Adaptive, Driving Progress into the Future	3
Beacon of Positive Change	2
High Pride	2
Highly Interconnected Community	2
Respectful	2
Retention of Community Members	2
Safe	2
Supportive of Learning	2
Welcoming/Inviting	2
100% Graduation Rate	1
Clean	1
Empowering	1
Open to Change	1
Positive	1
Trusting	1
Unified Goal/Vision	1



AINSWORTH COMMUNITY SCHOOLS STRATEGIC PLAN EXECUTIVE SUMMARY

Ten overarching Guiding Principles were used to assess performance, identify strengths, and determine priorities for future improvement. Feedback from the board of education, administrators, certified staff, students, parents, and community members reflects a district with many positive practices already in place, along with several key opportunities for growth. NASB staff identified three Guiding Principles of Focus that they believe will have the most impact. Those include **Personnel Effectiveness**, **Family and Community Partnerships**, and **District Resources**. Although focus will be placed on certain Guiding Principles, the Strategic Planning Framework will include actionable strategies for each of the ten areas.

Guiding Principle of Focus: Personnel Effectiveness

Strengthening personnel effectiveness begins with the intentional development of systems that support staff from entry through ongoing practice. A clearly defined and consistently implemented onboarding process is essential to ensure new staff understand district expectations, instructional priorities, and available supports. In parallel, greater clarity and alignment within district systems, particularly curriculum development and review processes and the use of a shared instructional model, will promote cohesion across building levels and classrooms. When educators understand how curriculum is aligned horizontally and vertically and how instructional practices connect to a common model, instructional quality and consistency improve districtwide. Additionally, embedding shared decision-making and family engagement into the school improvement process will ensure priorities are collaboratively determined, clearly communicated, and collectively owned across the district, fostering stronger commitment and more effective implementation.

Guiding Principle of Focus: Family and Community Partnerships

Strong family and community partnerships are critical to student success and district trust. Improving parent and family communication through clear, consistent, and accessible messaging will enhance transparency and engagement. Training for cultural inclusion, also a key component of personnel effectiveness, will equip staff with the skills needed to build inclusive environments that reflect and respect the district's increasingly diverse community. Expanding opportunities for community-engaged instruction will further connect learning to real-world contexts and local assets. Additionally, the Board plays a vital advocacy role on behalf of parents and families; to do so effectively, systematic efforts must be made to understand family needs, perspectives, and priorities, ensuring district decisions are informed from input by all district stakeholders.

Guiding Principle of Focus: District Resources

The district has demonstrated strong fiscal responsibility and effective stewardship of district resources, resulting in important progress in facility improvements and overall operational stability. Building on this foundation, continued investment in remaining facility needs, such as additional building updates and outdoor spaces, will further enhance learning environments and support student engagement. Ongoing attention to support staffing, including paraprofessionals and other essential roles, remains critical to meeting diverse student needs and sustaining high-quality instruction. Strategic communication around these investments can strengthen community understanding and trust by clearly illustrating how resource decisions align with district priorities and directly benefit students, staff, and families.

AINSWORTH COMMUNITY SCHOOLS NEEDS ANALYSIS SUMMARY



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INTRODUCTION AND PURPOSE OF THE NEEDS ANALYSIS

Ainsworth Community Schools and the district communities are partnering to strengthen district-wide efforts to improve student achievement and create an environment where every child can grow and learn. As a publicly elected body, one of the most vital roles of the board of education is to gather input and take direction from stakeholders on issues related to students, their academic achievement, and the environment in which they learn. While it is the board's responsibility to establish a vision, as well as operational and instructional goals for the district, they should regularly engage internal and external stakeholders to ensure goals align with the community's values and aspirations for the school district. In short, stakeholder engagement is an opportunity for the board to gain feedback and help envision a path to improvement and growth.

Chief among these stakeholders are the students and staff. What do the students need to be safe, nurtured, challenged, and prepared for the future? What do the teachers and staff need to do their jobs effectively? What does the community expect from the school district? To facilitate the engagement of stakeholders and develop a comprehensive Strategic Plan, district leadership engaged the support of the Nebraska Association of School Boards (NASB). The NASB Board Leadership Team utilized focus group discussion, online surveys, and data collection from various sources and stakeholders to produce a comprehensive view of the district, gathering opinions, concerns, suggestions, and hopes along the way.

Using the data and findings from this Needs Analysis, a finalized Strategic Plan will be developed and, ultimately, outline priorities, objectives, strategies, and performance indicators. These actions will support the district's mission to provide a quality education in a safe and supportive learning environment. The careful analysis of collected data ensures informed decision making about what to change and how to institute systemic change.

WHAT IS THE NEEDS ANALYSIS?

The Needs Analysis is the first step in setting the course for the future. This Needs Analysis document was developed based upon the data gathered to understand the environment in which the district is operating. The full analysis ensures the development of a meaningful and achievable Strategic Plan to chart a course for successful delivery of curriculum, programs, and services of Ainsworth Community Schools.

The Needs Analysis Summary and Data Addendum (all data collected, provided to Superintendent) reflect the results of district- and community-wide survey engagement, in-person facilitated discussions, and the use of relevant extant data to provide a clear picture of the state of the district. Within this document is an analysis of qualitative and quantitative assessments of various aspects of the district. These are broken down into ten Guiding Principles of a well-functioning district. From this information, Ainsworth Community Schools and the NASB Board Leadership Team will identify and build a comprehensive plan to support district achievement over the next 3-5 years. It is the responsibility of the board and administrative team to address these needs and priorities and to make the district vision come to life.

GUIDING PRINCIPLES

The ten Guiding Principles of the NASB Strategic Planning process describe the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by the Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation and NASB Standards for Effective Board Governance. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school.

Academic Learning and Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

- Curriculum
- Instruction
- Technology

Student-Centered Learning Environment

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

- Behavior Supports
- Student Transitions
- Classrooms

Cultural Inclusion and Engagement

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

- Equitable Data Utilization
- Cultural Awareness
- Family Supports

District/Building Culture and Climate

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

- Environment
- Collaboration
- Communication

Personnel Effectiveness

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

- Leadership and Staff Accountability
- Onboarding and Mentorship
- Professional Development

Social-Emotional and Mental Health Well-Being

Social-emotional and mental health well-being of students and staff is a critical component of a high-functioning school district.

- Supports
- Programs
- Resources

Access to Educational Opportunities

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

- Course/Elective Offerings
- Academic Supports
- Early Childhood

Family and Community Partnerships

Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

- Engagement/Involvement
- Communication
- Partnerships

District Resources

District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

- Budget/Funding
- Facilities and Grounds
- Staffing

Board Governance

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

- Policy
- Board Superintendent Relationship

DEMOGRAPHICS

DISTRICT/COMMUNITY DEMOGRAPHICS

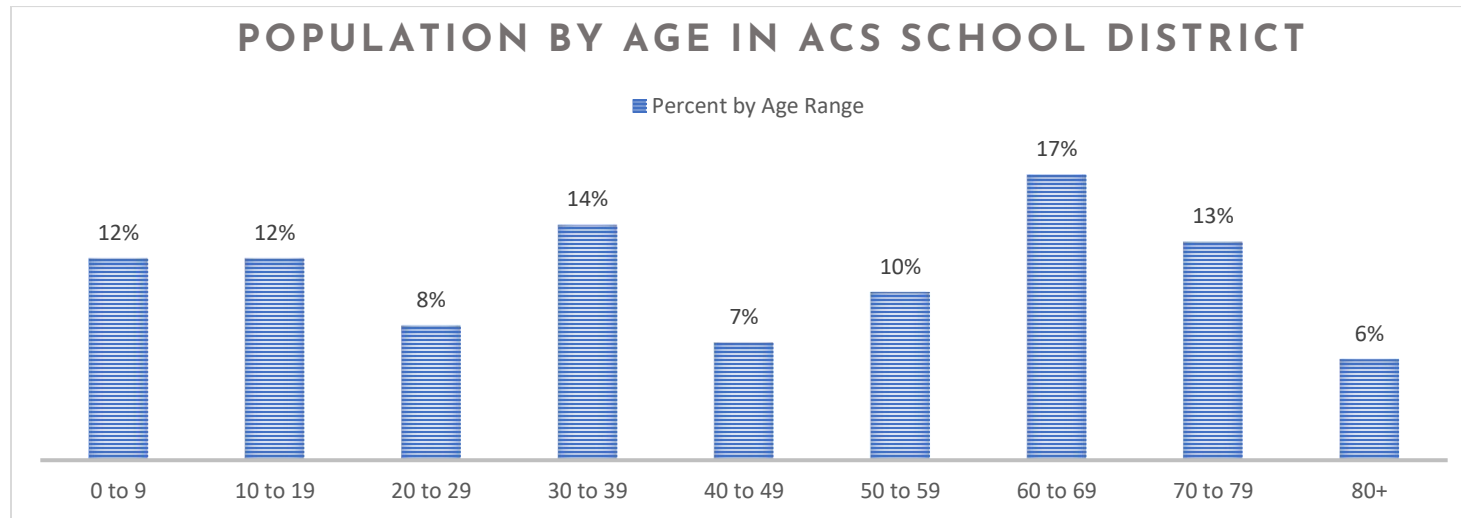


Figure1: Population Age Breakdown - www.censusreporter.org American Community Survey 5 Year Estimates

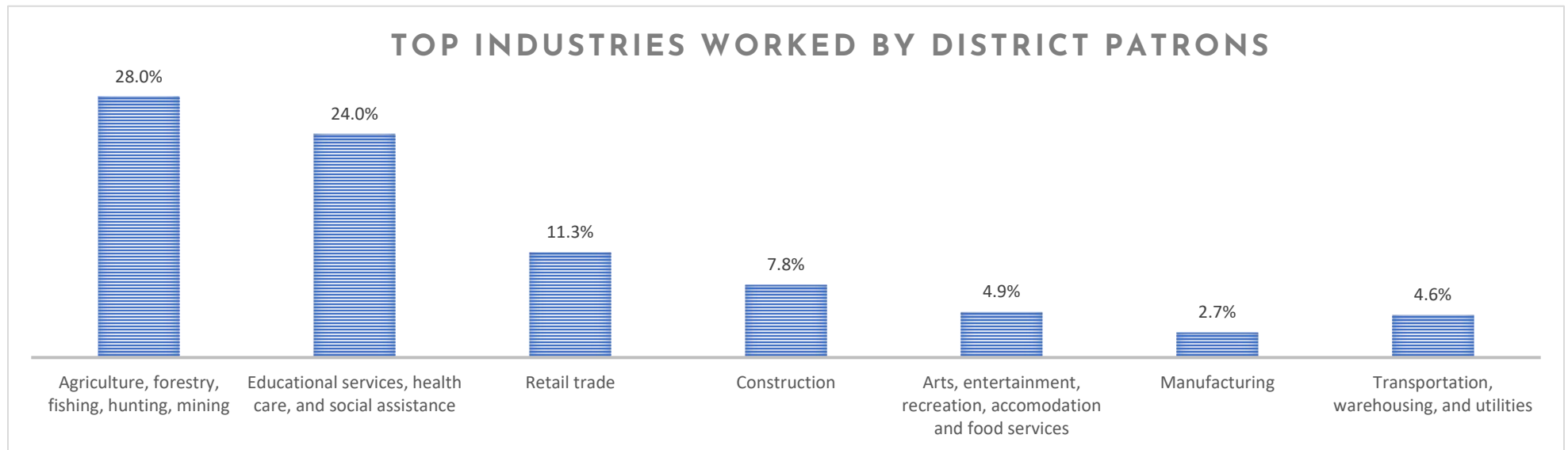


Figure2: Industry Breakdown - www.data.census.gov American Community Survey 5 Year Estimates

STUDENT & STAFF DEMOGRAPHICS

The following data was obtained from the Nebraska Department of Education for the 2024-2025 school year.

STUDENT DEMOGRAPHICS

To qualify for free lunch a family of four must have an income of \$39,000 or less and \$55,000 or less to qualify for reduced lunch. Ainsworth Community Schools has a Free/Reduced Lunch rate of 40% compared to the state average of 50% and its peers, 38%. Poverty is defined as an annual income of \$31,200 or less for a family of four. Other program participation data points outlined in the Nebraska Education Profile (NEP) also follow closely to state and peer averages. Ainsworth recognizes that 14% of its student population are tabbed as Gifted (High Ability Learners). Students with Disabilities represent 15% of all students. The percentage of English Learners in the district has seen a steady increase over the last several years and now represents 10% of all students compared to just 4% in the 2021-2022 academic year. Student performance data is highlighted below.

NSCAS ASSESSMENT PROFICIENCY			
	ELA	Math	Science
Peers	65%	69%	86%
Ainsworth	67%	78%	85%
State	59%	58%	80%

STAFF DEMOGRAPHICS

Our survey shows that 62% of the 42 certified staff members have been teaching in the Ainsworth Community School district for 8 or more years. The NEP also reports that the average years of teaching experience at ACS is 14, which matches the state average. 41% of Ainsworth teachers are reported to have their master's degree compared to the state average of 59%.

AINSWORTH COMMUNITY SCHOOLS STUDENT MEMBERSHIP TRENDS

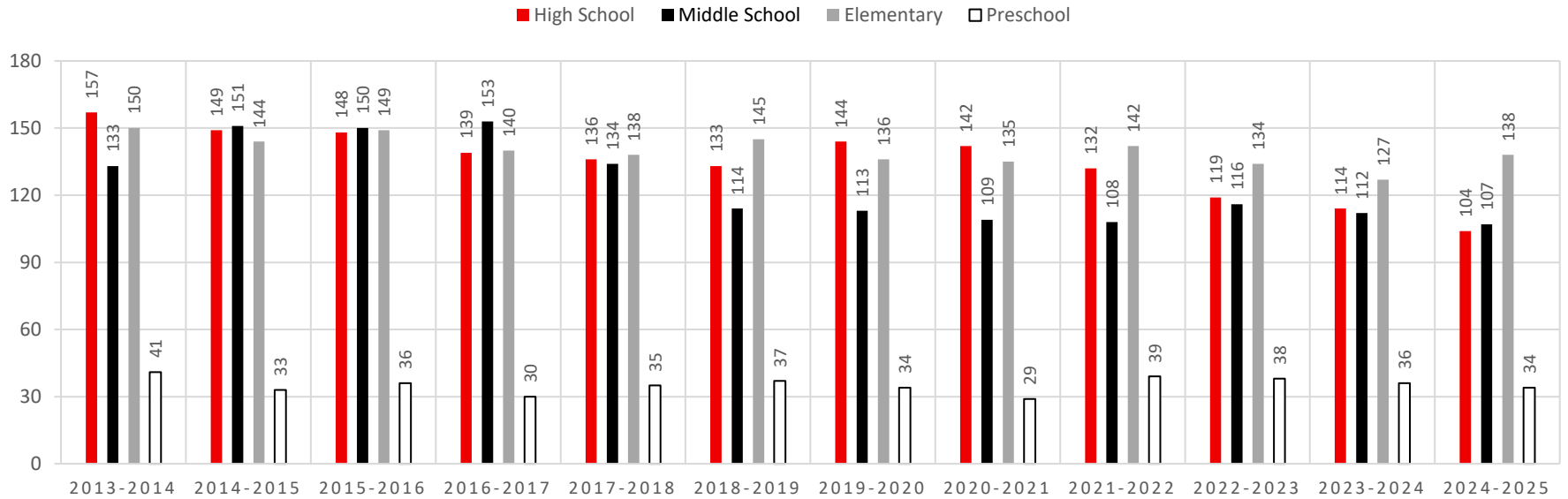
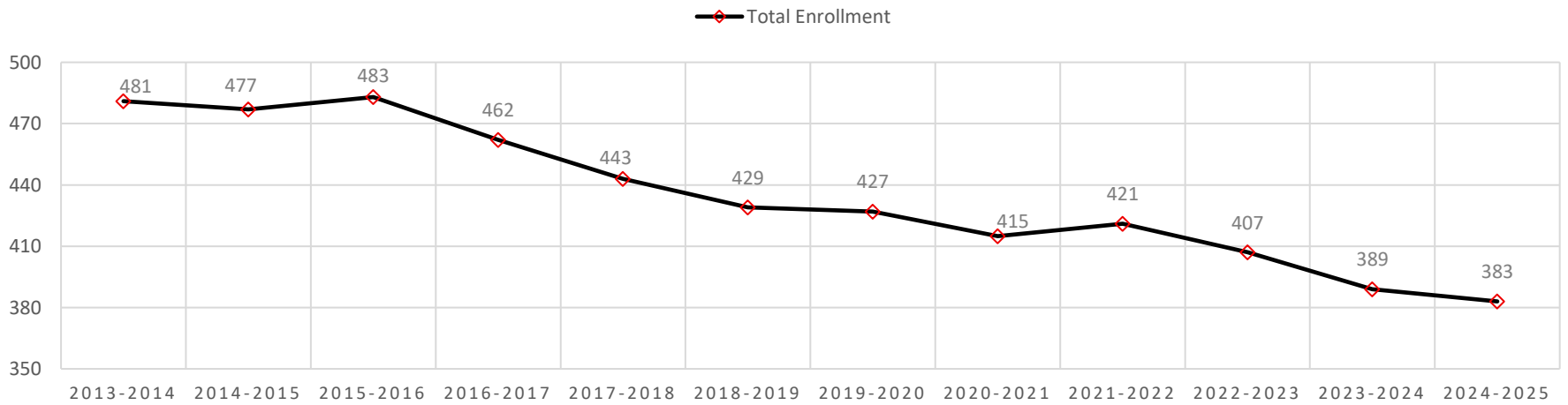


Table 1 and 2: Enrollment Change - Nebraska Department of Education

TOTAL ENROLLMENT



DATA COLLECTION AND ANALYSIS PROCESS

ONLINE ENGAGEMENT

The primary method of data collection performed was through online surveys administered through Qualtrics XM®. These surveys were distributed via email to school district stakeholders with permission from the superintendent. The surveys completed provided data on the Guiding Principles of the NASB Strategic Planning Process. Online survey engagement was completed in the fall of 2025 and totaled 364 responses. A breakdown of survey completion rates is shown below:

IN-PERSON ENGAGEMENT

As a part of the Strategic Planning process, district leadership was asked to create a Strategic Overview Committee (SOC) comprised of various stakeholder groups to help guide and provide input on the process. This group totaled 32 people and was engaged in two different meetings: September 23rd and December 2nd. The public was also engaged through an in-person community engagement meeting. It was held the same day as the first SOC meeting (September 23rd). Those in attendance were asked to answer a group of questions selected by ACS leadership. Questions were discussed in small groups, and a summary of each group discussion was shared with all present. All in-person engagement data, along with the survey data, was used to inform the District Needs Analysis.

ONLINE ENGAGEMENT		
STAKEHOLDER GROUP	TARGET RESPONSE RATE	ACTUAL RESPONSE RATE
Administrators:	100%	100%
Board:	100%	100%
Certified Staff:	100%	93%
Classified Staff:	75%	90%
Students:	80%	79%
Parents:	60%	47%
Community	-	22 Responses

IN-PERSON ENGAGEMENT	
GROUP ENGAGED	ATTENDANCE
Strategic Overview Committee	32 people
Community:	20 people

ACADEMIC LEARNING AND SUCCESS

A balanced learning process that includes instructional methods to improve learning and growth for each student.

This Guiding Principle examines the systems and processes in place to ensure students experience continuous academic growth. Overall, data indicated that Ainsworth Community Schools provides a strong academic foundation for its students. This is reflected in the higher percentage of Ainsworth students identified as proficient across the NSCAS assessments. In addition, survey data indicated that curriculum is generally aligned to state standards, reinforcing the district's ability to support student achievement at a baseline level. However, student perception data shows that only 28% of students in grades 5–12 feel that their classwork or homework regularly challenges them. Staff survey results bring some context to this finding, as just 43% of certified staff indicated that the district has adopted curriculum in non-core subject areas. This gap suggests that while core instruction may be well supported and aligned, inconsistencies in curriculum adoption and alignment, particularly vertically and horizontally, may limit opportunities for deeper learning and challenge across all content areas. Although curriculum alignment will be discussed further in the Personnel Effectiveness section, it represents an important system-level factor influencing student perceptions of rigor. While the district demonstrates strong academic performance overall, addressing these alignment and rigor-related gaps presents an opportunity to strengthen instructional coherence and ensure that all students are consistently challenged as they progress through their educational journey.

Please see [page 4-6](#) of the Data Addendum for full data reports on this Guiding Principle.

STUDENT-CENTERED LEARNING ENVIRONMENT

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

Comprehensive support systems and a positive learning environment are critical to student growth. The effective use of Multi-Tiered Systems of Support (MTSS) is a key indicator of a student-centered approach, as it ensures student needs are identified early and addressed through targeted interventions. District data indicate that MTSS implementation and utilization are a documented strength, particularly at the elementary level where systems are well established and consistently applied. Certified staff and administrators did identify opportunities to strengthen MTSS practices at the secondary level. Additionally, data highlights challenges related to fully including students with disabilities in general education classrooms. Both staff and administration noted that limited availability of support staff continues to be a significant barrier impacting the district's capacity to deliver inclusive services despite strong foundational systems.

Please see [page 7-10](#) of the Data Addendum for full data reports on this Guiding Principle.

CULTURAL INCLUSION AND ENGAGEMENT

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

Under the guiding principle of Cultural Inclusion and Engagement, district data indicate a need to strengthen alignment, understanding, and practice across all stakeholder groups. While administration believes professional learning is in place to help staff understand the needs of students from diverse racial and ethnic backgrounds, fewer than half of certified staff affirm this understanding, suggesting a gap between intent and implementation. Additionally, certified staff express uncertainty about how effective data are being used to support students and families from diverse backgrounds. Student voice further underscores this need, with one in five students indicating that the school does not fully understand the challenges their family faces. Both certified staff and parents/guardians consistently identify poverty and financial stress as the most significant barriers impacting families. Together, these findings highlight the importance of deepening culturally responsive practices, improving data-informed supports, and strengthening engagement efforts that acknowledge and address the lived experiences of students and families.

Please see [page 11-17](#) of the Data Addendum for full data reports on this Guiding Principle.

DISTRICT/BUILDING CULTURE AND CLIMATE

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

The culture and climate of a school district directly influence how effectively students learn. A positive culture enhances academic outcomes and promotes student engagement, motivation, and a sense of belonging. Teachers and staff play a central role in shaping this environment, providing leadership opportunities, modeling consistent expectations, encouraging collaboration, and valuing staff contributions. Of certified staff, 26% disagreed that culture promotes academics over extracurriculars. Additionally, there was concern amongst some certified staff related to inclusive decision-making, cohesion, trust and transparency, and overall feedback and communication. Some of these same sentiments were also shared by several classified staff members. Although the data was not overly concerning, it does indicate a need for greater alignment around shared values and expectations. Those steps, along with reinforcing inclusive practices, are essential toward improving culture and climate in ways that directly support student success.

Please see [page 18-22](#) of the Data Addendum for full data reports on this Guiding Principle.

PERSONNEL EFFECTIVENESS

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

Personnel effectiveness is grounded in the belief that student success is directly influenced by the quality of educators who support them each day. Although data suggests a mentor program is present, administration and certified staff acknowledged that a comprehensive certified staff onboarding process is not. A clearly defined and consistently implemented onboarding process is essential to ensure new staff understand district expectations, instructional priorities, and available supports. Data also suggested greater clarity and alignment is needed within district systems, particularly curriculum review processes and the use of a shared instructional model, which will promote cohesion across building levels and classrooms. When educators understand how curriculum is aligned horizontally and vertically and how instructional practices connect to a common model, instructional quality and consistency improve districtwide. Additionally, embedding shared decision-making and family engagement into the school improvement process will ensure priorities are collaboratively determined, clearly communicated, and collectively owned across the district, fostering stronger commitment and more effective implementation.

Please see [page 23-29](#) of the Data Addendum for full data reports on this Guiding Principle.

SOCIAL-EMOTIONAL AND MENTAL HEALTH WELL-BEING

The social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

Social-emotional and mental well-being are foundational to a positive school climate and directly influence students' ability to learn, engage, and build healthy relationships. When schools prioritize well-being, both students and staff are better equipped to manage stress, demonstrate resilience, and maintain focus, contributing to stronger academic outcomes and more supportive learning environments. Student well-being data is another strength of the district. High percentages of students feel safe at school, are hopeful about their future, and have someone at school they can to. All parents completing the survey agreed to some extent they feel their student(s) is/are safe at school. Staff and administrators' well-being trends positive but does leave room for improvement. Supporting data shows that 45% of certified staff feel the district does not effectively equip all staff to address their social-emotional and mental health well-being. Ensuring staff have the tools, resources, and supports necessary to maintain their well-being is essential to promoting a healthy culture and retaining high-quality staff.

Please see [page 30-35](#) of the Data Addendum for full data reports on this Guiding Principle.

ACCESS TO EDUCATIONAL OPPORTUNITIES

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

Ensuring that every student is equipped with meaningful pathways to success beyond high school requires intentional focus on access, flexibility, and relevance in educational programming. Survey data reveal critical gaps in the district's ability to meet the diverse learning needs and postsecondary interests of all students. The district currently lacks alternative pathways for students to earn graduation credit when the traditional classroom setting is not an effective or appropriate learning environment, limiting access for some learners to successfully progress toward graduation. In addition, both administration and certified staff consistently identify the need for more comprehensive career and technical education opportunities to better align student learning with workforce demands and postsecondary options. These findings emphasize the importance of expanding flexible learning models and strengthening career-focused programming to ensure equitable access to meaningful, relevant educational opportunities for all students.

Please see [page 36-39](#) of the Data Addendum for full data reports on this Guiding Principle.

FAMILY AND COMMUNITY PARTNERSHIPS

Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

As a public school district, strong relationships among the district, parents, families, and the broader community are essential to student success, as they directly influence student engagement, attendance, and academic persistence. While learning how to effectively partner with families and the community presents challenges, research and practice consistently show that meaningful collaboration enhances educational quality when implemented well.

Survey data indicates that these relationships exist within the district but have not yet reached their full potential. Notably, 30% of parents and guardians reported that the school does not encourage family involvement in their student's education, suggesting that current communication and engagement practices may not be reaching all families consistently. Strengthening parent and family communication through clear, accessible, and consistent messaging would improve transparency and increase opportunities for meaningful partnership.

In addition, the Nebraska Education Profile indicates that the percentage of English Learner students in the district has more than doubled over the last decade (4% to 10%). As the community becomes more diverse, this shift underscores the importance of cultural inclusion training to ensure staff are equipped to effectively engage students and families from various cultural backgrounds.

Survey data also revealed that 36% of certified staff do not pursue partnerships with the local community to enhance classroom learning. This suggests an opportunity to more intentionally leverage community resources and local expertise to connect learning to real-world contexts, increase student relevance, and strengthen school–community ties. This could also, and more simply, point to a lack of communication between the partnerships that do exist.

Please see [page 40-45](#) of the Data Addendum for full data reports on this Guiding Principle.

DISTRICT RESOURCES

District leadership in collaboration with building administration aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

The effective alignment and management of district resources play a critical role in advancing instructional quality and student learning. Ainsworth Community School has demonstrated strong fiscal responsibility and made meaningful progress in facility improvements, contributing to overall operational stability. However, feedback across stakeholder groups indicates persistent facility needs. Over a quarter of parents/guardians (27%) reported that facilities do not fully meet student learning needs. Students, families, staff, administrators, and board members consistently identified learning spaces and parking as priority areas for improvement. 2 of 6 board members noted a gap in the review and adoption of a master facility plan. Addressing this gap presents an opportunity to clarify roles and timelines related to facility planning and ensure that facility decisions are consistently aligned with student learning needs and district goals.

Data indicated that staffing challenges, primarily paraprofessionals, continue to impact the district’s ability to meet diverse student needs. We understand that hiring support staff, especially in rural Nebraska, isn’t an easy fix. However, there are creative strategies to ensure certified staff feel they have enough support to provide all students with a high-quality education.

The continuation of well-communicated investment in facilities and staffing will be critical to strengthening learning environments, supporting instruction, recruiting and retaining staff, and maintaining community trust.

Please see [page 46-52](#) of the Data Addendum for full data reports on this Guiding Principle.

BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

Strong, effective governance provides the structure and accountability necessary to keep district leadership focused on continuous improvement and student-centered outcomes. The Ainsworth Board of Education has established multiple systems that contribute to a positive learning environment grounded in academic excellence and success for all students, while also recognizing opportunities for continued growth and refinement. To strengthen governance effectiveness, the board must engage in intentional, ongoing professional development with a focus on the onboarding of new board members, the use of data to inform decision making, and sustained community engagement. The board is also committed to maintaining safe, modern facilities and to attracting and retaining high-quality staff as essential conditions for student success. Most critically, continued alignment of board decisions with the district's mission and vision will ensure a unified direction for district improvement. This unified vision is supported by a positive, collaborative culture across all levels of an organization, where board members, administrators, teachers, and support staff share responsibility for fostering an environment of trust, support, and commitment to students. The Board's growth in the standards of Student Success & Accountability, District Resources, and Professional Development will help maintain district focus on its most critical responsibility of ensuring success for all students.

Please see [page 53-57](#) of the Data Addendum for full data reports on this Guiding Principle.

Ainsworth Community Schools 2026-2027 School Calendar

10-12 In-Service / Work days
10 FB, VB, CC, GG practice
13 1st Day Students

AUGUST 2026						
S	M	T	W	Th	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					

7 No School – Labor Day
25 No School PT Conferences & In-service/work day

SEPTEMBER 2026						
S	M	T	W	Th	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			

7 No School – FCCLA/ In-service (pending)
9 End of 1st Qtr
23 No School – Fall Break

OCTOBER 2026						
S	M	T	W	Th	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

25, 26, 27 Thanksgiving Break

NOVEMBER 2026						
S	M	T	W	Th	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					

15-18 Semester Tests (Schedule Pending)
18 2:00 Dismissal End 2nd Qtr
21-31 Holiday Break
23-27 NSAA Moratorium

DECEMBER 2026						
S	M	T	W	Th	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		

1 No School – Holiday Break
4 Teacher In-Service/Work Day
5 School Resumes for Students
29 No School – Teacher In-service HS Girls Wrestling Team

JANUARY 2027						
S	M	T	W	Th	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						

8 No School- In-service & P/T Conferences
19 No School – Winter Break

FEBRUARY 2027						
S	M	T	W	Th	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						

5 End of 3rd Qtr
4-5 No School - Spring Break
25 In-Service/HS Track Meet
25-29 No School – Easter Break

MARCH 2027						
S	M	T	W	Th	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	Th	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	

9 Graduation
17-20 Semester Tests (Schedule Pending)
20 2:00 Dismissal Student's last day End 4th Qtr
21 In-Service/Work Day

MAY 2027						
S	M	T	W	Th	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					

Number of Student Days	Number of Teacher Days
Aug 13	Aug 16
Sept 20	Sept 21
Oct 20	Oct 21
Nov 18	Nov 18
Dec 14	Dec 14
Jan 18	Jan 20
Feb 18	Feb 19
Mar 18	Mar 19
Apr 22	Apr 22
May 14	May 15
Total 175	Total 185

Early Out Days for Students
 Dec 18 (2:00)
 May 20 (2:00)

Teacher In-Service / Work Days
 Aug 10,11,12
 Sept 25
 Oct 7
 Jan 4, 29
 Feb 8
 Mar 25
 May 21

Purple – PT Conference
 Red – Teacher In-Service/Work Time
 Yellow – No School
 Green – Semester Tests/Finals

*Approved :
 Subject to changes as needed*