

Board of Education Regular Meeting
Monday, May 11, 2026 7:00 PM
HS CONFERENCE ROOM
705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3.
 - Resignations: See action item
 - Hires:
 - Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
 - Physical Education (Elementary and Secondary)
5. PRINCIPALS' REPORTS
 - 5.1. Mr. Pfingsten's Secondary Report
 - 5.2. Mr. Shada's Activity Report
 - 5.3. Dr. Morgan's Elementary Report
6. SUPERINTENDENT'S REPORT
 - 6.1. Supt Leave Log Review
 - 6.2. NASB and NRCSA Reports
 - 6.3. Policy Update Service Changes/Agreement
 - 6.4. June Meeting Date Reminder
 - Moved to June 15, 2026, the third Monday
7. COMMITTEE AND REPRESENTATIVE REPORTS
 - 7.1. Buildings and Grounds Committee
8. NEW BUSINESS
 - 8.1. Discuss, Consider and Take Necessary Action to Release Teacher from 2026-2027 Contract
 - 8.2. Discuss and Consider Required Library Policy on First Reading
 - 8.3. Discuss, Consider and Take Necessary Action to Approve High School Diplomas for 2026 Graduating Class
 - 8.4. Discuss and Consider Legislated Policy Updates on First Reading
 - 1110 - Bulletin Boards
 - 3560 - Records Management and Disposition
 - 5004 - Full-time and Part-time Enrollment

- 5005 - Student Residence, Admission and Contracting for Educational Services
- 5006 - Option Enrollment Policy (Resolution & Appendix 1)
- 5008 - Attendance
- 5101 - Student Discipline
- 8130 - Annual Organizational Meeting
- 8342 - Designated Method of Giving Notice of Meetings

9. ADJOURNMENT

Monday, April 13, 2026 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

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

1.2. Roll Call

Jason Ar, Present: Cassie Flesner, Present: Chase Kratochvil, Present: Brian Laaker, Present: Steve Slykhuis, Present: Shanon Willmott, Present. Also Present were Principals Aaron Pfingston, Jacque Morgan, Athletic Director James Shada, Superintendent Dawn Lewis and Recording Secretary Jennifer Arp

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

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

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

No guests were present to speak at tonight's meeting-

Mr. Kratochvil asked the two seniors present at tonight's meeting introduce themselves to the board.

3. CONSENT AGENDA

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

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

The board discussed all items in the consent agenda and asked questions on financials as needed. Dr. Lewis answered any questions regarding the check register.

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations:

Hires: Gracey England, HS SPED

Ben Dobson, Head Cross Country

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

Science Department

Nichole Kern, Cassy Rolland, Lindsay Schlosser were present at tonight's Meeting. They highlighted sections of each of their classrooms and classes, and discussed some grants they are getting for the science department including Tv's for each classroom for lab work and more visible notes and directions for the whole classroom while moving about, and a company to help remove some of the older chemicals that are needing to be disposed of from the lab.

5. PRINCIPALS REPORTS

5.1. Dr. Morgan's Elementary Report

5.2. Mr. Pfingsten's Secondary Report

5.3. Mr. Shada's Activity Report

6. SUPERINTENDENTS REPORT

Dr. Lewis went over Arbor family counseling usage, the legislative updates and any upcoming training or meetings she will be attending for the remainder of this school year. The counseling report was discussed as we are showing progress towards having a particularly high year with

services received. The board discussed how society might be more accepting of mental health help and students and staff are more comfortable utilizing the service. They feel that the service is well worth it for our school. The board asked to ask the service about the effects of social media and how it pertains to our students and if that is any indication for our more need for services or needs.

Dr. Lewis asked about the June board meeting as she will be out of town for a meeting for NCSA advocacy- she will not be able to zoom for the set meeting date- will need to move from Monday June 8th to Monday June 15th

6.1. Review of Arbor Family Semi-Annual Usage Report for Semester 1

6.2. NASB and NRCSA reports

6.3. Discuss June Board meeting date

6.4. Legislative Update

6.5. Review of Training and Additional Meeting/Trainings

- Recent Training (military and education)
- NCSA Exec Business Meeting
- NASA Meeting connected to NASBO Conference

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Buildings and Grounds Committee

Jason Arp discussed that the committee met with representatives from DLR on our upcoming proposal for updating our facilities and grounds. They went over different proposals and are going to come up with some renderings and prices for these proposals. The committee asked for a couple different renderings on the wrestling room proposals and asked for the costs involved with that change.

The committee met with the Fairgrounds about them utilizing some of the grounds around the ball field in exchanging some land for some dirt on the north side of the ball field. Part of the land agreement that has been devised with the fairgrounds and ownership of the ground includes 2500 sq feet of dirt to be made available to the fair. The committee is concerned that the amount of dirt that is asking to be removed may cause the grade to fall under the flood plain level, the fair is asking for 5000 sq feet- the committee wants to check all the boxes first before we move forward with anything. Negotiations will need to be made and discussed and the committee is aware of making sure it is handled correctly.

7.2. Negotiations Committee

Negotiations met in April and went over classified staff and admin and will go over that information later in the meeting .

7.3. Finance Committee

Meet before tonight's meeting and went over building level budgets, and will be presented in tonight meeting for approval.

8. NEW BUSINESS

8.1. Discuss, Consider and Take Necessary Action to Approve Classified Staff Wage Increases for 2026-2027 as Presented

Motion to approve the classified staff wage increases for 2026-2027 as presented Passed with a motion by Chase Kratochvil and a second by Shanon Willmott.

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

The board discussed all items in the classified staff wage increases for the 2026-2027. Chase discussed the negotiations and how it was pretty straight forward, with increases and how it figured out.

8.2. Discuss, Consider, and Take Necessary Action to Approve Principal Contract Salary Increases for 2026-2027 as Presented

Mr. Aaron Pfingsten

Dr. Jacqueline Morgan

Motion to approve the principals contract salary increases for 2026-2027 as presented Passed with a motion by Chase Kratochvil and a second by Cassie Flesner.

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

Chase discussed the negotiations and descriptions for the administration wages as presented for 2026-2027. No discussion was had.

8.3. Discuss, Consider and Take Necessary Action to Approve Certificated Director Salary Increases for 2026-2027

Mrs. Tashia Wolf

Mrs. Sarah Sharp

Motion to Approve Certificated Director Salary Increases for 2026-2027 Mrs. Tashia Wolf Mrs. Sarah Sharp as presented Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

Chase discussed with the board that these two individuals were much lower on the pay scale according to the array and needed to be separated out so that they could be caught up to where the board feels they should be placed and inline with all other Directors in our conference.

8.4. Take Necessary Action to Release Teacher from 2026-2027 Contract

Motion to release Michaela Curran from the 2026-2027 contract Passed with a motion by Cassie Flesner and a second by Shanon Willmott.

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

Dr. Lewis spoke to the board about a staff member who submitted her resignation after contract for the 2026-2027 school year was signed. Since the contract was signed the board just needs to release the contract of the staff member.

8.5. Discuss, Consider and Take Necessary Action to Approve Building Level Budgets for 2026-2027

Motion to approve Approve Building Level Budgets for 2026-2027 as presented Passed with a motion by Chase Kratochvil and a second by Brian Laaker.

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

The Board discussed the increases and decreases and how they pertain to each department. The major increase on the High school side was the JAG program, the school contracted this program knowing that after a 3-year period we will need to pay \$10,000 for this program- that accounts for the major increase for this. The committee was not concerned with any of the increases and recommended that the board approve the proposed budgets, and is comfortable with the budgets as presented

8.6. Discuss, Consider and Take Necessary Action to Adopt 2026 Spring Legal Policy Updates on Second Reading:

1040 - Annual Report

3540 - Bidding Construction Projects

5601 - Asthma, Anaphylaxis and Allergic Reaction Protocol

7050 - Bids and Contracts

Motion to Adopt 2026 Spring Legal Policy Updates on Second Reading: 1040 - Annual Report 3540 - Bidding Construction Projects 5601 - Asthma, Anaphylaxis and Allergic Reaction Protocol 7050 - Bids and Contracts Passed with a motion by Steve Slykhuis and a second by

Cassie Flesner.

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

This is the second time we have seen these updates and the board is required to approve and make the policy updates and changes.

8.7. Review Policies 6700-6931:

- 6700 - Firearm Policy
- 6800 - Internet Safety Policy
- 6900 - Chronic Infectious Disease Practice and Procedures
- 6910 - Dispensing Meds Caretaker Authorization
- 6910 - Medication Forms
- 6920(a)(b) - Self Management of Asthma-Anaphylaxis-Diabetes and forms
- 6921 - Safe Seizure Schools
- 6930.1 - Opioid Overdose Prevention and Response
- 6930 - Behavioral Points of Contact
- 6931 - Behavioral Intervention and Classroom Management

8.8. Discuss, Consider and Take Necessary Action to Approve Early Graduation Application for 2026-2027

Motion to approve Early Graduation Application for 2026-2027 as present Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

Mr. Pfingsten presented to the board a student submitting an early graduation application. He spoke of the student's request and it meets the post-secondary goal — the student will meet the graduation requirements, Mr. Pfingsten proposed that the student be approved for this request. .

9. ADJOURNMENT

Mr. Kratochvil adjourned the meeting at 8:36pm

CHECK REGISTER FOR APRIL 2026

PAYEE NAME	DESCRIPTION (Includes special fund checks)	AMOUNT
Airgas	Welding gas tank rental	\$ 51.43
Ace Hardware	drain clog repair items	\$ 63.97
AKRS Equipment	z930M Ztrack	\$ 7,000.00
Arbor Family	onsite hours-April	
Bomgaars	bus barn fans & weed killer baseball field	\$ 399.96
Border States Ind	resource room lights	\$ 260.00
David Bryan	choir accompanist-April	\$ 495.00
BSN Sports	tent frame	\$ 1,299.99
Casey's	fuel for vans	\$ 1,920.02
Cash-Wa Distributing	state testing snacks	\$ 1,056.81
Countryside Repair	mower tube & truck battery	\$ 401.93
Demco	library labels	\$ 94.88
ESU 3	School Psych PLC	\$ 10.00
ESU 3	speech & vision services-March	\$ 2,754.58
ESU 3	Brook Valley Student Svc-March	\$ 6,490.00
ESU 3	Early Childhood Learning Lab-PK	\$ 45.00
ESU 3	Gifford Farm-team challenge	\$ 104.00
Egan Supply	custodial supplies	\$ 3,934.26
Enterprise Pub	legals:meetings & minutes	\$ 218.41
Fastwyre	telephone svc	\$ 472.26
Fas Break	van 1 windshield chip	\$ 70.00
Fiber Platform	internet provider	\$ 558.62
Gopher Sports	scooter boards	\$ 385.78
Heartland Tires	Bus 2019 tire	\$ 699.36
Herff Jones	Valedictorian & Dist Scholar Awards	\$ 133.97
Hometown Leasing	printer copier lease	\$ 1,810.93
HyVee	donuts for testing pep rally	\$ 824.50
Jeredith Brands	school cleaning- 20 days	\$ 7,560.00
Keep Nebraska Beautiful	chemical disposal	\$ 1,161.24
KSB School Law	emails re-personnel matter	\$ 79.00
Lakeshore Equip	PK classroom supplies	\$ 94.27
LE Learn2Move	PT services	\$ 737.95
Menards	bus barn supplies & cleanup supplies Ballfield	\$ 99.82
Menards	new addition duct sealing	\$ 42.42
Menards	bus barn supplies	\$ 291.56
Master Teacher	end of year staff awards	\$ 404.65
Methodist Fremont Health	athletic trainer svc March	\$ 2,873.81
Midwest Grads	diploma & cover sets	\$ 783.55
Martin Clausen	monthly pest control	\$ 92.64
Midwest Movement	drivers' physicals	\$ 170.00
McKinnis Roofing	emergency drain call	\$ 437.50
Natl Assoc School Nurses	yearly membership	\$ 125.00
NCSA	NASBO state convention	\$ 180.00
Omaha Truck Center	bus 2019 turbocharger repairs	\$ 578.93
Omaha Truck Center	bus 2019 clamps	\$ 38.93
Omaha Truck Center	bus 2019 tube & gasket	\$ 160.65
Omaha Truck Center	bus 2019 oil line	\$ 16.22
Omaha Truck Center	bus 2019 repair gasket & seal	\$ 61.13

One Source	background checks	\$	94.00
OPPD	Electricity	\$	11,088.26
O'Reilly Auto Parts	van 3-window switch	\$	7.90
O'Reilly Auto Parts	van 3 install kit & bus barn supplies	\$	357.54
JW Pepper	sheet music-band	\$	200.00
JW Pepper	sheet music-band	\$	32.98
JW Pepper	sheet music-band	\$	184.76
Riverside Assessments	online testing	\$	88.00
Sherwin Williams	ath white 2	\$	97.93
Sherwin Williams	baseball field paint	\$	153.53
TEC Equip	Bus 2015 sensor & stock brake cleaner	\$	291.93
Tennant Sales & Svc	belt brush	\$	30.75
Tennant Sales & Svc	vaccuum bags	\$	205.20
Trevipay-Walmart	various classroom supplies	\$	264.12
Twig Education	book bundles grades 3-5	\$	742.50
Village of Arlington	water	\$	733.74
Washington County Sheriff	SRO 2024-25 year	\$	34,486.73
Washington County Sheriff	SRO 2025-26 year	\$	35,284.14
Waste Connections	trash service	\$	865.25
Wood River	natural gas	\$	5,086.23
Visa	various classroom supplies		\$2,409.89
Total Payables (GF checks not mailed until approved by the BOE)			\$140,250.31

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

Candlewood Suites	sped conference-Mueller		319.73
Candlewood Suites	sped conference-Gerrish		\$319.73
McKinnis Roofing	emergency leak repair		\$1,269.91
McKinnis Roofing	roof leak repairs		\$1,028.26
Trevipay-Walmart	classroom supplies		\$372.32
Wex Bank	fuel purchase		\$21.31
Warehouse Lighting	outside lights		\$947.69
Gail Houser	refund lunch account		\$96.20
FBLA	nationals registration		\$4,610.00
FBLA	Additional student registration-nationals		\$195.00
Excite	FBLA lodging nationals		\$13,909.00
Excite	Additional student accommodations		\$487.00
JM Hospitality	FBLA SLC chaperone rooms		\$779.70
Total Hand payables			\$24,036.12
Total General Fund			\$164,286.43

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

Total Special Funds

\$0.00

Hot Lunch Expenses

US Foods		\$5,244.12
Sysco		\$6,943.00
CWD		\$7,747.44
Jackson Service		\$457.06
Hiland Roberts		\$3,178.08
Earthgrains		25.52
Visa	dishwasher thermometers	90.65
Dawn Klein	refund lunch account	\$70.03

Hot Lunch Total

\$23,755.90

EFINANCE - POWERSCHOOL
 DATE: 04/28/2026
 TIME: 17:09:40

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 2
 VENCHK11
 ACCOUNTING PERIOD: 8/26

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
49153			4607 VISA		VOID: MULTI STUB CHECK	
49154	9001	04/28/26	4607 VISA	2610	AMAZON-65W CHARGER	14.01
49154	9001	04/28/26	4607 VISA	2610	AMAZON-CLEANING WIPES, IN	82.58
49154	9001	04/28/26	4607 VISA	2610	AMAZON-DIVIDERS FOR BINDE	29.04
49154	9001	04/28/26	4607 VISA	2610	AMAZON-EXPO MARKERS	56.38
49154	9001	04/28/26	4607 VISA	2610	AMAZON-INK CARTRIDGE	29.89
49154	9001	04/28/26	4607 VISA	2610	AMAZON-INK CARTRIDGES	12.87
49154	9001	04/28/26	4607 VISA	2610	AMAZON-KITCHEN APPRECIATI	19.97
49154	9001	04/28/26	4607 VISA	2610	AMAZON-METHOD GLASS CLEAN	28.96
49154	9001	04/28/26	4607 VISA	2640	AMAZON-MR FOX'S GAME OF N	18.38
49154	9001	04/28/26	4607 VISA	2610	AMAZON-PENCILS, MARKERS-C	180.74
49154	9001	04/28/26	4607 VISA	2610	AMAZON-REPLACEMENT BATTER	98.98
49154	9001	04/28/26	4607 VISA	2610	AMAZON-RUCKUS WIRELESS AC	28.95
49154	9001	04/28/26	4607 VISA	2610	AMAZON--SHARK VACUUM & FI	116.28
49154	9001	04/28/26	4607 VISA	2610	AMAZON--SHARK VACUUM & FI	116.28
49154	9001	04/28/26	4607 VISA	2610	AMAZON-SUNSCREEN LAB PAPE	18.99
49154	9001	04/28/26	4607 VISA	2610	AMAZON-TONER	32.85
49154	9001	04/28/26	4607 VISA	2610	AMAZON-TONER FOR BUS BARN	10.80
49154	9001	04/28/26	4607 VISA	2610	AMAZON-TONER FOR BUS BARN	25.19
49154	9001	04/28/26	4607 VISA	2610	AMAZON-VELCRO ROLLS	8.74
49154	9001	04/28/26	4607 VISA	2610	AMAZON-VELCRO ROLLS	8.75
49154	9001	04/28/26	4607 VISA	2330	CHICK FIL A	11.76
49154	9001	04/28/26	4607 VISA	2610	DELUXE-DEPOSIT BOOKS	92.92
49154	9001	04/28/26	4607 VISA	2626	FILL-RITE BUS BARN FUEL	97.50
49154	9001	04/28/26	4607 VISA	2330	JOES KWIK MART	11.38
49154	9001	04/28/26	4607 VISA	2330	KWIK SHOP	46.31
49154	9001	04/28/26	4607 VISA	2610	META MTCE TRAINING	75.01
49154	9001	04/28/26	4607 VISA	2330	NE COUNCIL OF SCHOOL ADMI	75.00
49154	9001	04/28/26	4607 VISA	2610	PCXS SOLUTIONS-CABLE POWE	329.42
49154	9001	04/28/26	4607 VISA	2330	POPEYES	13.66
49154	9001	04/28/26	4607 VISA	2330	QUALITY INN & SUITES	200.58
49154	9001	04/28/26	4607 VISA	2643	STORY JUMPER CHILDRENS BO	32.89
49154	9001	04/28/26	4607 VISA	2431	TOMMYS-VAN 3 CARWASH	4.50
49154	9001	04/28/26	4607 VISA	2431	TOMMYS-VAN 3 CARWASH	10.48
49154	9001	04/28/26	4607 VISA	2610	TPT - 3RD GRADE MATH MAST	5.00
49154	9001	04/28/26	4607 VISA	2531	USPS-CERT LETTERS	175.38
49154	9001	04/28/26	4607 VISA	2610	WALMART.COM - SUPPLIES FO	47.89
49154	9001	04/28/26	4607 VISA	2610	WALMART-TESTING SNACKS	241.58
					TOTAL CHECK	2,409.89
					TOTAL FUND	2,409.89
					TOTAL REPORT	2,500.54

Activity Balances as of		4/30/2026			
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ 15,698.98	\$468.00	\$15,664.30	\$ 502.68
100-702	Always For Kids ELEM	\$ 13,354.46	\$ 27,730.01	\$15,794.56	\$ 25,289.91
702	HS Always for Kids	\$ 2,355.89	\$705.07	\$441.80	\$ 2,619.16
100-703	ELEM Art Class	\$ -	\$100.00	\$0.00	\$ 100.00
703	Art Class	\$ 5,791.54	\$1,351.02	\$4,691.15	\$ 2,451.41
704	Art Club	\$ 1,596.69	\$0.00	\$68.95	\$ 1,527.74
705	Athletics	\$ (33,348.50)	\$98,317.18	\$82,491.04	\$ (17,522.36)
706	Band	\$ 3,960.89	\$4,325.25	\$4,563.47	\$ 3,722.67
708	Book Club	\$ 822.17	\$0.00	\$97.80	\$ 724.37
709	Cheerleading	\$ 1,336.15	\$17,104.88	\$34,868.54	\$ (16,427.51)
710	Welding	\$ 2,202.95	\$360.00	\$0.00	\$ 2,562.95
711	Class of 2030	\$ -	\$0.00	\$0.00	\$ -
713	MS Show Choir	\$ -	\$515.00	\$420.00	\$ 95.00
714	SKILLS	\$ 336.53	\$6,010.79	\$3,715.20	\$ 2,632.12
716	GIRLS WRESTLING	\$ 1,398.90	\$5,641.75	\$3,389.65	\$ 3,651.00
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 620.62	\$38,300.47	\$34,992.86	\$ 3,928.23
721	Dance Squad	\$ 5,825.13	\$5,271.80	\$7,404.30	\$ 3,692.63
722	Drama	\$ 2,245.84	\$1,834.89	\$696.99	\$ 3,383.74
723	MS STEM	\$ 250.56	\$710.46	\$222.61	\$ 738.41
725	WEIGHTS	\$ (30.82)	\$4,077.65	\$2,863.91	\$ 1,182.92
726	FBLA	\$ 17,499.94	\$32,880.77	\$35,215.80	\$ 15,164.91
727	Football	\$ 7,481.28	\$6,437.00	\$6,619.19	\$ 7,299.09
728	Reimbursement (general)	\$ 278.55	\$2,170.00	\$1,131.68	\$ 1,316.87
732	Fam Cons Science	\$ (194.52)	\$680.00	\$545.83	\$ (60.35)
733	Wrestling	\$ 1,043.48	\$7,635.75	\$6,363.43	\$ 2,315.80
735	Honor Society	\$ 1,184.19	\$340.00	\$467.55	\$ 1,056.64
736	Activities Interest	\$ 4,089.10	\$2,554.77	\$0.00	\$ 6,643.87
737	MS Student Council	\$ 3,684.26	\$743.50	\$0.00	\$ 4,427.76
739	Library Fund Elem/HS	\$ 1,433.77	\$1,493.63	\$1,081.46	\$ 1,845.94
740	Industrial Tech / Woods	\$ 3,475.21	\$1,025.00	-\$461.37	\$ 4,961.58
742	Quiz Bowl	\$ 870.82	\$176.00	\$182.00	\$ 864.82
744	HS Lounge	\$ 119.09	-\$119.09	\$0.00	\$ -
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 214.17	\$1,150.43	\$253.58	\$ 1,111.02
748	Spring Musical	\$ 14,117.33	\$14,076.10	\$15,135.10	\$ 13,058.33
749	Student Council	\$ 4,368.97	\$6,014.93	\$5,752.55	\$ 4,631.35
750	Student Vending	\$ (663.09)	\$1,543.00	\$719.06	\$ 160.85
751	Swing Choir	\$ 3,784.32	\$67.30	\$2,997.73	\$ 853.89
753	Yearbook	\$ 743.38	\$5,245.00	\$4,120.72	\$ 1,867.66
756	Pepsi	\$ 792.71	\$1,000.00	\$1,371.09	\$ 421.62
758	Floor Fund	\$ 427.95	-\$427.95	\$0.00	\$ -
762	Baylor/ACT	\$ 3,121.21	\$36.00	\$3,175.00	\$ (17.79)
764	Metro	\$ 25,466.91	\$1,000.00	\$881.64	\$ 25,585.27
765	Class of 2028	\$ 1,267.40	\$2,846.50	\$650.25	\$ 3,463.65
766	FFA	\$ 15,133.42	\$33,365.22	\$43,760.01	\$ 4,738.63
768	RR Store	\$ 7,840.58	\$1,000.00	\$1,966.45	\$ 6,874.13
770	K3 Basketball Camp	\$ -	\$816.00	\$269.74	\$ 546.26
773	Class of 2024	\$ 798.81	\$0.00	\$798.81	\$ -
774	Class of 2025	\$ 60.04	\$0.00	\$0.00	\$ 60.04
775	Class of 2026	\$ 2,755.59	\$0.00	\$896.00	\$ 1,859.59
776	Class of 2027	\$ 3,639.90	\$2,755.00	\$4,486.29	\$ 1,908.61
777	Class of 2029	\$ -	\$1,067.80	\$0.00	\$ 1,067.80
782	Volleyball	\$ 8,415.72	\$2,976.15	\$1,741.86	\$ 9,650.01
783	Boys Golf	\$ 3,441.85	\$1,000.00	\$0.00	\$ 4,441.85
784	Girls Golf	\$ 4,472.71	\$1,030.00	\$372.41	\$ 5,130.30
785	Cross Country	\$ 7,576.53	\$1,513.00	\$4,047.94	\$ 5,041.59
786	Track Fund	\$ 4,064.38	\$1,206.00	\$606.06	\$ 4,664.32
787	MS Track	\$ 222.12	\$0.00	\$117.00	\$ 105.12
788	Softball	\$ 493.69	\$2,503.50	\$2,553.98	\$ 443.21
789	Baseball Fund	\$ (333.34)	\$13,445.50	\$13,452.30	\$ (340.14)
790	Boys Basketball	\$ 697.34	\$4,604.88	\$3,806.96	\$ 1,495.26
791	Girls Basketball	\$ 4,750.24	\$6,876.20	\$6,423.70	\$ 5,202.74
792	MS Girls Basketball	\$ 181.50	\$701.00	\$531.50	\$ 351.00
793	Striv	\$ 1,585.17	\$1,900.00	\$809.38	\$ 2,675.79
794	Sped	\$ 1,163.21	\$3,506.01	\$3,383.60	\$ 1,285.62
795	Wellness (District)	\$ 1,094.00	\$3,000.00	\$3,590.15	\$ 503.85
796	Elementary Activity	\$ -	\$240.00	\$240.00	\$ -
799	Elem Run Club	\$ -	\$212.40	\$44.80	\$ 167.60
713	Alpaca	\$ 7.00	\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$1,078.11	\$1,043.38	\$522.30	\$ 1,599.19
200-800	HS Unified School	\$1,125.99	\$4,372.01	\$4,054.57	\$ 1,443.43
300-801	Hospitality	\$ (140.22)	\$1,300.00	\$788.65	\$ 371.13
	Totals	\$190,912.23	\$391,826.91	\$397,853.88	\$184,885.26

**General Fund
2025-2026**

Reiepts	Budgeted	Actual Reiepts	% Received	Last Year At this time %
Property Taxes	\$ 7,192,766.00	\$ 3,373,533.67	46.90%	55.08%
Carline Taxes	\$ 3,000.00	\$ 588.16	19.61%	15.84%
Motor Vehicle	\$ 400,000.00	\$ 330,626.05	82.66%	81.08%
PreSchool Tuition	\$ 20,000.00	\$ 16,620.00	83.10%	73.80%
County Sources	\$ 40,000.00	\$ 48,042.33	120.11%	131.14%
State Aid	\$ 2,279,755.00	\$ 1,756,955.00	77.07%	80.11%
Sped SA Revenue	\$ 936,000.00	\$ 806,216.00	86.13%	71.09%
Federal & all other	\$ 390,000.00	\$ 992,577.00	254.51%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$7,325,158.21	65.05%	69.77%

Expenditures:	Budgeted	Expenditures YTD	% Disbursed	
General Fund Totals				
Elementary	\$ 4,814,946.37	\$ 3,296,388.30	68.46%	61.34%
Secondary	\$ 4,811,590.37	\$ 3,166,783.99	65.82%	64.11%
District	\$ 2,623,968.83	\$ 1,333,579.27	50.82%	50.31%
Total	\$ 12,250,505.57	\$ 7,796,751.56	63.64%	60.09%

General Fund Categories of Particular Interest

Transportation

Elementary	\$ 251,435.22	\$ 195,119.99	77.60%	37.93%
Elem Transportation Maint.	\$ 87,044.32	\$ 57,358.45	65.90%	65.11%
Secondary	\$ 160,981.09	\$ 176,550.10	109.67%	61.81%
HS Transportation Maint.	\$ 31,261.08	\$ 16,365.84	52.35%	97.07%

District Level Categories of Particular Interest

Facilities and Operations

Operat of Building	\$ 705,125.81	\$ 353,855.81	50.18%	47.96%
Building Maint.	\$ 511,779.16	\$ 159,393.27	31.14%	34.09%
Grounds Maint	\$ 112,600.00	\$ 38,165.79	33.90%	30.20%

EFINANCE - POWERSCHOOL
 DATE: 05/04/2026
 TIME: 11:04:03

ARLINGTON PUBLIC SCHOOL
 SUMMARY EXPENDITURE COMPARISON REPORT

PAGE NUMBER: 1
 EXPCOM31

SELECTION CRITERIA: orgn.fund='01'
 ACCOUNTING PERIOD: 8/26

FUND - 01 - GENERAL

TITLE	CURRENT YEAR				PRIOR YEAR			
	BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
TOTAL ELEMENTARY 4,814,946.37	3,296,388.30	1,518,558.07	68.46	4,943,736.10	3,032,373.34	1,911,362.76	61.34	
TOTAL SECONDARY 4,811,590.37	3,166,783.99	1,644,806.38	65.82	4,433,518.09	2,842,129.22	1,591,388.87	64.11	
TOTAL DISTRICT WIDE 2,623,968.83	1,333,579.27	1,290,389.56	50.82	2,449,663.01	1,232,431.42	1,217,231.59	50.31	
TOTAL GENERAL 12,250,505.57	7,796,751.56	4,453,754.01	63.64	11,826,917.20	7,106,933.98	4,719,983.22	60.09	
TOTAL REPORT 12,250,505.57	7,796,751.56	4,453,754.01	63.64	11,826,917.20	7,106,933.98	4,719,983.22	60.09	

2025-2026 Physical Education Board Report
Jake Polk, Luke Hoelsing, Jake Eckhardt

1. Multi-cultural Aspect:

- All students have an important role in class activities regardless of age, gender, and ability level. Each student will have the opportunity to perform all exercises in order to be successful in their physical education class.
- There are opportunities for students to learn activities and exercises that originated from other cultures.
- Workouts and activities in the gym and weight room can be adjusted to fit individual student needs.

2. What do we want students to learn?

- Students in physical education classes will develop in the following exercise categories: strength, power, speed, agility, core strength/stability, flexibility, and coordination/motor skills.
- Students in physical education classes will learn the following from participating in activities: rules/boundaries, teamwork, fair play, spacing/awareness, sport-specific skills, scorekeeping, situational play, strategy and the enjoyment of games – sports – activities.
- We want students to give their best effort in all aspects of class and have a positive attitude.
Data is collected throughout the school year for grades 3rd -12th.
- **Elementary (Kindergarten - 2nd Grade):** Students will emphasize developing motor skills and enjoyment of physical activities through various games and practice opportunities. Proper nutrition, hygiene, and caring for oneself will also be introduced during this time period.
- **Elementary (3rd - 6th Grade):** Developing a healthy body is a major point of emphasis for students in grades three- six. Students are tested 3 times a year using the Fitnessgram Testing program in the areas of body composition, cardiovascular endurance, upper body strength, abdominal strength, hamstring flexibility, back flexibility, grip strength, and leg power.. These results are used to determine areas that can be improved. Students are given opportunities to work on their fitness levels through various workouts and through the activities taught in class. Besides fitness, we also work on skill development using sport-related activities.
- **Junior High (7th and 8th grade):** Students follow a weekly plan that gives them one day of health class, two days of strength & speed training, and two days of general physical education class each week. The schedule may be modified due to athletics/activities pulling a lot of students out of school early. The classes are also separated boys/girls for 4 of the 5 days each week and everyone comes together for a collaborative game/activity at the end of the week.
 - Activities: Weight training, aerobic training, agility training, and various team sports.
- **Freshman Physical Education Classes (Semester Schedule):** This class is students' introduction to strength & speed training. Agility assessments are conducted in the first few weeks of class to provide a baseline for our summative assessments at the end of the semester. In the first 5-6 weeks, we focus on the fundamentals of our core movements (bench press, squat, & hang clean). We also prioritize learning proper sprinting mechanics early in the semester. Once students have become competent & comfortable with our basic resistance training movements, we utilize progressive overload training, plyometrics, and sprint-based training to promote positive health & athletic adaptations.

- Students will be tested in three basic weight room exercises during the semester. These exercises include Hang Clean, Bench Press, and Squat. The overall goal for these students is that it is not what we do, but how we do it. Students will learn the proper technique before moving on to heavier weights. Students will also be assessed on how they perform five agility exercises, including broad jump, vertical jump, 10-yard dash, flying 10, and pro agility. These will be formatively assessed through the semester to track students' progress as well as summatively as a final to provide a clear pre and post-test.
- **10th-12th Physical Education Class: Advanced Strength & Agility Training / Fundamental Resistance Training:**
 - Advanced Strength & Speed Training: This class is designed with varsity athletes in mind. Its overall goals are to increase a student's speed, power, and agility. Compared to the 9th grade class, this course uses more advanced movements, techniques, and training guidelines (brief maximal tension & French contrast training). We introduce a wider range of exercises and also begin discussing the science behind resistance training and how different programs can be designed for different goals.
 - Fundamental Resistance Training: This class was created as an intermediate strength & speed training class. Its goal is to equip students with the knowledge, competencies, and skills to provide personal training. It is an ideal course for students who want to learn more about resistance training and personal fitness, but are not interested in a highly demanding, performance-driven, advanced class.
 - Lifetime Activities: Wiffle Ball, Capture The Flag, Soccer, Hockey, Volleyball, Basketball, Pickleball, Badminton, Ultimate Frisbee, Team Handball, Horseshoes, Cornhole, Golf and others.

3. How do we know students are learning?

- **Elementary (Kindergarten- 2nd Grade):** Students do skill checks quarterly to determine the growth throughout the year. The skills are reviewed and also sent to parents for their observation to allow them to know how their child is performing.
- **Elementary (3rd- 6th Grade):** Students are testing 3 times a year using the Fitnessgram program. The scores are compared to standardized test scores to determine if a student is in the Healthy Fitness Zone. The scores are reviewed at each testing time to determine growth. Students are able to set goals to meet the Healthy Fitness Zone standards. Besides fitness growth, students also participate in assessment of the sport unit they participate in. The students are able to see areas of strength and ones where they need improvement.
- **Junior High (7th and 8th):**
 - Health: Students are quizzed and given assignments during their weekly health class on the content that is being covered.
 - Physical Education: The physical education class uses the same agility assessments as the 9th grade high school class. We use a program called the Athletic Performance Index, founded by Boyd Epply, that gives each student a relative performance score on their assessments based on their height, weight, gender, and age. This assessment tool is fantastic for giving students an idea of how they are performing and progressing based on who they are. The assessment gives students feedback in three different areas: agility,

speed, and power. Points are assigned to each assessment based on the student's performance and their biometrics.

- **High School (9th-12th):** In our strength & speed classes, students' learning and progress are identified in two ways: technique & performance outputs. As students are exposed to different exercises and complex motor skills, their ability to perform them with proper technique is always the first priority. Once students have demonstrated proficiency in the movement or skill, we move on to tracking performance outputs. Data is collected from almost everything students do in class. These regular formative assessments allow us to objectively analyse students' progress and identify deficiencies. If we do see a student plateau or move in a negative direction, we can analyse the data holistically to see if it's a programming issue multiple students are experiencing or something specific to the individual.

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

- All physical educational classes regardless of age have the overall goal of increasing levels of physical fitness and gaining an enjoyment for physical activity. Developing strong relationships with students provides the opportunity to motivate and keep students engaged. A variety of exercises, activities, and games also helps keep things fresh in physical education classes.
- Students may also need individual attention whether it is skill development or an exercise. Every exercise we do in class can be adjusted to fit any student's ability level. We also have a fantastic weight room that allows each student regardless of ability and strength level to improve muscle groups that we are focusing on each day.

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

- Students in physical education classes that exceed proficiency will have opportunities to perform more challenging exercises. Also certain classes as a group may need less skill development before playing full games of certain sports.
- Strength & speed classes: Enriching the learning for students who exceed proficiency is accomplished in a few different ways for these classes. To start, structuring multiple classes with varying difficulty and proficiency expectations challenges students without leaving some behind (advanced class & fundamental class). Utilizing our iPads and "Teambuildr" software in the weight room, we can prescribe weight percentages to students' lifts in a workout. For example, using data from our lifting assessments, we can assign 5 repetitions of bench press at 75% their max. Since the "Teambuildr" program saves all our lifting data, it can show the student what weight 75% of their max is automatically. So whether a student's max is 90lb ($90 \times 0.75 = 67.5$) or 285lb ($285 \times 0.75 = 213.75$) they are being challenged equally. Besides workloads, we also provide students with various versions of the same exercises. The targeted muscle group or motor skill remains consistent. This allows students to freely choose a more challenging movement if they feel competent to do so. Ex - Goblet squat > zombie squat > front squat > back squat.

6. **Other Information**

- **Strength & Speed**
 - We are constantly trying to improve the culture of training and hard work throughout our building. One way we emphasize this is by highlighting students' accomplishments so

they are not only recognized in class but also by their peers, teachers, administrators, and families. These are a few examples of how we accomplished this:

- 1000pt Club shirts - Students who score over 1,000pts in their API agility test earn a shirt from the program.
 - MPH Wristbands - Speed development is one of our highest goals as a program, and if we care about it, we need a way to acknowledge it. By performing a “flying 10” test we can calculate a student's top speed in miles per hour. If students break a certain MPH threshold, they are awarded a wristband that shows their top speed.
 - Girls - 17, 18, 19, & 20MPH
 - Boys - 20, 21, 22, & 23 MPH.
 - Speed Limit Signs - If students achieve one of these MPH milestones, they also get to sign one of our official speed limit signs that hang over the weight room year-round.
 - Record Board - With help from students volunteering their time to work concessions and support from the Bucky / Kim Dobson memorial, we were able to purchase a new record board. This update allowed us to get rid of outdated tests we no longer use, add assessments we currently track, and break down records by weight class instead of grade. Establishing weight classes provides students with more tangible and realistic goals to someday set a record of their own. Now, a 120lb student isn't trying to break a lifting record set by a 250lb student, or comparing those students' top speed to one another.
- Health Curriculum
 - Essential Health Skills for Middle School is the program used for our junior high health curriculum. In junior high, they have health once a week all year long. We covered 8 chapters this year (half of the book) and will cover the other 8 chapters next year for the 7th graders who will be 8th graders. We will continue to repeat the other 8 chapters the following year so the curriculum is covered over the course of two years for every junior high student.
 - Glencoe Teen Health is the program used for our freshmen health curriculum. This is a semester class that the 9th grade students have every day for that semester. Topics covered include mental health, nutrition, drugs, alcohol, tobacco/vaping, reproduction, abstinence/saying no, bullying/cyberbullying, emotions, and first aid/CPR introduction.

EAGLES STRENGTH & AGILITY RECORDS

WEIGHT CLASS	BENCH	HANG CLEAN	SQUAT	10 YD DASH	PRO AGILITY	FLYING 10	BROAD JUMP	VERTICAL
120	Doug Hosenberger 2006	Doug Hosenberger 2006	Lukas Price 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024
135	Matthew Padgett 2006	Vyeg Fyke 2002	Quinn Osborne 2024	Quinn Osborne 2024	Quinn Osborne 2024	Quinn Osborne 2024	Quinn Osborne 2024	Quinn Osborne 2024
150	Corey Morrison 2011	Michael Drown 2024	Adam Latta 2024	Kyle Foust 2024	Kyle Foust 2024	Kyle Foust 2024	Kyle Foust 2024	Kyle Foust 2024
160	Jonathan Smutz 2014	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024	Kaden Foust 2024
170	John Frey 2006	Kellan McInnis 2024	James Hill 2024	Payton Marisi 2024	Thomas Stone 2024	Payton Marisi 2024	Kellan McInnis 2024	Kellan McInnis 2024
180	Jacob Beasly 2024	Adam Monroe 2024	Lukas Price 2024	Lukas Price 2024	Thomas Stone 2024	Thomas Stone 2024	Thomas Stone 2024	Thomas Stone 2024
200	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006
220	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006	Doug Hosenberger 2006
240+	Matt O'Dell 2009	Janek Rogers 2024	Janek Rogers 2024	Max Chappelle 2024	Debra Heron 2024	Debra Heron 2024	Debra Heron 2024	Debra Heron 2024

WEIGHT CLASS	BENCH	HANG CLEAN	SQUAT	10 YD DASH	PRO AGILITY	FLYING 10	BROAD JUMP	VERTICAL
100	Aban Massey 2001	Taylor 2024	Kate Foust 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024
120	May Hassenfeldt 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024	Corey Stone 2024
140	Carly Baggett 2024	Alyssa Hunter 2024	Reed Lattanzio 2024	Alyssa Hunter 2024	Reed Lattanzio 2024	Reed Lattanzio 2024	Reed Lattanzio 2024	Reed Lattanzio 2024
160	Riley Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024	Megan Johnson 2024
180	Lin Daulton/Moore 2024	Taylor 2024	Taylor 2024	Taylor 2024	Taylor 2024	Taylor 2024	Taylor 2024	Taylor 2024
195+	Hayley App 2024	Hayley App 2024	Hayley App 2024	Hayley App 2024	Hayley App 2024	Hayley App 2024	Hayley App 2024	Hayley App 2024

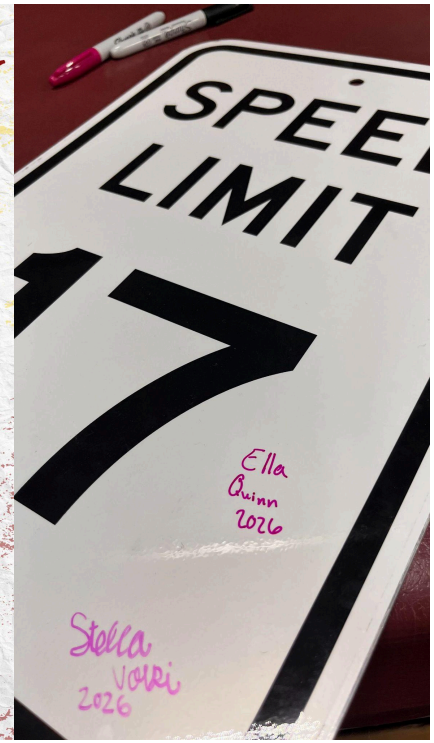
SPEED CONVERSION

FLYING 10 TIMES

23 MPH	0.89
22 MPH	0.93
21 MPH	0.97
20 MPH	1.02
19 MPH	1.08
18 MPH	1.14
17 MPH	1.20

⚡ 23/20 MPH ⚡ NO SPEED LIMIT
 ⚡ 22/19 MPH ⚡ FREAKY FAST
 ⚡ 21/18 MPH ⚡ SPEED KILLS
 ⚡ 20/17 MPH ⚡ CERTIFIED FAST

WRISTBANDS ⚡ BOYS/GIRLS ⚡



SEMESTER ASSESSMENT REVIEW

LIFTING TESTS

	Bench Press	Hang Clean	Squat
Average % Change	9.10%	12.50%	14.00%
% of Students Who Improved	70%	84%	90%
School Records Broken	0	3	4



SEMESTER ASSESSMENT REVIEW

AGILITY TESTS

	Broad Jump	Pro-Agility	Flying 10	Vertical
Average % Change	3.80%	1.30%	3.70%	10.40%
% of Students Who Improved	73%	66%	84%	82%
School Records Broken	3	0	11	New Assessment Equipment (Cound't Compare)



DISTRICT REPORT

Summary

Arlington School District NE

Grades : KG - 12 | Pre, Post | 7/1/2025 to 6/30/2026

04/30/2026

✓ STUDENTS IN HEALTHY FITNESS ZONE (HFZ)



Heart Health

Aerobic Capacity

Body Health

Body Composition

Muscle Fitness

⚠ STUDENTS IN NEEDS IMPROVEMENT ZONE (NI)

Component	Boys	Girls	Total	NI: Needs Improvement	NI-HR: Needs Improvement - Health Risk	VL: Very Lean
Heart Health	29% (66 Of 224) NI-HR: 7% NI: 23%	33% (75 Of 224) NI-HR: 5% NI: 28%	31% (141 Of 448) NI-HR: 6% NI: 25%			
Body Health	0% (0 Of 0) NI-HR: 0% NI: 0% VL: 0%	0% (0 Of 0) NI-HR: 0% NI: 0% VL: 0%	0% (0 Of 0) NI-HR: 0% NI: 0% VL: 0%			
Muscle Fitness	32% (99 Of 311) NI-HR: 19% NI: 7%	25% (71 Of 284) NI-HR: 13% NI: 11%	29% (170 Of 595) NI-HR: 16% NI: 9%			
Abdominal Strength / Endurance	10% (30 Of 311) NI-HR: 0% NI: 10%	13% (36 Of 283) NI-HR: 0% NI: 13%	11% (66 Of 594) NI-HR: 0% NI: 11%			
Upper Body Strength / Endurance	9% (29 Of 311)	8% (22 Of 283)	9% (51 Of 594)			
Trunk Extensor Strength	61% (190 Of 311)	54% (152 Of 284)	57% (342 Of 595)			
Flexibility	32% (92 Of 311) NI-HR: 8% NI: 22%	27% (82 Of 309) NI-HR: 19% NI: 7%	30% (92 Of 311) NI-HR: 8% NI: 22%			
Vertical Jump	30% (92 Of 311)	38% (107 Of 284) NI-HR: 13% NI: 24%	33% (107 Of 284) NI-HR: 13% NI: 24%			
HandGrip	30% (92 Of 311)	38% (107 Of 284)	33% (107 Of 284)			

For more information, visit Help.FitnessGram.net



Cooper Institute
WELLNESS PARTNERS



Arlington Eagles



Physical Education Report Card- Kindergarten Arlington Elementary School 2025-2026

Name:

Physical Education Teacher: Jake Eckhardt

Classroom Teacher: Mrs. Winslager

Physical Activity Skills Assessment			
Key:	M= Meets Independently applies instructional objectives	P= Progressing With assistance, applies instructional objectives	B= Below Limited or minimum progress on instructional objectives

Physical Activity Objectives:

Students have demonstrated the following skills in physical education class:

<i>Locomotor Skills – Student is able to demonstrate:</i>	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Run: (eyes forward, pump your arms and arms bent, big stride, feet straight)	M	M	M	M
Gallop: (face forward, one foot ahead of the other, front foot steps forward, back foot leaps to head of lead foot)	M	M	M	M
Skip: (arms in opposition, alternate feet, step and hop on lead foot, repeat in a rhythmic motion)	M	M	M	P
Slide: (chin over shoulder, feet parallel, move to the side, step-together)	M	M	M	P
Leap: (go, push off ground with one foot, fly and get airborne, land on the other foot)	P	P	M	M
Hop on Two Feet: (push off the floor with both feet, use arms to balance, lands softly on two feet together)	P	M	M	
Hop on One Foot: (lift one foot behind your body, push off floor, use arms to balance, land softly)	P	P	M	



Arlington Eagles



Manipulative Skills – Student is able to demonstrate:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Jump Rope: (Completes a single jump with self-turned rope)	P	M	M	
Underhand Throw: (hand under bean bag, face target, swing dominant arm back, step with non-dominant foot, swing arm forward, follow through to target)	M	M	M	M
Catching and underhand throw: (Two hands) (ready position, eyes on object, extend hands out, squeeze object with fingers, pull object toward body)	P	P	B	M
Kicking: (stand behind ball, step forward with kicking foot, leap onto non-kicking foot, contact ball, follow through)	P	P	P	
Behavior Skills: Student is able to demonstrate:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Listening: (Listens to the teacher when directions are being given)		P	B	
Effort: (Participates in all activities to the best of their abilities)		M	M	
Attitude: (Demonstrates proper sportsmanship during games and activities. EX. being positive to peers whether losing or winning)		M	M	
Fall Height: 3 ft. 6 in.	Spring Height:		0 ft. 0 in.	
Fall Weight: 39 lbs	Spring Weight:		lbs	

Jake Eckhardt

Physical Education Teacher
jake.eckhardt@apseagles.org



Physical Education is not only one of the MOST important keys to a healthy body,
it is the basis of dynamic and creative intellectual activity.

- John F. Kennedy



Physical Education Skill Check- Basketball
Arlington Elementary School
2025-2026



Name:

Physical Education Teacher: Jake Eckhardt

Classroom Teacher: Mrs. Dobson

Physical Activity Skills Assessment		
M= Meets Independently applies instructional objectives	P= Progressing With assistance, applies instructional objectives	B= Below Limited or minimum progress on instructional objectives

Physical Activity Objectives:

A check mark represent the critical element of the skill was demonstrated.

	Balanced Stance	Eyes on the basket	Elbow is under the ball- doesn't use two hands to shoot	Follows through with hand	Meets = 4/4 Progressing = 2-3/4 Below = 0-1/4
Shooting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Progressing
	Accurately performs a chest pass	Accurately performs a bounce pass	Accurately performs a overhead pass		Meets = 3/3 Progressing = 1-2/3 Below = 0/3
Passing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Progressing
	Keeps the ball waist level while jogging	Eyes are up when moving (not looking at the ball).	Able to dribble with both hands		Meets = 3/3 Progressing = 1-2/3 Below = 0/3
Dribbling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Progressing
Behavior Skills:					
	Listening: (Listens to the teacher when directions are being given)		Effort: (Participates in all activities to the best of their abilities)		Attitude: (Demonstrates proper sportsmanship during games and activities. EX. being positive to peers whether losing or winning)
	Meets		Meets		Meets



"In order to achieve positive results,
 one must work for them, not hope for them."
 - Bob Knight



Secondary Principal's Report

For the May 2026 Board Meeting

NCC Art Awards

Arlington had nine artists represent us at the NCC Art Show on April 15. Taking home top honors as the Best of Show, Student Choice Award, and Arlington's Top Artist was Lydia Schaapveld! Out of 57 entries, 41 received ribbons. Here is a list of students who received at least one first place award:

Jack Blake, Wyatt Flesner, Cameron Hancock, Lydia Schaapveld, Libby Stork, Gwen Von Behren, Ryder Logemann, Addi Hilgenkamp, Ruby Hoffschneider, Eviey Kallhoff, Mana Rhea, Abbie Schakat



Hall of Fame

The following students were recognized at Honors Night as Hall of Fame inductees:

***Wyatt Flesner, Lucas Chappalear, Braxton Soll, Trent Koger 2nd place at 2025 FBLA Nationals in eSports.

***August and Joe Burns 3rd place at 2025 FBLA Nationals in Business Management.

Graduation

The last day for seniors is Wednesday, May 13. We will run through a graduation rehearsal followed by a senior luncheon. Graduation will be held in the competition gym at 1:00 on Sunday, May 17th. Seats will be reserved for board members. We need to decide who will sit on the stage and present diplomas during graduation. Please meet in the boardroom at 12:30 pm on May 17. (sign diplomas)

Middle School Honors Day

Middle School Honors Day will be held Monday, May 18 during first period in the competition gym. Middle school students will be recognized for achievements in academic performance, citizenship, leadership, positivity, good communication, accomplishments in reading and writing, academic growth, school spirit, creativity, class participation, as well as extracurricular endeavors.

James Shada
May
Board Report

Hall of Fame

The criteria in the area of athletics includes individual event medalists at the state level in any NSAA sanctioned state championship activity and/or state championship teams or a member of an All-state 1st team selected by the Omaha World Herald or Lincoln Journal Star.

2026 Hall of Fame Induction

Dallin Franzluebbbers

Dallin Franzluebbbers' senior season looked a bit different from his previous three years on the track team, as he shifted his focus toward sprint-based events. He competed in the 100m dash, 200m dash, and 300m hurdles, while continuing to run the 400m dash. In just one season in these events, Dallin made an immediate impact—posting the 6th fastest 200m time in school history, the 3rd fastest 300m hurdles time, and the 2nd fastest 400m time. Impressively, all three marks came within three-quarters of a second of the school records.

Dallin qualified for the 2025 state meet in both the 200m and 400m dashes, finishing his Eagle career with a 5th-place medal in the 400m. Beyond his individual accomplishments, he played a vital role in team success. He was a key leg of the school-record 4x400m relay team that placed at the 2024 state meet, as well as a member of the school-record-setting and state champion 4x800m relay team in 2024.

Whitney Wollberg

Whitney Wollberg's junior season in track and field was filled with success. She proved to be a strong competitor in the 400m and 800m, as well as a key contributor to both the 4x400m and 4x800m relay teams. While she excelled across multiple events, her standout performance came in the pole vault. Whitney broke the previous school record of 9 feet, 9 inches by clearing 10 feet. She qualified for the 2024 state meet in the pole vault and was also an important leg on both the 4x400m and 4x800m relays. At the state meet, she earned a 6th-place finish in the pole vault.

Her senior season brought continued success. Whitney improved her own school record in the pole vault, raising it to 10 feet, 3 inches. She qualified for the state meet in the pole vault, the open 400m dash, and as a member of both the 4x400m and 4x800m relay teams.

Emme Timm

Emme Timm's high school softball career started a year later than most of her classmates. After deciding to join the team her sophomore year, Emme quickly found her place in the batting lineup and her role in the outfield. Over the next three seasons, Emme would play in 88 varsity games, hit a .321 career batting average, and steal a record-setting 32 bases.

Emme Timm is a three-year varsity letter winner in softball. Emme was selected to 1st Team Class C All-State team in the *Lincoln Journal Star* in 2025 and 2nd Team Class C All-State in the *Omaha World Herald* in 2025. Emme was also named First Team All-Nebraska Capitol Conference in 2025. Emme currently holds two school records for season and career stolen bases.

2026 NCC Art Show

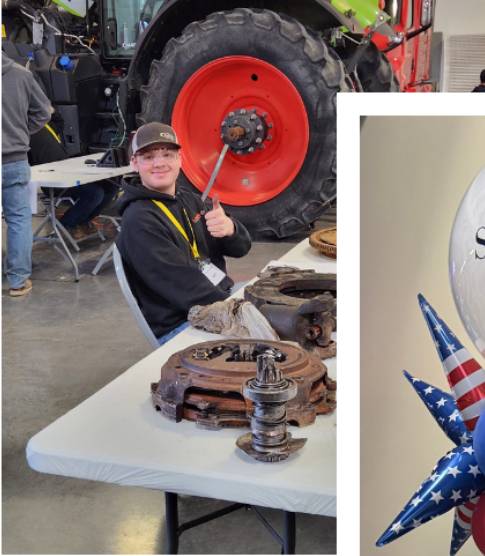
Arlington high school art students had a great showing at the NCC art show yesterday.

Lydia Schaapveld received Best of Show, the Students' Choice Award, and Arlington's Outstanding Artist Award.

41 pieces of our 57 entries received ribbons.

Jack Blake - 1st
Wyatt Flesner - 1st, 2nd, 3rd
Cameron Hancock - 1st
Jenna Molzahn - 3rd
Emma Rohn - 2nd
Lydia Schaapveld - 1st, 1st, 1st, 1st, 2nd, 3rd
Libby Stork - 1st, 3rd
Alexis Tackett - 3rd
Gwen Von Behren - 1st, 1st, 1st, 3rd
Ryder Logemann - 1st, 3rd
Addy Beam - 3rd
Alexa Cruikshank - 3rd
Addi Hilgenkamp - 1st, 3rd
Ruby Hoffschneider - 1st, 2nd, 2nd, 2nd
Eviey Kallhoff - 1st, 2nd, 3rd
Micah Meyer - 2nd
Mana Rhea - 1st
Addy Cech - 3rd
Maddie Linn - 2nd, 2nd
Kora Schaapveld - 3rd
Abbie Schakat - 1st
Ainsley Wolf - 2nd





CONGRATULATIONS TO THE FOLLOWING TO
THE FOLLOWING STUDENTS FOR
ACCOMPLISHMENTS AT STATE SKILLSUSA

ADDI HILGENKAMP- COSMETOLOGY-
CHAMPION
JAKE FLESNER, TATE JOHANNES, HADYN
HEGEMANN, & CARTER OLSON- TEAMWORKS-
RUNNER-UP
CYRIS SASS- DIESEL EQUIPMENT
TECHNOLOGY- ELECTRICAL COMPONENT-
CHAMPION

2026 Nebraska FBLA State Leadership Conference Arlington FBLA

Arlington FBLA had 59 competitors at the State Leadership Conference in Kearney, NE from April 16-18, 2026.

Students began the conference getting motivated by Timmy the Dreamer. You can check out this opening here: <https://www.instagram.com/reels/DXNtTGDEa6N/>

Arlington FBLA nominated RVR Bank as the Large Business of the Year. RVR Bank was selected as the recipient of this competitive award with recognition occurring during the opening session. Cindy Slykhuis was present to accept the award on behalf of RVR Bank.

Students competed in five competitive events each and attended a variety of workshops, while visiting exhibitors and campaign booths. Arlington FBLA Alumni member Dr. Nick Schreck was one of the featured workshop speakers presenting “Hard Skills. Soft Skills. Can’t Lose.” Arlington FBLA Alumni member Trevor Koger and RVR Bank were two of the 35 event sponsors for the conference.

The Arlington High School and Middle Level chapters both achieved numerous chapter awards based upon their programming throughout the year.

Arlington had numerous recognitions during the awards of excellence ceremony! Twenty-five members will be traveling to San Antonio, TX from June 27-July 3.

2026 Nebraska FBLA State Leadership Conference Arlington FBLA

Top 8 Places

Exploring Animation	1st	Teagan Reed, Tyler Praus
Exploring Management & Entrepreneurship	1st	Dylan Eddie, Eli Hegemann, Marissa Blake
Exploring Customer Service	1st	Kerrigan Johannes
Annual Chapter Activities	1st	Kerrigan Johannes, Dylan Eddie, Marissa Blake
Exploring Business Communication	1st	Marissa Blake
Exploring Marketing Concepts	1st	Dylan Eddie
Interpersonal Communication	1st	Kerrigan Johannes
Slide Deck Applications	1st	Chloe Cartwright
Exploring Business Ethics	2nd	Marissa Blake

International Business	2nd	Emme Timm, Honora Andreasen
Exploring Computer Science	2nd	Tyler Praus
Exploring Marketing Concepts	2nd	Marissa Blake
Slide Deck Applications	2nd	Addi Morgan
Spreadsheet Applications	2nd	Audrey Woods
Community Service	3rd	Henley Kunes, Gemma Fullner, Emily Beam
Exploring Public Speaking	3rd	Henley Kunes
Career Exploration	3rd	Addi Morgan
Exploring Parliamentary Procedure	3rd	Kerrigan Johannes
Retail Management	3rd	Evie Bottger
Exploring Accounting & Finance	4th	Dylan Eddie
Exploring Digital Video Production	4th	Teagan Reed, Tyler Praus
Exploring Technology	4th	Tyler Praus
Business Plan	4th	Honora Andreasen
Exploring Business Communication	4th	Addi Morgan
Exploring Business Issues	4th	Addi Morgan, Gemma Fullner, Chloe Cartwright
Exploring Marketing Strategies	4th	Dylan Eddie, Skyler Fastenau, Eli Hegemann
Event Planning	4th	Tate Johannes, Dianna Flores, Braxton Soll
Introduction to Business Presentation	4th	Willa Wollberg, Ainsley Wolf, Jaydee Overholt
Exploring Accounting & Finance	5th	Skyler Fastenau
Exploring FBLA	5th	Kerrigan Johannes
Computer Game & Simulation Programming	5th	Kingston Kunes, Tyson Soll, Eli Hansen
Financial Statement Analysis	5th	Dianna Flores, Jackson Stosich, Willa Wollberg
Intro to Social Media Strategy	5th	Grant Monke, Brantley Fullner, Nyle DeVries
Introduction to FBLA	5th	Jax Tighe
Introduction to Public Speaking	5th	Everett Jensen
Technology Support & Services	5th	Will Ricker
Exploring Public Speaking	6th	Kerrigan Johannes
Career Exploration	6th	Chloe Cartwright
Exploring Business Concepts	6th	Emily Beam
Exploring Marketing Concepts	6th	Eli Hegaman

Career Research	7th	Marissa Blake
Exploring Professionalism	7th	Gemma Fullner
Broadcast Journalism	7th	Rafa Magnino, Honora Andreasen, Jax Tighe
Social Media Strategies	7th	Emme Timm, Sofie Lewis
Business Ethics	7th	Henry Lancaster, Reid Lancaster
Technology Support & Services	7th	Lucas Chappellear
Financial Planning	8th	Emme Timm, Tate Johannes, Will Ricker
Community Service Project	8th	Abbie Schakat, Kennedy Bennett, Braxton Soll
Exploring Leadership	8th	Henley Kunes
Exploring Business Communication	8th	Eli Hegemann
Interpersonal Communication	8th	Henley Kunes

Honorable Mention - Top 4 Percent of Event Enrollment

Agribusiness	Tate Johannes
Banking and Financial Systems	Ethan Woods
Customer Service	Evie Bottger
Human Resources Management	Bella Wilcox
Introduction to FBLA	Kingston Kunes
Introduction to FBLA	Reid Lancaster
Management Information Systems	Wyatt Flesner & Will Ricker
Public Service Announcement	Macy Wolf & Tessa Spivey

Other Honors

Who's Who in FBLA	Tate Johannes
Middle-Level Young Leader Award	Kerrigan Johannes
All-State Quality Member Award Winners	Will Ricker, Tate Johannes, Sofie Lewis, Dianna Flores, Braxton Soll
Large Business of the Year	RVR Bank
USAEL Esports Competition, State Champions and National Award Winners	Tristin Kwiatkowski, Noah Siver, Winston Slykuis, Jax Tighe

National Awards Program - LEAD/BAA

Middle School LEAD Aspire Awards

Kerrigan Johannes, Dylan Eddie, Skyler Fastenau, Trey Thomas, Tyler Praus, Jaxon Baxter, Henley Kunes, Gemma Fullner, Cove Workman, Eli Hegemann, Brie Hilgenkamp, Brielle Lozo, Emma Halley, Teagan Reed, Emily Beam, Chloe Cartwright, Addi Morgan, Ronan Ruwe, Marissa Blake

Middle School LEAD Explore Awards

Kerrigan Johannes, Dylan Eddie, Skyler Fastenau, Henley Kunes, Gemma Fullner, Cove Workman, Eli Hegemann, Emily Beam, Chloe Cartwright, Addi Morgan, Marissa Blake

Middle School LEAD Time Management Awards

Marissa Blake, Cove Workman, Kerrigan Johannes

High School Business Achievement Awards Contributor Level

Honora Andreasen, Kennedy Bennett, Izzy Credeur, Eli Hansen, Tate Johannes, Kingston Kunes, Henry Lancaster, Maddison Linn, Grant Monke, Jaydee Overholt, Ava Pfingsten, Will Ricker, Noah Siver, Finley Timm

High School Business Achievement Awards Leader Level

Kennedy Bennett, Tate Johannes, Rylie Kylo, Reid Lancaster, John Morrison, Jax Tighe

High School Business Achievement Awards Advocate Level

Kennedy Bennett, Tate Johannes, Reid Lancaster

High School Chapter Awards

Gold Seal Award of Merit

Foundation Donation

Go Green

NSBEA/NBEA Membership

Alzheimer's Project

Seven Up (Membership Increase by 7 or more members)

Sweepstakes

Foundation Donation VIP

Feed Nebraska

LINK Project

Spark Your Legacy

Middle School Chapter Awards

Middle Level Chapter, 2nd Largest

Explore FBLA

Trailblazer

Foundation VIP

NSBEA/NBEA Membership

Middle Level Market Share (55 percent)

Feed Nebraska

Foundation Donation

Go Green

Seven Up (Membership Increase by 7 or more members)



Arlington Delegation



8th grade



Freshmen



Sophomores



Juniors

Seniors



Elementary Board Report - May 2026

- **Pender Honor Band** - Fifth and sixth grade students participated in the annual Pender Honor Band in Pender, Nebraska. Students were in Pender on May 5th. Students practiced all day and performed their concert that night.
- **Field Trips** -
 - ~ 2nd Grade - the Henry Doorly Zoo
 - ~ 3rd Grade - Wildlife Safari Park
 - ~ 5th Grade - Fort Atkinson/Durham
 - ~ 6th Grade - Kiewit Luminarium
- **Outdoor Education Experiences**
 - ~ 3rd Grade - Ag Literacy Festival at the Washington County Fairgrounds
 - ~ 5th Grade - Water Works
- **Swimming Lessons** - 1st grade students attended four hour long lessons at the YMCA in Fremont. A grant was received for this offering.
- **Teacher Appreciation Week** - The week of May 4th-7th; A huge thank you to the PTO, parents, Mrs. Burns, and especially Mrs. Arp for the hard work, planning, and execution of this fun week. As well as all of the week of treats, snacks, and games!

- **HAL Battle of the Books** - Mrs. Gubbels took several students to the ESU to participate in Battle of the Books against other school districts. Students read several books and then answered questions about the books for points.
- **DREAM Day** - The elementary had almost 30 presenters in and around the building May 7th. Students were able to choose four presenters to visit. Some of the presentations were on basketball, glass blowing, crime scene investigation, marshmallow slingers, semi-trucks, painting, and so much more.



- **SOAR Incentive Day** - Students earned bracelets for making SOARing choices. For every 10 bracelets students received a temporary tattoo that they got to give to a staff member. On May 1st staff put all of their tattoos on and were introduced to show all of the hard work students put in!



Superintendent Leave Log 2025-2026

		Sick Days	Bereavement Days	Vacation Days	Floating Holidays
				10 (unpaid/unused from previous years)	
	Carryover	45	per contract per occurrence		
	Starting Balance	55		20	3
	Date	Description			
	8-1-2025	vac		1	
	11/3/25	vac		1	
	11/7/25	vac		1	
	11/26/25	vac		1	
	11/28/25	Floating Thanksgiving			1
	12/24/25	Floating Christmas			1
	12/26/2025	sick	1		
	12/31/2025	floating new year			1
	1-29-1/30/2026	vac		1.5	
	4/6/26	vac		0.5	
	05/01/26	vac		1	
	Ending Balance	54		13	0
On Duty Out of Office					
Meeting/Event	location	Date	Days		
Admin Days	Kearney	July 22-24	2.5		
Commissioner Advisory Committee	Hershey	Sept 15	1		
ESU3/NASA Rgn 2 Meeting	LaVista	Sept 30	0.5		
Labor Relations Conference	Lincoln	Oct 2	1		
NCSA Exec Board	Lincoln	Oct 22	0.5		
ATSI Team Training	York	Nov 4	1		
SAC and NASA Exec Meeting	Omaha	Nov 19	0.75		
State Board of Ed Conference	Omaha	11/20 (.75), 11/21 (.5)	1.25		
Legislative Preview	Lincoln	12/10/2025	0.5		
Commissioner Advisory Committee	Lincoln	01/22/2026	0.5		
Legislative Conference NASB	Lincoln	01/26/2026	0.75		
NCSA Exec Board	Lincoln	01/28/2026	0.5		
Military Academy for Educators	Lincoln	04/01/2026	1		
NCSA Exec Board	Lincoln	04/14/2026	0.5		
NASA Meeting/NASBO	Lincoln	04/23/2026	0.5		
Commissioner Advisory Committee	Lincoln	04/27/2026	0.5		



Nebraska Rural Community Schools Association

Member Update

May 7, 2026

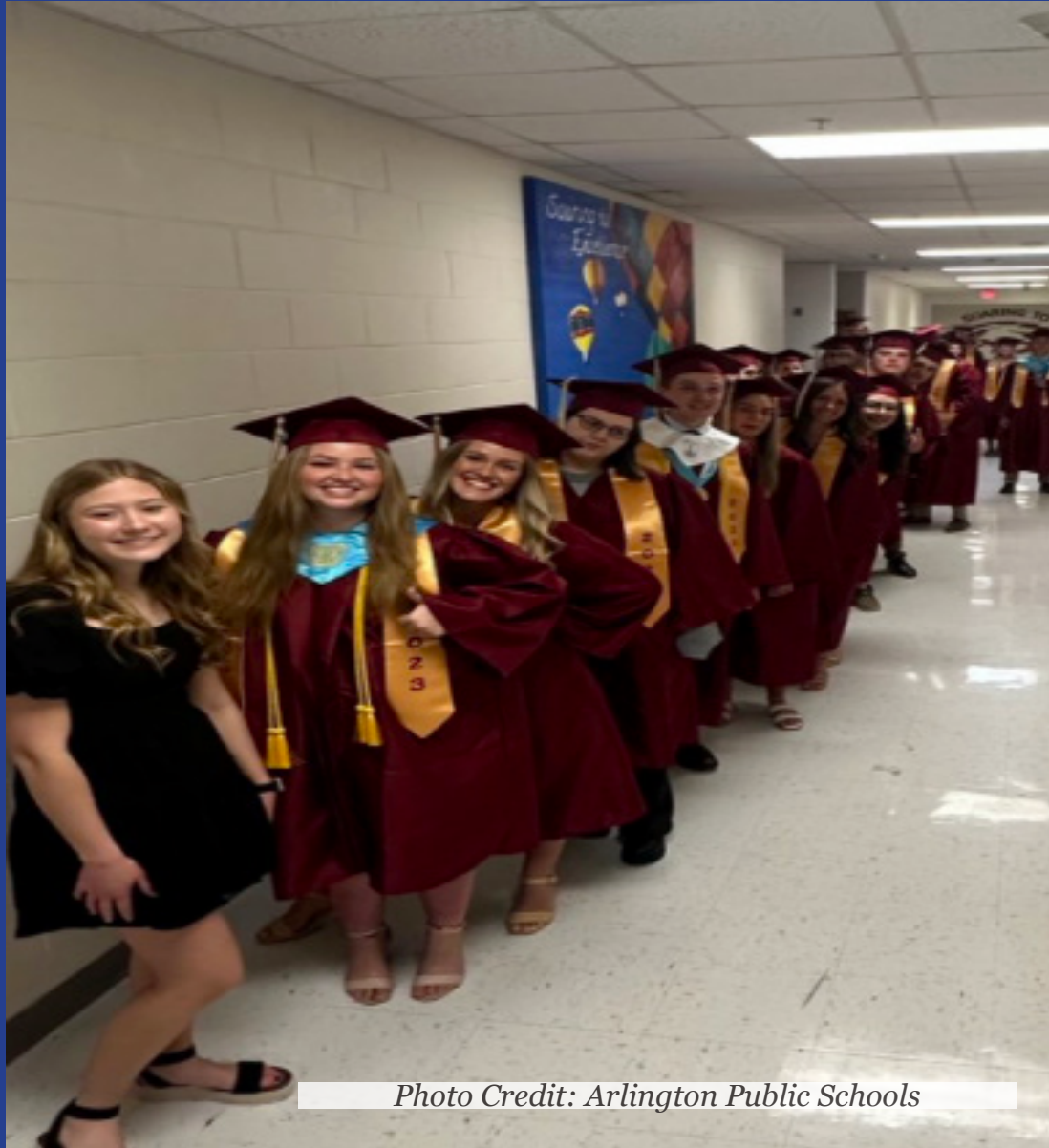


Photo Credit: Arlington Public Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA Golf Tournament

July 28, 2026

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

NRCSA Superintendent Lunch

July 29, 2026

12:00 PM

Holiday Inn in Kearney

NRCSA Legislative Forum

February 24, 2027

Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

April 1 & 2, 2027

Crowne Plaza & Younes North Convention Center in

Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

June 17, 2026

10:00 AM Mountain Time

Ogallala Public Schools

NRCSA Consultant Meeting

June 17-18, 2026

Kearney, NE(Time & Location TBD)

2026-27 NRCSA Executive Committee

July 29, 2026

1:00 PM

Holiday Inn in Kearney

NRCSA Search Service



Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.



Axtell Community Schools
Search Complete



Potter-Dix Public Schools
Search Complete



Bancroft-Rosalie Community Schools
Search Complete



Red Cloud Community Schools
Interim Search Complete



Blue Hill Community Schools
Interim Search Complete



Sandy Creek Public Schools
Search Complete



Hampton Public Schools
Search Complete



Superior Public Schools
Search Complete



Hayes Center Public Schools
Search Complete



Newman Grove Public Schools
Search Complete

Other Vacancies

Thayer Central Community Schools

Elementary Principal (PK–6) – Interim or Permanent

Location: Hebron, Nebraska

Position Type: Full-Time (1-Year Interim or Permanent Contract Available)

Start Date: July 1, 2026 (flexible based on candidate availability)

Application Deadline: Open Until Filled

Job Description: Due to Professional advancement Thayer Central Community Schools is seeking a highly effective educational leader to serve as Elementary Principal. Because of the timing of this vacancy, the district is open to both interim (one-year) and permanent candidates, with a preference for individuals who can step into the role quickly and provide immediate leadership and stability. This position requires a leader who can balance instructional leadership, staff development, and building operations while fostering a positive school culture focused on student success.

Essential Duties and Responsibilities:

- Provide day-to-day leadership and management of the elementary building
- Lead instructional practices and support student achievement
- Supervise and evaluate staff while maintaining a positive, collaborative culture
- Ensure effective school operations and communication with stakeholders
- Collaborate with district leadership on student services and interventions
- Maintain compliance with all state and federal requirements
- Serve as a visible leader in the community, regularly attending and supporting school activities and community events as an essential component of the role

Qualifications:

- Valid Nebraska Administrative Certificate (or ability to obtain)
- Master's degree in Educational Administration or related field
- Successful teaching experience required
- Strong communication, organizational, and leadership skills

Preferred Qualifications::

- Background in elementary education and instructional leadership
- Experience in rural school settings
- Ability to step into the role with minimal onboarding

Salary/Benefits:

Competitive salary based on experience. Full benefits package available.

Application Instructions:

Submit the following materials via email:

- Letter of interest (please indicate interim or permanent preference)
- Resume
- Copy of Admin Certificate or Credentials
- At least 3 professional references

Contact Information:

Eric Miller, Superintendent

Thayer Central Community Schools

Email: eric.miller@thayercentral.net

Phone: 402-768-6117

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

Login: member Password: learning

NRCSA Updates

As the school year winds down, please check out this release on a senior prank at Valentine. Well done by everyone involved!

[Valentine Twitter Video](#)

Also, as we close out the school year, please remember that this is Teacher Appreciation Week. A message on X from NDE says, “The knowledge & skills educators impart to their students are what drive future success & our future society. From the 1st day of kindergarten to graduation, education remains one of the most powerful forces shaping opportunity. Thank a teacher today!

I have closed the NRCSA Spring Conference the past few years by challenging those in attendance to do two things: (1) go back to your district and thank one of the teachers on your staff for the impact they are having on kids, and (2) make contact with a teacher from your past who made a difference in YOUR life and tell him/her thank you. I encourage all who are reading this to take such actions this week. Thanks in advance for doing this!



There were a few NRCSA leadership spots available for the 2026-27 school year. President Elect and the North Central District Representative to the Executive Committee were open. Ballots were sent via email on April 2, 2026.

PRESIDENT ELECT—this position is part of a three year Presidency cycle (President-Elect, President, Past-President). This is a state-wide election with each member entity having one vote. Michael Eldridge, Supt. at East Butler and Dale Hafer, Supt. at Ainsworth were the two candidates. Dale Hafer was elected President-Elect.

NRCSA Leadership

Chris Kuncl, President.
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.
Ord Public Schools

Stephanie Kaczor, Pres-Elect.
Riverside Public Schools

Jeremy Braden, Secretary.
Doniphan-Trumbull Public Schs

District Representatives:

Ginger Meyer, West
Chadron Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Andrew Havelka, Southeast
Freeman Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Jessica Bland,
Oakland-Craig Public Schools

Jim Widdifield
Minden Public Schools

NORTH CENTRAL DISTRICT REPRESENTATIVE TO THE EXECUTIVE COMMITTEE—Current North Central District rep Dale Hafer is term-limited, thus the position would be open. The position has a term of three years, with the ability to run for a second term. This position was voted on by member entities in the North Central District. Heather Nebesniak, Supt. at Ord, was the lone candidate and was elected as the North Central District Representative.

There are a few open spots on NRCSA’s committees. Executive Director Jack Moles will make recommendations to the Executive Committee for new members on committees.

NRCSA has partnered with the Holocaust Learning Experience to provide free curriculum for the teaching of the Holocaust and other genocides. LB888, which was adopted into law in 2022, requires school districts to teach about the Holocaust and other forms of genocide. This has been a growing move in many states. The Holocaust Learning Experience, based out of Florida, developed FREE on-line curriculum, which features interviews with survivors of the Holocaust, for Florida school districts.. The lessons are tiered for 5th and 6th grades, 7th and 8th grades, and high school grades. The group has now made it possible for schools in other states to access the materials for the same price: FREE!.

[Impactful Lessons from the Holocaust | The Holocaust Learning Experience](#)

[Holocaust Learning Experience | Empowering Classrooms to Combat Hate](#)

[Heroes of the Holocaust Demo with Hal_07072025.mov](#)

The NRCSA Spring Conference was another success! The conference, which was held at the Younes Conference Center North in Kearney on March 19 & 20, brought together Board members and administrators to reconnect and refresh. The free pre-conference, courtesy of Franklin-Covey, provided NRCSA members with the access to a very valuable experience, centered around the work of Steven Covey. In addition to 35 high-quality breakout sessions of importance to rural education, we also hosted two featured speakers: Adrienne Bulinski and Michelle Oberg. Also in attendance was Dr. Melissa Sadorf, Executive Director of the National Rural Education Association. And, of course, everyone was well fed!



MELISSA OBERG



JACK MOLES WITH NREA EXECUTIVE DIRECTOR MELISSA SADORF



COMMISSIONER OF EDUCATION, DR. BRIAN MAHER

Nebraska Rural Community Schools Association

We continue to celebrate our 2026 NRCSA Award winners! They are: **ELEMENTARY TEACHER:** Allie Schliefer, Fort Calhoun, **SECONDARY TEACHER:** Dawn Metschke, Johnson-Brock, **ESU STAFF MEMBER:** Dr. Jean Anderson, ESU 10, **PRINCIPAL:** Jim Crilly, Madison, **CLASSIFIED STAFF MEMBER:** Kathy Houser, Meridian, **MUSIC TEACHER:** Kristi Hiles-Smith, Kimball, **BOARD OF EDUCATION MEMBER:** Rusty Rhynalds, Minden, **SUPERINTENDENT:** Jane Davis, Hershey



*ALLIE SCHLIEFER,
FORT CALHOUN*



*DAWN METSCHKE,
JOHNSON-BROCK*



*DR. JEAN ANDERSON,
ESU 10*



*JIM CRILLY,
MADISON*



*KATHY HOUSER,
MERIDIAN*



*KRISTI HILES-SMITH,
KIMBALL*



*RUSTY RHYNALDS,
MINDEN*



*JANE DAVIS,
HERSHEY*



VIKING JAZZ BAND–BERTRAND



GILTNER CHORUS

Dr. Mike Dulaney and the Nebraska Council of School Administrators were presented with NRCSA’s Friend of Rural Education Award at the NRCSA Spring Conference. Besides being NRCSA’s landlord, Dr. Dulaney and NCSA have been strategic partners with NRCSA in our work with the Legislature. Dr. Dulaney has been instrumental in pulling together groups in Education that work together to address legislative issues, including the Education Coalition and the Management Group. Both groups provide opportunities for leaders from several groups to share with each other what they are hearing and where their individual groups stand on issues. In pulling these groups together, he has provided an opportunity for all sized schools to be represented. NCSA’s staff is remarkable in working daily with NRCSA’s staff. We are truly partners in the NCSA building. Thank you to Dr. Dulaney and NCSA for being such great partners!



NCSA ASSOCIATE EXECUTIVE DIRECTOR DR. TROY LOEFFELHIOLZ, NCSA CHAIR CHRIS PROSOSKI, NCSA FINANCE & MEMBERSHIP DIRECTOR AMY POGGENKLASS, JACK MOLES, NCSA EXECUTIVE DIRECTOR DR. MICHAEL DULANEY, NRCSA PRESIDENT CHRIS KUNCL

Partnerships to Build Readiness for Implementing Trauma-Informed Programs and Practices for Schools (TIPPS). We seek school partners for a two-phase initiative that includes measurement development and in-person or online personalized training and professional development.

In **PHASE 1**, we will partner with selected rural schools in Michigan and Nebraska to develop and test a

readiness assessment that will determine a school's preparedness to implement the 10 core pillars of the Trauma-Informed Programs and Practices for Schools (TIPPS) framework. TIPPS helps schools create safe, supportive, and inclusive learning environments by building relationships, increasing trauma awareness, and shifting from punitive to restorative discipline. To develop and test the readiness assessment, we will use a structured interview protocol that solicits input on identified priorities and existing strategies within each school that align with TIPPS objectives; determining professionals' knowledge of trauma and trauma supports; and exploring each school's capacity to onboard new trauma-informed strategies relevant to each core pillar.

In **PHASE 2** of the project, we will provide a 4-part professional training series tailored to the learning needs of each school, drawing on materials from our TIPPS toolkit, which includes a comprehensive assessment tool, program guide, implementation guide, and supplementary case materials designed to deepen understanding of trauma-informed principles and strategies. Content experts from the TIPPS team will provide ongoing consultation and coaching to each school at no cost. Pre-post assessments of the training series will document progress toward established learning goals, as well as school professionals' knowledge and confidence in implementing TIPPS strategies.

Program Information: <https://tipps.ssw.umich.edu/>

Project Period/Milestones: 2026-2027 Academic Year

Spring 2026 – Develop school partnerships

Summer 2026 – Prepare for project launch

Fall 2026 – Phase I

Spring 2027 – Phase II

Contact Information:

Alex Mason

University of Nebraska-Lincoln

amason19@unl.edu

Todd Herrenkohl

University of Michigan

tih@umich.edu

NREA Partners with SchoolSims for “Lead Where You Are” Webinar Series

Rural districts are not small versions of big systems. They are different systems with different constraints and different strengths. This three part NREA x SchoolSims webinar series is designed for rural and small district leaders who are building strong people systems with limited capacity. We will focus on practical, rural ready strategies for recruiting and selecting staff, strengthening onboarding and support, improving retention, and building sustainable structures that protect culture and reduce leader burnout. The series is offered at no cost to NREA members. The final webinar in the series is:

Session 3 – May 28, 2026 at 2pm CST

[Register here: Political Leadership in the Superintendency](#)

The goal of this Webinar is to help aspiring and sitting superintendents to explore a Political Leadership Framework to hone their skills so that they can more effectively lead change through complexity. We will share the Framework and then engage in a Superintendent level Simulation to challenge participants with various scenarios that require them to engage in the following proactive political leadership skills: visioning, communicating, political mapping, mobilizing and relationships building, while gaining and sustaining public trust and internal support. The central issue in the simulation exercise focuses on a district's discipline policy and its relationship with school safety—an issue that nearly all superintendents will encounter throughout their career.

You can learn more about the SchoolSims experiential learning PD here: SchoolSims | [Simulations for School Leaders & Teachers](#)



The Nebraska Unicameral ended its session on Friday, April 17. On the final day, Senators needed to vote on overriding the Governor’s vetoes of a few bills. On the whole, education came out fairly well in this year’s session (in my opinion). There were a few bills passed that were not what NRCSA may have supported, but for the most part the Education community was effective in helping to kill or soften bills that were opposed.

Four bills that took a lot of our attention over the last couple of weeks of the session were: LB1050, LB 803, LB937, and LB1219. The final standing of those bills:

LB1050: LB1050, the “Nebraska Reading Improvement Act”, was introduced as a way to ensure students are reading at grade level. The bill would have required the retention of students at the end of their 3rd grade year if they were not reading at grade level. Many supports and assessments were to be required to help students get to grade level. A few amendments were introduced to try and make the bill better, with one by Sen. Jana Hughes getting quite a bit of discussion. The Education community was against the bill, mainly because of the 3rd grade retention issue and the fact that the bill would create a substantial unfunded mandate. On Wednesday, April 8, the bill failed on a Cloture vote.

LB803 was originally a “shell bill”, but was amended by parts from several bills. There are several sections to the bill, but the sections directly relating to schools would deal with “pink postcard” hearings and budget increases. All school districts would be required to participate in the “pink postcard” hearing, which would be held between July 1 and July 15. The County would also advise property owners to the dates and times of each entity’s budget hearing. Finally, when voting to increase the property tax request at least a 2/3 majority vote of the members of the Board shall take place. This bill was placed on Final Reading on Wednesday, April 8. The bill passed in the Unicameral and was signed into law by the Governor on April 16.

LB 937 is a “Christmas tree” bill as several other bills were attached to it. Sen. Rountree attempted to attach LB81 to LB 937 through AM2965. This would have given the parent/guardian last say on a possible change in placement or services in an IEP. Currently the parent/guardian is part of the IEP team that makes such decisions. NRCSA, along with the rest of the Education community, was in opposition to the amendment. AM2965 failed to be adopted on Tuesday, April 7. LB937 was then passed by the Unicameral and signed into law by the Governor on April 16.

LB 1219 (Brant, priority bill of Hansen) was a bill that would set a hard cap of 2% increase in property tax request placed on governmental subdivisions, including school districts. There were several changes that were rumored to possibly be introduced to make the bill better, but still not good at all for school districts. There was some thought that it might appear in the Legislature’s agenda near the end of the session, but the Education community was relieved when it did not appear on the necessary day. Thus, it did not move forward.

A list of the bills that affect education that were passed this session can be accessed here:

[NRCSA Bill Summaries 2026](#)

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

POLICY ON CANCELLATIONS FOR NRCSA EVENTS

When planning for a large event (i.e. NRCSA Spring Conference or NRCSA Legislative Forum), NRCSA must

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

WEATHER CANCELLATION DECISION MADE BY NRCSA:

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

WEATHER POSTPONEMENT DECISION MADE BY NRCSA:

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

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

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

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

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

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

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

No refund will be provided.

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a "para to teacher program" and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester each school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized "para to teacher" program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor's degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Applications for the Summer/Fall Semester were recently forwarded to NRCSA Superintendents and are due on Monday, April 20.

Applications for the Summer/Fall semester were received and the three recipients were selected. They were:

- Jemma DeNaeyer, Thedford
- Veronica Schiffbauer, HTRS
- Chelsey Georges, District OR-1, Palmyra-Bennet



Theftord Principal Adam Kuntz, Brooklyn Denaeyer, Jemma Denaeyer, Kloey Denaeyer, Jack Moles



Director of Student Programs Linde Walter, Dylaney Georges, Justin Georges, Brea Georges, Chelsey Georges, Jack Moles, Logan Georges, Supt. Michael Hart, Elementary Principal Jared Haag



Jack Moles, Veronica Schiffbauer, HTRS Supt. George Griffith

SUPERINTENDENT SEARCH & PLANNING

As Boards of Education and Superintendents start to plan for the future, there may be a change in Superintendent approaching your district. We would like to remind you that NRCSA has an outstanding Superintendent Search Service and I would encourage your Board of Education to closely consider these services if you are in need of a Superintendent.

NRCSA has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, Newman Grove, Potter-Dix, Sandy Creek and Superior Boards of Education identify their next Superintendent. We also assisted Red Cloud and Blue Hill in searches for Interim Superintendents.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education. Our current consultants are: Jim Havelka, Fred Helmink, Robin Stevens, Rob Hanger, Caroline Winchester, Curtis Cogswell, Paul Sheffield, Mo Hanks, Mark Norvell, and Jay Bellar.

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

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

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 148 such meetings. I most recently attended the Board meeting at Wallace on Monday, April 13..

I am not currently scheduled to attend any Board of Education meeting in the near future, but could work some in if the dates were available to me.

I have really enjoyed this venture and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to "attend" your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.



WALLACE BOARD OF EDUCATION AND ADMINISTRATION

NRCSA was well-represented at the National Rural Education Association’s Federal Advocacy Conference in Washington DC. The Conference was held on March 23-25. Representing NRCSA were Executive Director Jack Moles, Legislative Co-Chair Bryce Jorgenson, and Executive Director-Elect Paul Sheffield.



NREA created documents that outlined our Federal legislative agenda. Those documents may be accessed here:

[Download NREA Policy Agenda](#)

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

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

Key Findings from the NSWERS brief:

- Nebraska’s chronic absenteeism rate has stabilized but remains elevated at more than one in five students.
- Disparities exist across student race/ethnicity, with Indigenous/Native American and Black students showing the highest rates of chronic absenteeism.
- Chronically-absent students consistently score lower on statewide assessments (NSCAS and ACT) compared to their peers.
- Chronic absenteeism greatly reduces the likelihood of graduating on time; students with regular attendance are nearly six times more likely to graduate high school than their chronically-absent peers.
- College-going rates show a significant divide: nearly 71 percent of non-chronically absent graduates enroll in postsecondary education compared to just 49 percent of chronic absentees.

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

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

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

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

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

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

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

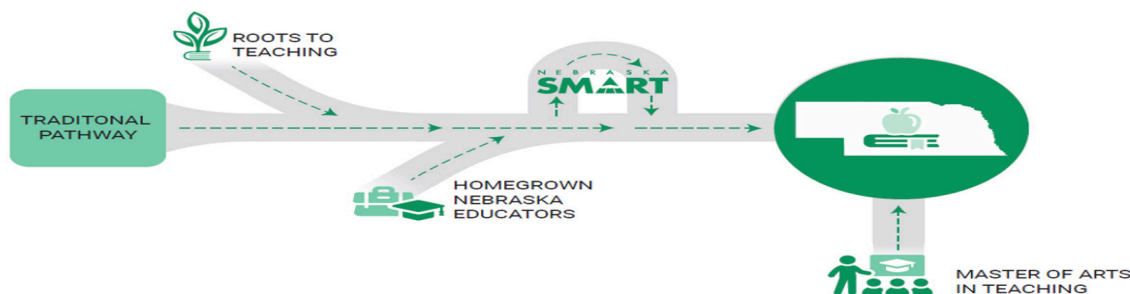
- Tier 1 – NRCSA Branded Content (\$2,500/school year): Monthly graphics and captions with NRCSA branding, aligned to seasonal themes and events.
- Tier 2 – District-Branded Content (\$5,000/school year): Customized graphics and captions tailored to your district’s brand and messaging.
- Tier 3 – Custom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

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

[Good Life EDU Podcast Featuring Anna Weber & Jane Davis](#)

Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

Educator Preparation Pathways



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

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

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

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

The **Nebraska SMART (Success Made Accessible through Rural Tutoring)** initiative connects teacher education candidates from the three State Colleges with K–12 students in their home districts through virtual tutoring. Focused on supporting rural schools, SMART offers academic help during afternoons and evenings while providing early, meaningful field experience for teacher candidates. By allowing candidates to serve students in their own communities, the program strengthens local ties and broadens access to educational support. SMART not only improves outcomes for K–12 learners but also enhances the preparation of future educators committed to serving Nebraska’s rural schools and communities.

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor's degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

Together, these initiatives form a comprehensive ecosystem of entry points into the teaching profession. From high school dual credit options and rural tutoring roles to full apprenticeship models and flexible graduate pathways, the Nebraska State Colleges are creating scalable solutions to address Nebraska's critical teacher shortage, ensuring every community has access to well-prepared, locally rooted educators for years to come.

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

[Superintendent Check List](#)

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years. They provide great information on the fiscal impact of legislation that is very helpful to me in my work as NRCSA's chief lobbyist. I would encourage Superintendents and Board of Education members to sign up to receive Open Sky's email updates.

Open Sky has developed some awesome **Nebraska Public School District Profiles** instruments. The instruments provide much information that can be used to tell the story of your district in comparison to other districts when discussing school finance. The instruments can be accessed at:

<https://www.openskypolicy.org/school-district-profile/>

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at **<https://bit.ly/OpenSkyUpdates>** or contact Todd Henrichs at **thenrichs@openskypolicy.org**.

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

Dear friends,

On behalf of the team at OpenSky, I want to thank you for the work you have done to prepare for the important policy work ahead for all of us this year.

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

- 1. A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
- 2. A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple*

with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.

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

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

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

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

We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out to me or anyone on the team if you need us.

*Onward,
Rebecca*

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

NRCSA is pleased to be in a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

[New Leaf PowerPoint Presentation](#)

[New Leaf Zoom Meeting \(recording\)](#)



[New Leaf Flyer](#)

If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.

NRCSA has developed a “resource” document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of the list. If you would be willing to be listed as a resource or if you would like to suggest other topics for inclusion, please contact Jack Moles.

[NRCSA School Programs](#)

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. In talking with some districts, there is a chance there could be upwards of 112 entities participating. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2024-25, the rebate was over \$34,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrca.net) or Jeff Bundy (jbundy@nrca.net).

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

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



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

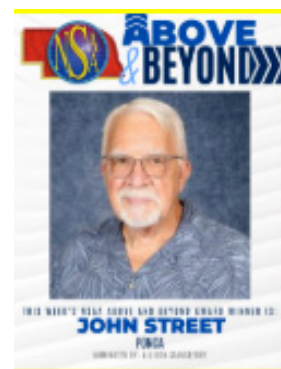
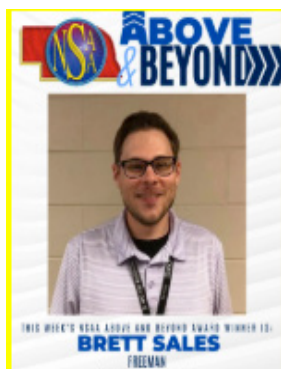
May 2026:

*** The S-E-M FFA organized a “fence drive” to help ranchers after the wildfires.**



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

- April 15: Danielle Reader of Kimball.
- April 22: Brett Sales of Freeman.
- April 29: Andy Seaman of Brady.
- March 6: John Street of Ponca.



*** Many students from NRCSA-member schools were honored as 1st Team All-State in Basketball by either the Omaha World-Herald (OWH), Lincoln Journal-Star (LJS), or both. Included were:**

- GIRLS SUPER-STATE: Halle Doliver, Malcolm (OWH, LJS), Shayla Rautenberg, Milford (OWH, LJS)
- GIRLS C-1: Halle Dolliver, Malcolm (OWH, LJS), Shayla Rautenberg, Milford (OWH, LJS), Payton Dolliver, Malcolm (OWH, LJS), Zoe Beveridge, Gothenburg (OWH, LJS), Halsey Thomalla, Gothenburg (OWH, LJS)
- GIRLS C-2: Mylee Tichota, Yutan (OWH, LJS), Hadley Walsh, Pender (OWH, LJS), Madalyn Dolliver, Pender (OWH, LJS), Briar Ray Oakland-Craig (OWH, LJS)
- GIRLS D-1: Madyson Mlady, Bloomfield (OWH, LJS), Kylie Brichacek, Howells-Dodge (OWH, LJS), Kennedy Mlady, Bloomfield (OWH, LJS), Kendal Cavanee, Elm Creek (OWH, LJS), Caylie Softley, Maywood-Hayes Center (OWH, LJS)
- GIRLS D-2: Abigail Spargo, Dundy County-Stratton (OWH, LJS), Taryn Arbuthnot, SEM (OWH, LJS), Kenna Oligmueller, Wynot (OWH, LJS), Clara Spargo, Dundy County-Stratton (OWH, LJS), Aiva Rust, Red Cloud (LJS), Josie Faimon, Red Cloud (OWH)
- BOYS SUPER-STATE: Sawyer Smith, Ogallala (OWH, LJS)
- BOYS C-1: Sawyer Smith, Ogallala (OWH, LJS), Jack Poppe, Doniphan-Trumbull (OWH, LJS), Nolan Asher, DC West (OWH, LJS), Brenton Wenzl, Auburn (OWH)
- BOYS C-2: Isaac Cronin, Valentine (OWH, LJS), Drew Siems, Tri County (OWH, LJS), Grady Bresson, EMF (OWH, LJS)
- BOYS D-1: Quin Oberg, Elm Creek (OWH, LJS), Carson McDonald McCool Junction (OWH, LJS), Vahya Harris, Twin Loup (LJS), Kane Wetovick, Fullerton (LJS), Nathan Tomcak, Howells-Dodge (OWH), Andre Martin, Howells-Dodge (OWH)
- BOYS D-2: Brennan Lindener, Pleasanton (OWH, LJS)

*** Nebraska FFA recently announced its state officers for 2026-27. Included from NRCSA-member schools are:**

- PRESIDENT: Carson Reiman (Gothenburg)
- VICE-PRESIDENTS: Megan Macklin (Blue Hill), Logan Bell (Broken Bow), Josette McConnell (Sidney), Levi Othmer (Johnson County Central)
- SECRETARY: Luke Eisenmann (Leigh)

*** The State FFA Convention took place on March 25-27. Many students from NRCSA-member schools placed first in different competitions or tests. They include:**

STATE STAR WINNERS:

- AGRIBUSINESS: Peyton Halvorsen, Lakeview
- PLACEMENT: Trevor Sloup, Lakeview
- PRODUCTION: Jett Johnson, Holdrege

NEBRASKA CAREER DEVELOPMENT EVENTS:

- AG BIOTECHNOLOGY: Noah Seberger, Trey Anthony, Carter Buell, Collin Hagan (Rock County)

Nebraska Rural Community Schools Association

- AG COMMUNICATIONS: Noah Seberger, Addie Wiest, Trevor Keller, Ireland Buell (Rock County)
- AG ISSUES: Hailee Greiner, Hannah Greiner, Katelyn Melvin, Charlotte Metschke, Layla Miller (Johnson-Brock)
- AG TECHNOLOGY & MECHANICS: Sam Kahl, Jack O'Brien, Jack Price, Matt Lien (Chadron)
- AGRISCIENCE: Shelby Hemmer, Brenna Wieseler, Emily Preister, Mackenzie Kurtenbach (Humphrey)
- AGRONOMY: Hunter Kugler, Maddie Kugler, Christian Maurer, Malakai White (Eustis-Farnam)
- ENVIRONMENTAL & NATURAL RESOURCES: Ethan Fries, Aspen Tool, Kole Steiner, Jesse Buck (Elm Creek)
- FARM & AGRIBUSINESS MANAGEMENT: Luke Eisenmann, Kyle McMullin, Brayden Loseke, Carmen Malena (Leigh)
- FLORICULTURE: Addison Howerter, Emma Howerter, Ava Joyce, Mollie Spradlin (Cozad)
- FOOD SCIENCE & TECHNOLOGY: Charlotte Metschke, Vivian Gerdes, Delani Sharples, Addison Grotrian (Johnson-Brock)
- FORESTRY: Ayla Salistean, Sadie Frazier, Chris Wissenburg, Allie Gerdes (Milford)
- LIVESTOCK EVALUATION-JR. DIVISION: Ashlyn Wendell, Adlea Hock, Baylee Kipp, Adrian Sand (Bertrand-Loomis)
- LIVESTOCK EVALUATION-SR. DIVISION: Aiddan Buhrman, Hayden Schroeder, Emerson Bellar, Paislie Burki (Wisner-Pilger)
- LIVESTOCK MANAGEMENT: Sydney Brauer, Erika Cruikshank, Caleb Schnuelle, Justus Wehrman, Jacob Wollenburg (Tri County)
- MARKETING PLAN: Tayden Berggren, Aiden Lukasiewicz, Caisen Powell (St. Paul)
- MEATS EVALUATION & TECHNOLOGY: Ethan Oberg, Brecken Hecox, Bentley Stubbs, Whitney Page (Eustis-Farnam)
- NURSERY & LANDSCAPE: Berkleigh Dvorak, London Konrad, Elizabeth Olson, Makenna Mitchell (West Holt)
- POULTRY EVALUATION: Jace Rasmussen, Brogan Benes, Cody Andreasen, Bethany Preister (Boone Central)
- VETERINARY SCIENCE: Jackson Blomstedt, Braceton Hauxwell, Reese Gillespie, Parker Nokes (McCook)

LDE:

- SPANISH CREED SPEAKING: David Leone, Lakeview
- COOPERATIVE SPEAKING: Claire Holoubek, Clarkson
- CREED SPEAKING: Maelee Forch, Dundy County-Stratton
- EXTEMPORANEOUS SPEAKING: Matrix Butterfield, Gothenburg
- EMPLOYMENT SKILLS: Hayden Uerling, McCook
- NATURAL RESOURCES SPEAKING: Brayden Wolinski, Hampton
- SENIOR PUBLIC SPEAKING: Carson Reiman, Gothenburg
- AGRICULTURAL DEMONSTRATION: Bruning- Davenport

Nebraska Rural Community Schools Association

- CONDUCT OF CHAPTER MEETINGS: West Holt
- MIDDLE SCHOOL DISCOVERY SPEAKING: Trevor Cruikshank (Arlington)
- MIDDLE SCHOOL AG LITERACY SPEAKING: Kirsten Allen (Arthur County)

PROFICIENCY RESULTS:

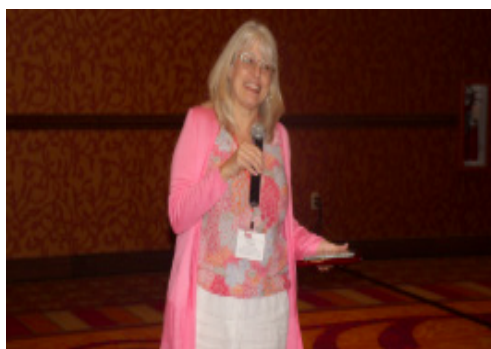
- AGRICULTURAL EDUCATION: Addy Seamann, Riverside
- AGRICULTURAL MECHANICS DESIGN & FABRICATION: Carter Molt, Riverside
- AGRICULTURAL MECHANICS REPAIR & MAINTENANCE-ENTREPRENEURSHIP: Derek Osten, Bancroft-Rosalie
- AGRICULTURAL MECHANICS REPAIR & MAINTENANCE-PLACEMENT: Kail Fickel, Alliance
- AGRICULTURAL PROCESSING: Peyton Eisenhauer, Bloomfield
- AGRICULTURAL SALES-ENTREPRENEURSHIP: Alex Morner, McCool Junction
- AGRICULTURAL SALES-PLACEMENT: Katrina Moyer, West Point
- AGRICULTURAL SERVICES: Jaret Potthoff, Fillmore Central
- AGRISCIENCE RESEARCH-PLANT SYSTEMS: Anel Monasterio, West Holt
- AUTOMOTIVE TECHNOLOGY: Dawson Bieghler, Southern Valley
- BEEF PRODUCTION-ENTREPRENEURSHIP: Jaelin Wolfinger, SEM
- BEEF PRODUCTION-PLACEMENT: Ericka Larsen, Burwell
- DAIRY PRODUCTION-ENTREPRENEURSHIP: Angela Frick, Keya Paha
- DAIRY PRODUCTION-PLACEMENT: Shaylee Heidtbrink, Malcolm
- DIVERSIFIED AGRICULTURAL PRODUCTION: Isaac Hemenway, Elgin
- DIVERSIFIED CROP PRODUCTION-ENTREPRENEURSHIP: Mitchell Kelly, Pender
- DIVERSIFIED CROP PRODUCTION-PLACEMENT: Jett Johnson, Holdrege
- DIVERSIFIED HORTICULTURE: Kate Janak, East Butler
- DIVERSIFIED LIVESTOCK PRODUCTION: Hannah Beel, Ainsworth
- EQUINE SCIENCE-ENTREPRENEURSHIP: Kit Painter, Keya Paha
- EQUINE SCIENCE-PLACEMENT: Ryggin Meyer, Alliance
- FIBER AND/OR OIL CROP PRODUCTION: Ellie Janing, Fillmore Central
- FORAGE PRODUCTION: Kaiden Bode, Elgin
- FOREST MANAGEMENT & PRODUCTS: Maxton Meysenburg, Fullerton
- FRUIT & NUT PRODUCTION: Annie Ludwig, Stuart
- GRAIN PRODUCTION: Preston Beattie, SEM
- HEALTH & HUMAN SERVICES: James Fletcher, Litchfield
- HOME AND/OR OCCUPATIONAL SAFETY PROGRAMMING: Logan Meguire, Northwest

Nebraska Rural Community Schools Association

- HOSPITALITY, RESTAURANT, & TOURISM MANAGEMENT: Morgan Menke, Stuart
- LANDSCAPE INSTALLATION: Hunter Swanson, West Point
- NURSERY OPERATIONS: Ava Hoffman, West Holt
- OUTDOOR RECREATION: Jager Leicheiter, Tekamah-Herman
- RESIDENTIAL CONSTRUCTION/TECHNOLOGY: Colby Smith, Meridian
- SALES & SERVICES: Taylor Walnofer, West Holt
- SERVICE LEARNING: Brooklyn Burri, Alliance
- SHEEP PRODUCTION: Jordan Musil, Wilber-Clatonia
- SPECIALTY ANIMAL PRODUCTION: Zane Doke, Stuart
- SPECIALTY CROP PRODUCTION: Landon Peterson, Meridian
- SWINE PRODUCTION-ENTREPRENEURSHIP: Olivia Schafer, Meridian
- TURF & LANDSCAPE MAINTENANCE: Peyton Halvorsen, Lakeview
- VEGETABLE PRODUCTION: Carson Reiman, Gothenburg
- VETERINARY SCIENCE: Cameron Berliner, Stapleton

*** The Nebraska School Activities Association recently announced its newest members of the Student Advisory Committee. Students from NRCSA-member schools include Aleigha Negley (Cozad), Jolie Buechler (Minden), Audrey Moorhead (South Platte), Adalyn Bishop (Twin River), and Ethan Samuelson (Wayne).**

*** The recipient of the 2026 NASES Outstanding New Special Education Supervisor is Dr. Susan Lindblad, Special Services Director at Adams Central Public Schools.**



*** The Nebraska Department of Education recently announced students who have received the 2026 Nebraska Seal of Biliteracy. Students from NRCSA-member schools who were recognized, most in Spanish, are:**

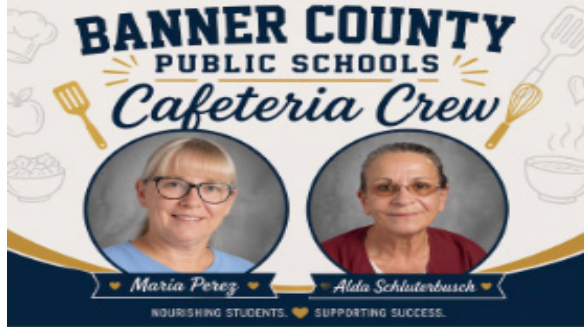
- AURORA: Emely Gonzalez Rodriguez
- DESHLER: Danica O'Neal
- GIBBON: Bianca Corona
- KENESAW: Cooper Shurigar
- LEXINGTON: Adriana Solivan, Alexa Cardenas, Andres Perez, Angela G. Ramirez-Ramirez, Ashley Grijalva, Ashley Najera, Ashley Renteria, Aubrey Ackerson, Christopher Hernandez, Cristobal Madrigal

Nebraska Rural Community Schools Association

- MALCOLM: Amanda Mendez-Castro
- WISNER-PILGER: Adelynn Sateren, Axton Lantz
- LEXINGTON: Asma Ahmed (Somali)

*** The Nebraska Department of Recognition is recognizing school nutrition programs with an honor entitled “Nebraska School Nutrition Royalty”. The food service workers at several NRCSA-member schools have been recognized, including:**

- Arcadia
- Aurora
- Banner County
- Bertrand
- Boone Central
- Brady
- Burwell
- Callaway
- Cambridge
- Cozad
- Eustis-Farnam
- Fullerton
- Harvard
- Howells-Dodge
- HTRS
- Johnson County Central
- Lakeview
- Laurel-Concord-Colridge
- Logan View
- Loup City
- Loup County
- Neligh-Oakdale
- Newman Grove
- North Bend
- Ogallala
- Ord
- Osceola



HARVARD FOOD SERVICE TEAM



JOHNSON COUNTY CENTRAL FOOD SERVICE TEAM



OSCEOLA NUTRITION SERVICES TEAM



WALTHILL FOOD SERVICE TEAM



WAYNE FOOD SERVICE TEAM

- Plattsmouth
- Potter-Dix
- Randolph
- Sargent
- Stapleton
- Stuart
- Superior
- Tekamah-Herman
- Twin River
- Walthill
- Wayne
- Wynot



LOUP COUNTY FOOD SERVICE TEAM



BRADY FOOD SERVICE TEAM

*** Nebraska FBLA recently announced the State Officers for 2026-27. Included from NRCSA-member schools are:**

- PRESIDENT: Madilynn Nolan, Boyd County
- TREASURER: Dylan Auten, Blue Hill

*** Nebraska FBLA recently held its State Conference. Students from NRCSA-member schools who won events at the conference include:**

- ADVERTISING: Amity Scwartzendruber (Fillmore Central)
- AGRIBUSINESS: Garrett Smidt (Tri-County)
- BROADCAST JOURNALISM: Caylin Boelhower, Lydia Franklin, Emilia Uhrmacher (Adams Central)
- BUSINESS COMMUNICATION: Isaac Hamilton (Southern Valley)
- BUSINESS ETHICS: Audrey Svoboda (Northwest)
- BUSINESS PLAN: Grace Meister, Macy Nelson (Twin River)
- CAREER PORTFOLIO: Kiersten Jensen (Conestoga)
- CODING & PROGRAMMING: Eduardo Vargas (Schuyler)
- COMMUNITY SERVICE PROJECT: Elle Cromwell, Tricia Kunkee, Tayla Zarek (Twin River)
- COMPUTER APPLICATIONS: Macy Nelson (Twin River)
- COMPUTER GAME & SIMULATION PROGRAMMING: Landon Rutjens, Irelyn Bearinger (Elkhorn Valley)
- COMPUTER PROBLEM SOLVING: Landon Rutjens (Elkhorn Valley)
- DATA SCIENCE AND AI: Isaac Hamilton (Southern Valley)
- DIGITAL VIDEO PRODUCTION: Isaiah Sinachack (Axtell)

Nebraska Rural Community Schools Association

- ENTREPRENEURSHIP: Grant Kuta, Edwin Naranjo (Boone Central)
- FINANCIAL PLANNING: Madison May, Kloe Sundermeier (Ravenna)
- FINANCIAL STATEMENT ANALYSIS: Henry Christenson, Landon Danhauer, Ryan Staehr (Aurora)
- FUTURE BUSINESS EDUCATOR: Sarah Payne (Centennial)
- HOSPITALITY & EVENT MANAGEMENT: Malynn Boyles, James Fletcher (Litchfield)
- IMPROMPTU SPEAKING: Edwin Naranjo (Boone Central)
- INTRO TO BUSINESS COMMUNICATIONS: Kaycee Lange (Leigh)
- INTRO TO BUSINESS PRESENTATION: Keeley Moninger, Tristan Taylor, Tylee Fenton (Broken Bow)
- INTRO TO FBLA: Lachlan White (Broken Bow)
- INTRO TO INFORMATION TECHNOLOGY: Elijah Placke (Centura)
- INTRO TO PARLIAMENTARY PROCEDURE: Katelyn Melvin (Johnson-Brock)
- INTRO TO PROGRAMMING: Lydia Franklin (Adams Central)
- INTRO TO SOCIAL MEDIA STRATEGY: Maddie Franzluebbbers (Emerson-Hubbard)
- INTRO TO SUPPLY CHAIN MANAGEMENT: Isaac Sowards (Tri-County)
- JOB INTERVIEW: Rylen Soundy (Doniphan-Trumbull)
- JOURNALISM: Chili Potmesil (Alliance)
- LOCAL CHAPTER ANNUAL BUSINESS REPORT: Marissa Jensen, Cortni Lovell, Grace Schulte (Raymond Central)
- MOBILE APPLICATION DEVELOPMENT: Landon Rutjens (Elkhorn Valley)
- PARLIAMENTARY PROCEDURE: Malynn Boyles, Caydence Feldman, James Fletcher, Ava Paitz (Litchfield)
- PUBLIC SERVICE ANNOUNCEMENT: Jayke Krueger, Madelyn Ramaekers, Kendal Wineteer (Aurora)
- SALES PRESENTATION: Jonathan Althouse, Frank Kovacs (Minden)
- SOCIAL MEDIA STRATEGIES: Skylar Hurt, Shiloh Smith (Centura)
- VISUAL DESIGN: Sophie Morfield, Kendall Schneider, Rowan Stodola (Clarkson)

*** Students from NRCSA-member schools who placed first in the FBLA Middle School contests include:**

- ANNUAL CHAPTER ACTIVITIES: Marissa Blake, Dylan Eddie, Kerrigan Johannes (Arlington)
- CAREER EXPLORATION: Olivia Hake (Leigh)
- CAREER RESEARCH: Corbyn Rasby (Johnson-Brock)
- COMMUNITY SERVICE: Zuri Booth, Layla Borowiak, Lausyn Matthes (Twin River)
- DIGITAL CITIZENSHIP: Jameson McBride (Elmwood-Murdock)
- EXPLORING ACCOUNTING & FINANCE: Perrin McMann (Raymond Central)
- EXPLORING AGRIBUSINESS: Kate Field (Raymond Central)

Nebraska Rural Community Schools Association

- EXPLORING ANIMATION: Tyler Praus, Teagan Reed (Arlington)
- EXPLORING BUSINESS COMMUNICATION: Marissa Blake (Arlington)
- EXPLORING BUSINESS CONCEPTS: Grayson Owens (Chase County)
- EXPLORING BUSINESS ETHICS: Kellen Nielsen (Elmwood-Murdock)
- EXPLORING BUSINESS ISSUES: Ty Nielsen, Jayden Wilcox (Emerson-Hubbard)
- EXPLORING COMPUTER SCIENCE: Israel Gehring (Twin River)
- EXPLORING CUSTOMER SERVICE: Kerrigan Johannes (Arlington)
- EXPLORING DIGITAL VIDEO PRODUCTION: Mazee Everett, Brylee Ramaekers (Twin River)
- EXPLORING ECONOMICS: Corbyn Rasby (Johnson-Brock)
- EXPLORING FBLA: Rebecca Reeves (Chase County)
- EXPLORING LEADERSHIP: Kate Field (Raymond Central)
- EXPLORING MANAGEMENT & ENTREPRENEURSHIP: Dylan Eddie, Eli Hegemann, Marissa Blake (Arlington)
- EXPLORING MARKETING CONCEPTS: Dylan Eddie (Arlington)
- EXPLORING MARKETING STRATEGIES: Taylin Tobias (Sargent)
- EXPLORING PARLIAMENTARY PROCEDURE: Rebecca Reeves (Chase County)
- EXPLORING PERSONAL FINANCE: Perrin McMann (Raymond Central)
- EXPLORING PROFESSIONALISM: Emmett Zarek (Twin River)
- EXPLORING PUBLIC SPEAKING: Ava Garwood (Boyd County)
- EXPLORING TECHNOLOGY: Jackson Steinmeyer (Fairbury)
- EXPLORING WEBSITE DESIGN: Carly Nolan, Emma Ohri (Boyd County)
- INTERPERSONAL COMMUNICATION: Kerrigan Johannes (Arlington)
- SLIDE DECK APPLICATIONS: Chloe Cartwright (Arlington)
- SPREADSHEET APPLICATIONS: Emmit Jones (Elmwood-Murdock)

*** Three students at the State Colleges have been appointed by Gov. Jim Pillen to serve as Student Trustees on the Nebraska State College System’s Board of Trustees. They are:**

- Daniella Akwanamnye, Chadron State College
- Lucas Hrabik, Peru State College. Lucas is a graduate of NRCSA-member Louisville High School.
- Mattie Kucera, Wayne State College. Mattie is a graduate of NRCSA-member Raymond Central High School.



*** Several students from NRCSA-member schools placed first at the NSAA's State Journalism Championships. The include:**

CLASS B:

- Samantha Fehrer of West Point-Beemer (Newspaper Sports Feature Writing)
- Kiley Ayres of Adams Central (Info Graphic)
- Kayden Sipp of Adams Central (Newspaper Layout)
- Freya Venteicher of Northwest (Photo/Artistic Illustration)
- Aldan McKnight of Plattsmouth (Feature Photography)
- Kipley Kuecker of Lexington (Yearbook Layout)
- Beatriz Montiel-Carranza of Lexington (Broadcast News Story and Broadcast Feature Story)
- Lydia Franklin and Madelyn Hughes of Adams Central (Broadcast Public Service Announcement)

CLASS C:

- Miranda Spady of Chase County (Advertising)
- Azalea Marshall of Mead (Newspaper Column Writing and Yearbook Theme Copy Writing)
- Shie King of Southwest (Editorial Cartooning)
- Lauryn VanDiest of Doniphan-Trumbull (Editorial Writing)
- Elizabeth Brennan of Mead (Entertainment Review Writing and Feature Photography)
- Mia Sherman of Stanton (Headline Writing)
- Madison Fenn of Yutan (Newspaper Feature Writing)
- Ksenia Bradford of Yutan (Newspaper News Writing)
- Jade Grasianni of Mead (Newspaper Sports Feature Writing)
- Hunter Williams of Mead (Sports News Writing)
- Alivia Dunaway of Mead (Yearbook Feature Writing)
- Max Novak of Dorchester (Yearbook Sports Feature Writing)
- Kylie Krajicek of Yutan (Info Graphic and Action Photography)
- Charlie Christensen, Kilah Pfeifer, Leilani Soto, Bailey Manka, Marissa Schwab, and Khloe Wheeler of Doniphan-Trumbull (In-Depth Newspaper Coverage)
- Brooklyn Espinoza of Stanton (Newspaper Layout)
- Paige Nickless of Chase County (Photo/Artistic Illustration)
- Ashtyn Anderson of Yutan (Yearbook Layout)
- Guadalupe Gabriel-Gomez, Haley Gimpel, and Cohen Reutzell of Harvard (Yearbook Theme Development)
- Camryn Engel of Doniphan-Trumbull (Broadcast News Story)
- Halle Arlt and Nicole Wacker of Yutan (Broadcast Sports Story)

Nebraska Rural Community Schools Association

- Owen Littau and Bryer Almgren of Stuart (Broadcast Feature Story)
- Thomas Paxton and Kayde Ramm of Stuart (Broadcast Public Service Announcement)

*** At the State Journalism Competition, the NSAA recognized its Unified Journalists and their partners. Students from NRCSA-member schools were honored.**

CLASS B:

- Christian Arens of Conestoga (Action Photography and Feature Photography)
- Nery Rivera of Lexington (Feature Photography)
- Leyton Parra and Zephyr Mowinkel of Milford (Action Photography)
- Ethan Auwerda and Leon Sybrant of Ogallala (Broadcast News)
- Ethan Auwerda and Paeton Brown of Ogallala (Broadcast Feature)
- Ethan Auwerda of Ogallala (Editorial Writing)
- Tiffany Chaney of Pierce (Newspaper News)

CLASS C:

- Abigail Saunders of Centennial (Yearbook Sports Feature)
- Cali Santifer of Southern Valley (Advertising)
- Paisley Hammond of Southern Valley (Newspaper News)
- Berkley Martin and Sophie Lewis of Southern Valley (Broadcast Feature)
- Rose Bredthauer and Shaylee Meiestler-Lomasney of Wood River (Yearbook Sports Feature)
- Rose Bredthauer of Wood River (Action Photography)

*** Yutan was the Class C Journalism State Champion. Mead was the State Runner-up.**



YUTAN JOURNALISM

*** Eight of the NSAA's Believers and Achievers honorees were awarded \$1,000 Believers and Achievers Scholarships. Those from NRCSA-member schools are: Drew Schmaderer (Stuart), Shayleigh Coleman (Anselmo-Merna), Josie Ley (Wayne), Josey Moore (Ravenna), and Melia Gronemeyer (Tri County).**



*BACK: Drew Schmaderer (2nd from left), Shayleigh Coleman (4th from left)
FRONT: Josie Ley (1st from left), Josey Moore (2nd from left), Melia Gronemeyer (right)*

*** Matt Hinkel of Northwest High School was recognized as NETA's Veteran Teacher of the Year.**



MEMBER SPOTLIGHT

Callaway Public Schools



Mascot: Bears & Bobcats

Enrollment: 166 students

Location(s): Callaway, NE

Interesting Fact: In the last 10 years we have recognized 8 teachers for 30 years of service to our school district and we have a handful more that are close to that accomplishment. Callaway has traditionally been a place where teachers move in, put down roots, and raise their families. This longevity is a testament to our school's connection to the community and the commitment of the village of Callaway to foster support and ensure the success of our children.



Superintendent: J.D. Furrow

Principal(s): Heath Birkel - 7-12 Principal/AD; Brittany Jesseph - PK-6 Principal/SPED Director

Board of Education: Jim Phelps, President; Rhonda Pandorf, Vice President; Rebecca Eggleston, Secretary; Mike Reiff, Treasurer; TR Anderson; Liana Hrupek

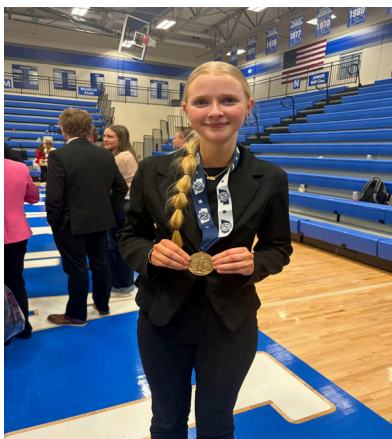


Programs:

Our FCCLA chapter led by Charmayne Popp has grown to national prominence. Last year Ms. Popp took ___ kids to Orlando Florida to compete at the national convention with multiple teams winning awards and one team of repurpose/redesign winning national championship. The team of Kaygan Witthuhn, Cheney Dishman, and Angel Johnson presented a reading lamp created from retired books. This summer Ms. Popp will be taking 10 students to compete at the national convention in Washington D.C. Along with the success in competitions, Ms. Popp's students are impacting our community and school with many service activities, and she is building our communities next generation of leaders.

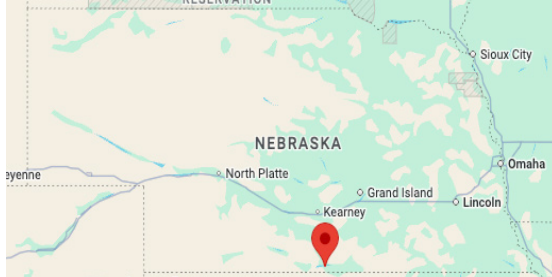
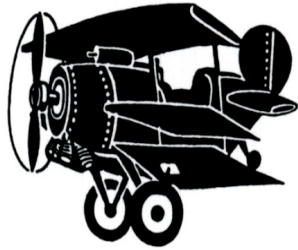
The second program I would highlight is our commitment as a school to social emotional learning and support structures we have put in place to not let kids fall through the cracks because there are no cracks. Mental health has been a big part of our MTSS evolution. We are very proud that our elementary SPED/SEL teacher, Karen Weverka, and elementary principal, Brittany Jesseph have been recognized by Character Strong. Karen and Brittany have been invited to receive an award for the school and to present at the national Character Strong convention in Seattle, WA this summer. It is very fulfilling to be recognized at such a high level for the work that is happening in our school, but the actual reward is the impact we see in our students.

These programs are just two of the many great things happening at Callaway. We pride ourselves on being a safe and nurturing environment that allows students to become the best version of themselves, inside and out. At Callaway we are "Creating Positive Stories" every day!



MEMBER SPOTLIGHT

Franklin Public Schools



Mascot: Flyers

Enrollment: 265 students

Location(s): Franklin, NE

Interesting Fact: Frank W. Cyr, the “Father of the Yellow School Bus” was born on a farm near Franklin, NE.

Mr. Cyr was instrumental in making the yellow bus with black lettering standard for all school buses. It was determined as easiest to see in the light of early morning and late afternoon. The Franklin County Museum has information on display in honor of Mr. Cyr.

Superintendent: Shelley Kahrs



Principal(s): Kelly Simmons & Christie Stratman



Board of Education: L to R: Erica Dorn; Lori Cole; Harley Scott; Derek Fouts; Mike Bartels; NOT pictured: Ryan Bonham

Programs:

Shelley Kahrs is serving her first year as superintendent at Franklin Public Schools, but she has been a consistent and valued member of the district for over 32 years. Having grown from a classroom teacher to an elementary principal and now a superintendent, she leads with a deep understanding of daily school life, ensuring every decision is grounded in what is best for students. Shelley’s leadership is best described as “all in.” She is deeply committed and focused on building strong, sustainable systems that support success regardless of who is leading them. Her clarity and vision foster an environment where staff feel supported, respected, and heard. Across the district, there is a renewed sense of energy, pride, and direction under her leadership. Behind the scenes, Shelley’s dedication and work ethic continue to move Franklin Public Schools forward in meaningful and lasting ways.



The Franklin community faces common rural barriers when connecting families to mental health supports. Franklin Public Schools recognizes this gap and has embraced its role as a trusted hub, providing not only mental health services but also essential resources that promote stability and well-being. To address these needs, the district has intentionally developed a comprehensive, team-based mental health system that supports students and families across all tiers. The addition of Ale’ Siel, Licensed Mental Health Practitioner (LMHP), has been instrumental in bridging access gaps, allowing students to receive services during the school day while reducing financial and logistical barriers for families. In partnership with the administration and the school counselor, Mercedes Collins, the district has strengthened a collaborative mental health team grounded in consistency, transparency, and shared responsibility. This approach unites multidisciplinary teams—including safety, crisis, and threat assessment—to proactively respond to student and family needs. As a result, Franklin Public Schools have strengthened student outcomes while fostering a deeper sense of connection, support, and resilience across the community.



Updates from Members & Other Entities

From NRCSA Executive Director Jack Moles: *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program is provided below. This program is beneficial on many levels. Among them are:*

- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school districts. All three of the State Colleges are NRCSA members.*
- *The program provides an opportunity to connect prospective teachers with rural schools. Some of the tutors did not attend rural high schools and this provides an opportunity for them to connect with rural.*
- *The program provides an opportunity to connect YOUR school with prospective teachers. You may be in the market to hire one of these tutors in the future and this connection could help!*



Nebraska SMART Update

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

LAST DAY OF TUTORING: May 7
Monday - Thursday 3:30 to 8:30 PM CT

As we approach the final phase of grant funding for Nebraska SMART, your voice is more important than ever.

YOUR STORY MATTERS:

Help Showcase the Impact of Nebraska SMART

We are asking school administrators, teachers, and counselors to help us capture the true impact of Nebraska SMART by sharing a brief testimonial. Your firsthand experiences provide powerful insight into how the program is shaping classrooms, supporting students, and inspiring future educators across Nebraska.

Your perspective matters. It helps us demonstrate the program's value to decision-makers and advocate for its future.

Please take a few minutes to complete the survey here: [Testimonial Form](#).

Your responses will help us:

- Show how Nebraska SMART supports student learning and success
- Highlight its role in developing Nebraska's future teachers
- Share meaningful stories and outcomes with decision-makers

We especially encourage you to include specific examples or stories. These personal insights bring the program to life in ways data alone cannot.

Nebraska SMART’s future depends on our ability to clearly show its impact, and that starts with voices like yours.

Thank you for your continued commitment to your students and for helping us tell this important story.

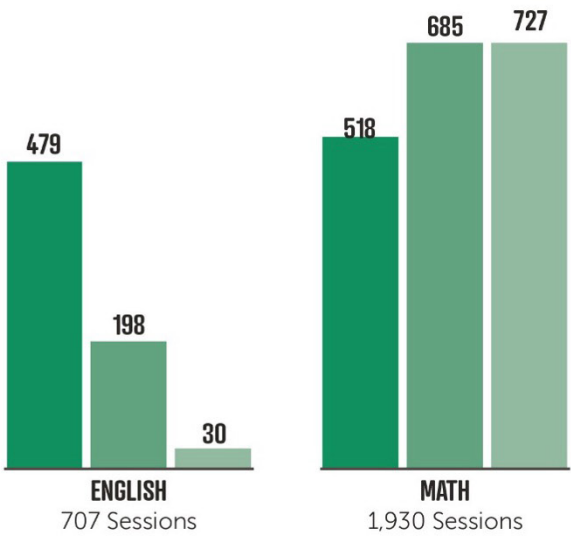
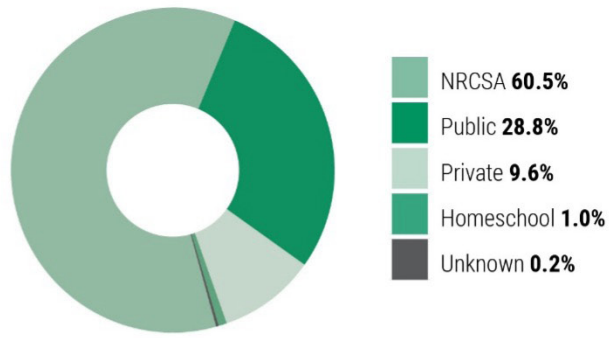
By the numbers

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

To date, Nebraska SMART tutors have completed more than **2,771** tutoring sessions, serving **1,047** students statewide. The program’s success is possible thanks to strong partnerships with schools and organizations across Nebraska, like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.

1,047 STUDENTS SERVED

Since February 2024, 1,047 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.



2,771 TUTORING SESSIONS COMPLETED

■ K-5th Grade ■ 6th - 8th Grade ■ 9th - 12th Grade

The Tutors have conducted 2,771 tutoring sessions, providing over 1,534 hours of tutoring to K-12 students across rural Nebraska. The graph shows a breakdown of tutoring by subject and grade level.



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

To date, Nebraska SMART tutors have completed more than **2,661** tutoring sessions, serving **1,029** students statewide. The program’s success is possible thanks to strong partnerships with schools and organizations across Nebraska, like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.

To learn more or help your students get started, visit www.nscs.edu/nebraskasmart or contact Judi Yorges at jjorges@nscs.edu.

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

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

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

[Strengthening Rural Communities Through Public Education](#)

The Center on Budget and Policy Priorities, along with the Food Research and Action Center, has drawn attention to the possibility that the Community Eligibility Provision (CEP) might be substantially altered. This change could have a negative impact on several school districts in Nebraska. The following website provides a great overview of the concern and allows the viewer to go specifically to Nebraska to see how the change could affect districts.

[State by State Fact Sheet](#)

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

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

Jeremy Braden, Superintendent at Doniphan-Trumbull, has developed a useful agenda for onboarding new Board of Education members. Many of our districts will bring on new Board members in January. Jeremy’s instrument could be a nice template for Superintendents and Board Presidents to use in working with new Board members. It may be accessed here:

[Board Member Onboarding](#)

From Rebecca Vogt, UNL

Today we are releasing the first of the reports from the 2024 Rural Poll, focusing on the well-being of rural Nebraskans. The report can be accessed online. The press release for this report can be found here.

[Well Being of Rural Nebraskans](#)

From Jay Martin, NDE Director of School Safety & Security

Hello All,

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

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

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

Thanks for all you do in school safety.

[School Safety Newsletter Spring 2025](#)

UNL Extension Center: Embracing Innovation: Exploring the Dynamics of New Partnerships

Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening connections between schools and their communities. By leveraging external resources, expertise, and support, schools can create a more inclusive, engaging, and supportive learning environment for all students. While partnerships within school districts can bring numerous benefits, there are also challenges that may be encountered. These can be overcome by fostering a culture of collaboration, prioritizing communication and relationship-building, seeking creative funding solutions, and promoting equity and inclusivity in partnership efforts. Additionally, leveraging support from district leadership, community stakeholders, and external resources can help schools overcome obstacles and maximize the benefits of collaborative partnerships.

We in the Institute of Agriculture and Natural Resources (IANR), specifically the College of Agricultural Sciences & Natural Resources (CASNR) and Nebraska Extension 4-H, believe this strategy for K-12 partnerships will result in a strong learning innovation network of support for every learner and every educator in the state of Nebraska. The world of higher education is evolving, driven by changes in technology, demographics, workforce demands, and societal expectations. To meet the needs of today's learners in the 21st century and prepare them for the challenges of tomorrow, we are embracing innovation, collaboration, and a student-centered approach.

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet (tmittelstet@unl.edu) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit (bailey.feit@unl.edu) serves as the LPS/CASNR Early College and Career Pathways Coordinator. They engage in co-creating education and career pathways for students and supporting teachers by:

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy, Water, and Societal Systems (FEWSS) throughout K-12 education,
- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

If you would like to get monthly updates, consider signing up for the L.I.N.K.S. newsletter at <https://casnr.unl.edu/k-12-partners>.

Nebraska Extension brings University of Nebraska expertise and research in 8 key areas of impact directly to Nebraskans from all walks of life in each of the state's 93 counties. Nebraskans turn to Nebraska Extension to strengthen their families, inspire their communities, empower young people, conserve and protect natural resources and advance their farms, ranches and businesses. Nebraska 4-H represents one of the eight key areas, and has been a leader in the career and college readiness field by being one of the first in the country to support a statewide educator position and team to provide leadership in program development and delivery.

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

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

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

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

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

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

[Why Rural Matters 2025](#)

The National Rural Education Association (NREA) partnered with AASA in producing a report on REAP. REAP is a program that benefits many of our smaller districts. The report can be accessed here:

<https://www.aasa.org/docs/default-source/resources/reports/rural-education-achievement-program-survey-report.pdf>

Understanding REAP



The NCA & Proactive Coaching partner to bring Coach Bruce Brown's legendary insights about the parent's role in education-based athletics to your school & community.

Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

"Outstanding information, well delivered. There were times I thought he was talking directly to me, which is a sign of a great communicator. I personally feel I'm better today than yesterday as a sports parent because I was able to listen to this message." – Parent & School Board Member

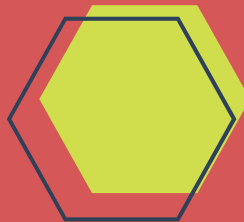


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

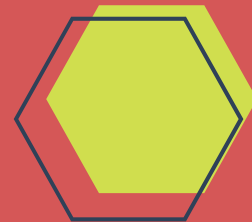


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





Nebraska School Administrators & School Board Members,

The Nebraska Coaches Association (NCA) is excited to announce a partnership with Proactive Coaching to bring Coach Bruce Brown's legendary insights about "**The Role of Parents in Education-Based Athletics**" to your school and community. Please see the attached flyer for highlights/focus of the in-person presentation.

NCA Executive Director, Darin Boysen, will begin travel across Nebraska multiple times throughout the 2024-2025 school year to deliver this powerful and passionate message. The NCA, Proactive Coaching and Darin are partnering to bring this message to your school at a **50% discounted rate from the standard Proactive Coaching in-person booking fee.**

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

- Single school presentations are recommended but not required
- One presentation = one fee (no additional fee for schools merging)

Audio/Visual Requirements from the Host School:

- Overhead Projector with HDMI Connection
- Screen or Scoreboard Display
- Microphone

Cost – Payable the Day of Presentation:

- Within 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
- Beyond 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
 - 50 Cents per mile Round-Trip -OR- Cost of a Rental Vehicle/Gas
 - In some cases, a rental car may be cheaper for longer distances
 - Hotel Expense – if needed
- **Please Note:** Working together with other area schools to book separately on consecutive days of the week can greatly save travel and lodging expenses

The following booklets authored by Bruce Brown will be available for purchase for \$5 each (15% discount) after the presentation or ordered by the school in advance:

- *The Role of Parents in Athletics*
- *Playing with Confidence*
- *Life Lessons for Athletes*

Please let us know if you have any questions regarding the presentation or booking a date.

All the best,

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



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

I. Policy Intelligence and Education News

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

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

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

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

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

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

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

Three years ago, NRCSA began a Principal Search Service. This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

[NRCSA Principal Search Brochure](#)

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

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

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

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

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

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

Things for your consideration:

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

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

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

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

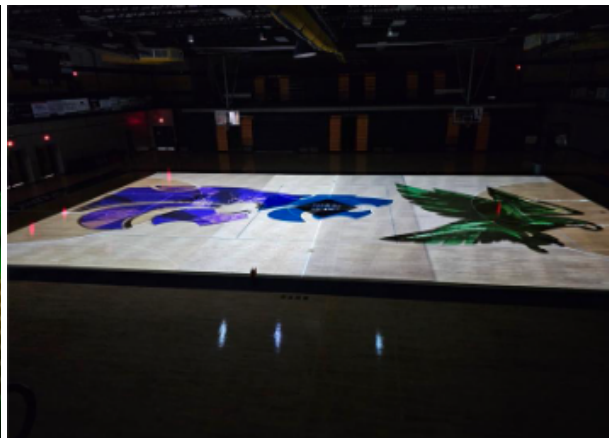


Whether on the turf or the hardwood, the modern high school sports experience is evolving far beyond the final score. Today, athletic departments are recognizing that a truly immersive environment, one that captivates a digital-native student body, is essential for building lasting school spirit.

While mascots and music have long been the pillars of game-day atmosphere, a new technological frontier has emerged: advanced LED field lighting and indoor on-court color mapping. This transition from static, industrial yellow light to dynamic, high-definition color is fundamentally changing how communities experience "Friday Night Lights" as well as create new revenue opportunities through sponsorship and advertising.

By synchronizing stadium lighting with player introductions, key momentum shifts, and halftime shows, schools are creating a professional-grade spectacle that rivals collegiate arenas. This technology does more than just wow the crowd; it fosters a psychological home-team advantage, creating an intimidating, high-energy environment that energizes athletes and keeps families engaged in the stands.

Furthermore, the shift toward modern LED systems serves a dual purpose for school districts. Beyond the aesthetic "wow factor," these systems provide a significantly safer, glare-free playing environment that reduces shadows and improves visual clarity for student-athletes. In addition to these safety improvements, the system's high energy efficiency and low maintenance requirements provide a secondary benefit: significant long-term savings that can be reinvested back into the students and programs that need it most.



VOSS

Bringing a better light to our world, since 1939.

VOSSLIGHTING.COM



Purple Ribbon Partners



Apptegy

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



CORNHUSKER
INTERNATIONAL
TRUCKS

Cornhusker International Trucks

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



Cheever Construction

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



DA Davidson

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



Clark Enersen Partners

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



DLR Group

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



CMBA Architects

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



Facility Advocates

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



Purple Ribbon Partners



construction | the people you build with

MCL Construction

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



Network For Educator Effectiveness (NEE)

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



Roofing and Building Maintenance

Tremco Roofing

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



Voss Lighting

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



WILKINS

ARCHITECTURE | DESIGN | PLANNING

Wilkins Architecture, Design, Planning

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



Blue Ribbon Supporters



Albireo Energy



Blue Cross Blue Shield of Nebraska



Hausmann Construction



Johnson Controls



Kearney Visitors Bureau



K 12 Coalition



Navitas



Northland Securities



Piper Sandler



Rasmussen Mechanical Services



Sparq Data



US Bank



Red Ribbon Friends



BD Construction



On to College

Boyd Jones

Boyd Jones Construction



RMV Construction

BVH ARCHITECTURE

BVH Architects



Sampson Construction



Cariina



Student Assurance Services



Chief Construction



Trane Technologies



Education

Franklin Covey Education

MID-WEST ROOFING AND SHEET METAL CO.

Mid - West Roofing & Sheet Metal

Contact Information

NRCSA

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

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

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[John Fredrickson, Dist 20](#)

[Dunixi Guereca, Dist 7](#)

[Bob Hallstrom, Dist 1](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

[Dan Lonowski, Dist 33](#)

[Dan McKeon, Dist 41](#)

[Terrell McKinney, Dist 11](#)

[Glen Meyer, Dist 17](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jason Prokop, Dist 27](#)

[Dan Quick, Dist 35](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Victor Roundtree, Dist 3](#)

[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)



NRCSA Programs

[New Leaf Teletherapy](#)

[Planning Support Service](#)

[Scholarship and Awards Programs](#)

[Superintendent Search Service](#)

[USBank OneCard Program](#)



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



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

NASB BOARD QUICKS

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

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

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

JOIN US!

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

LEARN MORE!

Where Will NASBe This Month?*

Chadron; Johnson County Central; Kearney; Omaha; Paxton; Perkins County; Thedford; and Westside

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

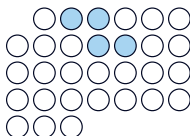
*Items currently scheduled



VOTE

Statewide Primary Election - Tuesday, May 12

SMTWTF S



JUNE 2026

JUNE



NASB Board Candidate Workshops - Tuesday, June 2 - Ainsworth, Hastings, and O'Neil

NASB Board Candidate Workshops - Wednesday, June 3 - Broken Bow, Ogallala, and Wayne

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

School Law Seminar - June 10-11 - Kearney*

JULY THROUGH SEPTEMBER

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

NASB Board Candidate Workshops - Tuesday, August 4 - Alliance and Beatrice

NASB Board Candidate Workshops - Wednesday, August 5 - McCook and Omaha

Area Membership Meetings begin Tuesday, August 18th

See Page 2 for Dates and Locations

Labor Relations - September 29-30 - Lincoln

Continued on Page 2 - *Registration is Open

Leadership

Innovation

Vision

Engagement

#liveNASB

NASB BOARD QUICKS

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

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

PAGE 2

Area Membership Meetings begin Tuesday, August 18th

- Tuesday, August 18 - Cody-Kilgore
- Wednesday, August 19 - Gering
- Thursday, August 20 - Kearney
- Tuesday, August 25 - Nebraska City
- Wednesday, August 26 - South Sioux City
- Tuesday, September 1 - Omaha
- Wednesday, September 2 - North Platte
- Wednesday, September 9 - York
- Wednesday, September 23 - Fremont

YOUR 2026 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit:

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

Leadership

Innovation

Vision

Engagement

#liveNASB

Policy Review and Update Services Agreement

This Policy Review and Update Services Agreement (“Agreement”) is entered into by and between the Nebraska Association of School Boards (“NASB”) and Arlington Public Schools (“Client”), a Nebraska school district.

1. Purpose. The purpose of this Agreement is to establish the terms under which NASB will provide policy review, policy updating, and related advisory services to assist the Client in maintaining legally compliant and effective board policies.
2. Policy and Review and Support Services. NASB agrees to provide ongoing policy review and support services for Client. Upon uploading Client’s policies into the NASB Online Publishing system, NASB will collaborate with Client to establish a regular, systematic review schedule for all policies. NASB will conduct periodic reviews consistent with the agreed schedule and will provide updates, recommendations, and general support regarding policy development, revision, and related questions as part of its regular services. Such services may include consultation with Client administrators regarding policy interpretation, policy organization, and best practices in policy governance.
3. Policy Updates. NASB has contracted with an outside law firm to draft required new and updated policies. NASB shall monitor applicable state and federal statutory law, regulatory or rule changes, and relevant case law developments affecting Nebraska school districts. When new policies or amendments to existing policies are required or recommended as a result of such changes, Perry Law Firm shall prepare or obtain such policies and promptly transmit them to Client. Client shall be responsible for reviewing, formally adopting, and uploading such policies into the Online Publishing Service. Following transmittal, NASB will be available to provide reasonable support and guidance to Client regarding the implementation and interpretation of the new or amended policies.
4. Client Responsibilities. Client acknowledges that NASB does not have authority to adopt policies on behalf of the Client and that final decisions regarding policy adoption rest solely with the Client’s governing board. Client agrees to:
 - a. Provide NASB with access to current board policies and related documents.
 - b. Review all policy recommendations provided by NASB.
 - c. Submit policies to the Client’s governing board for consideration and formal adoption.
 - d. Ensure that adopted policies are properly uploaded to the NASB Online Publishing system.
 - e. Designate a primary contact person for communication with NASB regarding policy services.
5. Term. This Agreement shall begin on _____ and shall be in effect until March 31 of each year (“Initial Term”). This agreement shall renew automatically for subsequent one (1) year Terms, commencing on April 1st of each year, (“Renewal Term(s)”) unless and until terminated as provided herein, or notice of non-renewal is provided in accordance with this Agreement.
6. Fees. Client agrees to pay NASB an annual fee of One Thousand Two Hundred and Fifty Dollars (\$1,250) for the services described in this Agreement. Payment shall be due within thirty (30) days of invoice unless otherwise agreed in writing. If in the initial term, the services are purchased between September 1 and March 31, the Client shall be charged a prorated amount of \$1,250. Client shall be invoiced on April first each year after the Initial Term for the full amount. NASB may raise this amount in subsequent Terms but shall notify the Client at least 30 days prior to the new Term.

7. Notice of Non-Renewal. Notwithstanding anything herein to the contrary, the Client may preclude the automatic renewal described in Paragraph 5 of this Agreement by providing written notice to NASB at least thirty (30) days prior to the commencement of the Renewal Term.
8. Ownership and Copyright. Client retains ownership of its adopted board policies. However, policy templates, drafts, and related materials developed or provided by NASB as part of this service are proprietary and copyrighted by NASB. Client may use such materials solely for its internal governance purposes and shall not reproduce, distribute, or provide such materials to third parties without the written consent of NASB.
9. Nature of Services. The services provided by NASB under this Agreement are advisory in nature. NASB does not provide legal representation to Client. Client is encouraged to consult with their own legal counsel regarding the adoption or interpretation of policies where appropriate.
10. Limitation of Liability. NASB shall exercise reasonable professional care in providing services under this Agreement. However, NASB shall not be liable for any indirect, incidental, or consequential damages arising from the Client's adoption, implementation, or interpretation of policies.
11. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.
12. Entire Agreement. This Agreement constitutes the entire agreement between the parties regarding the services described herein and supersedes any prior agreements or understandings, whether written or oral.

The above provisions are agreed to as of the Effective Date written above.

Organization Name: Arlington Public Schools

Signature: _____

Name (print): Dr. Dawn Lewis

Title: Superintendent of Schools

Date: _____

For Use by NASB Only:

NASB Signature: _____

Name (print): Marcia R. Herring _____

Title: NASB Director of Board Leadership

Date: _____



ARLINGTON PUBLIC SCHOOLS

Visioning Workshop
January 12, 2026

WELCOME

Agenda

- 01 Welcome & Introductions
- 02 Recap
- 03 Program Review
- 04 Option Review
- 05 Cost Estimating
- 06 Schedule Review



Recap



WELCOME

Workshops

Why Change?

Understanding School Design

Learning Connections

Priorities Activity

Pictures Worth a 1000 Words

I See | We See

A Day in the Life Activity

Visual Listening

Design Your Dream school

WE SEE

We See Statement

We see Arlington Public Schools with modern facilities that stay true to our rural roots—an inviting, community-centered place where students feel valued, build real-world skills, and grow with confidence in a functional, inspiring space.

GUIDING PRINCIPALS



Welcoming and Inclusive: Create environments where every person feels safe, valued, and invited.



Foster Experiential Learning: Design for curiosity, creativity, and hands-on, real-world engagement.



Support Well-Being and Nature Connection: Promote health, calm, and whole-person development through nature-rich, wellness-centered design.



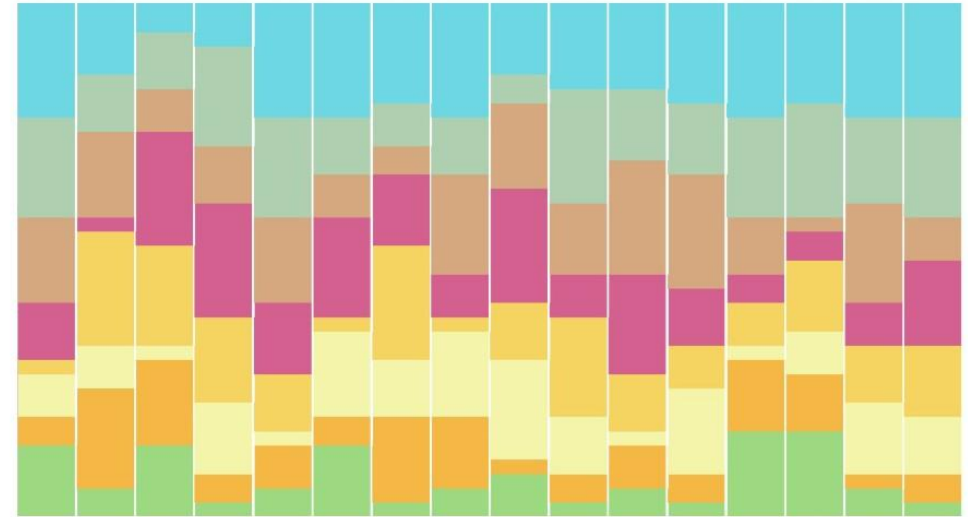
Design with Purpose and Future Vision: Build functional, timeless spaces that are adaptable, innovative, and grounded in community heritage.

VISION

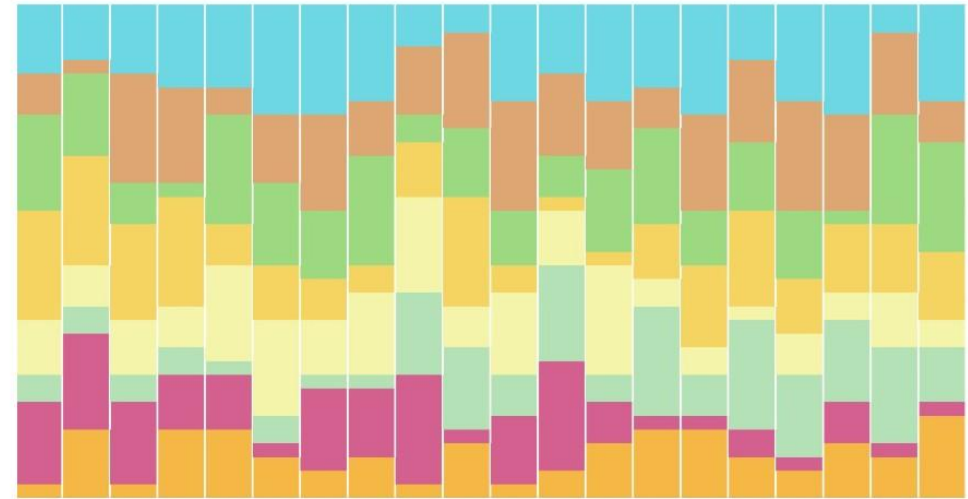
Participant Priorities

Arlington staff, faculty, parents, and community members were asked to rank their top priorities for the project's overall success to gain a further understanding of the communities needs. Nine unique priorities were provided based on information previously gathered from teacher interviews. Each participant ranked the priorities in order from high to low based on the individual's definition of success.

EXPANDED ACADEMIC PATHWAYS (CTE RENO)	ACTIVITIES ENTRY IDENTITY & EXPANDED COMMONS	FLEXIBLE LEARNING & COLLABORATION SPACE
FINE & PERFORMING ARTS EXPANSION	EXPANDED ATHLETIC SPACE (WRESTLING ROOM)	SPECIAL EDUCATION & RESOURCE SPACE
LOCKER ROOMS & RESTROOMS	PARKING AND SITE CIRCULATION	OTHER (WRITE IN)



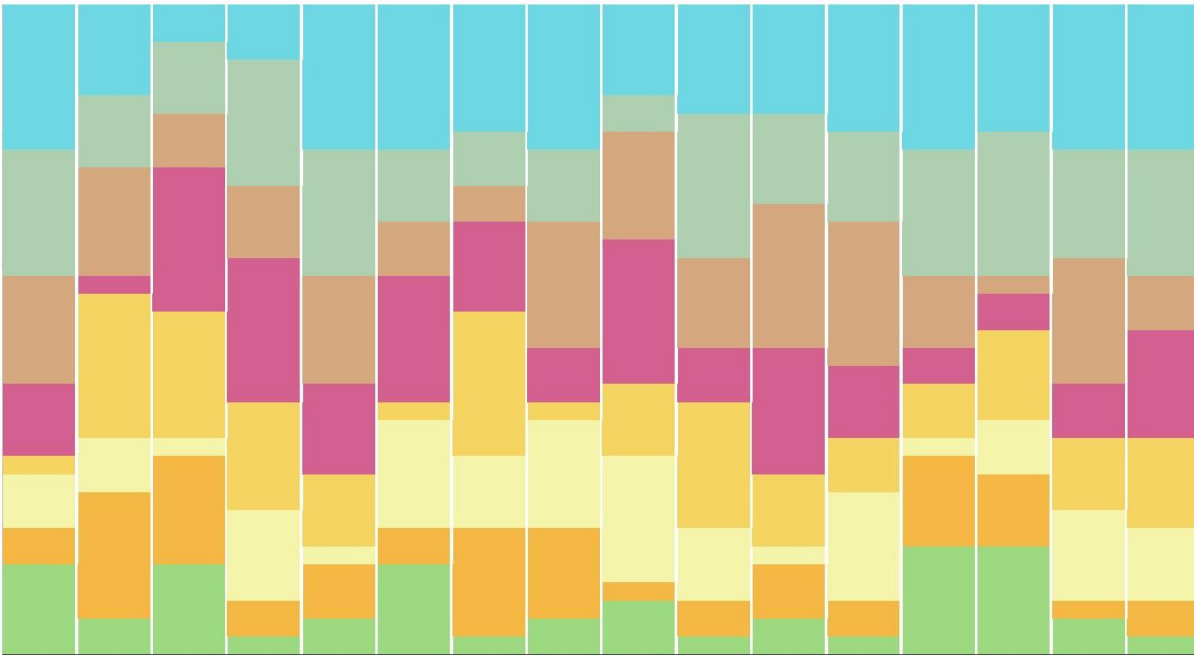
Priority rankings following the first workshop with the community. Expanded academic pathways, activities entry identity, and flexible learning space ranked as the top three priorities.



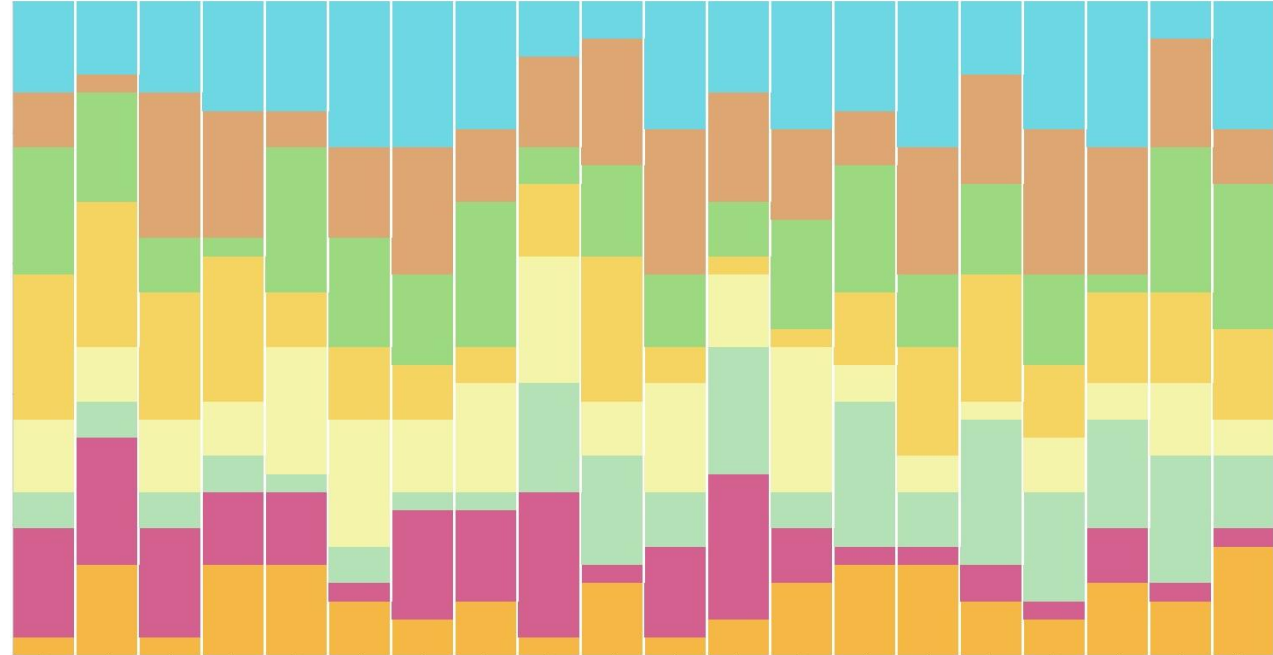
Priority rankings from students, parents, and teachers following parent-teacher conferences. Expanded academic pathways and flexible learning and collaboration space remained in the top three priorities with the addition of parking and site circulation

Recap

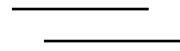
WORKSHOP PRIORITY RESULTS



PARENT-TEACHER CONFERENCE PRIORITY RESULTS



- Expanded Academic Pathways (CTE Reno)
- Activities Entry Identity & Expanded Commons
- Flexible Learning & Collaboration Space
- Fine & Performing Arts Expansion
- Expanded Athletic Space (Wrestling Room etc.)
- Special Education & Resource Space
- Locker Rooms & Restrooms
- Parking & Site Circulation



SPACES FOR CREATIVE WORK **LARGE GROUP SPACES** **DIFFERENTIATED TEACHING**
VISIBLE LEARNING **TEACHING THROUGH INSTRUCTIONAL TECHNOLOGY**
FURNITURE THAT SUPPORTS INDIVIDUALS **OUTDOOR SPACES**
PRESENTATION SPACES **AUTHENTIC/REAL WORLD LEARNING**
FLEXIBLE TECHNOLOGY **INQUIRY BASED TEACHING**
ERGONOMIC FURNITURE **CONNECTIONS TO NATURE** **OPTIONAL PRIVACY**
HEALTH AND WELLNESS **WORKSHOP MODEL TEACHING**
SPACES THAT ALLOW MOVEMENT
PERSONALIZED LEARNING **FLEXIBLE FURNITURE TYPES**

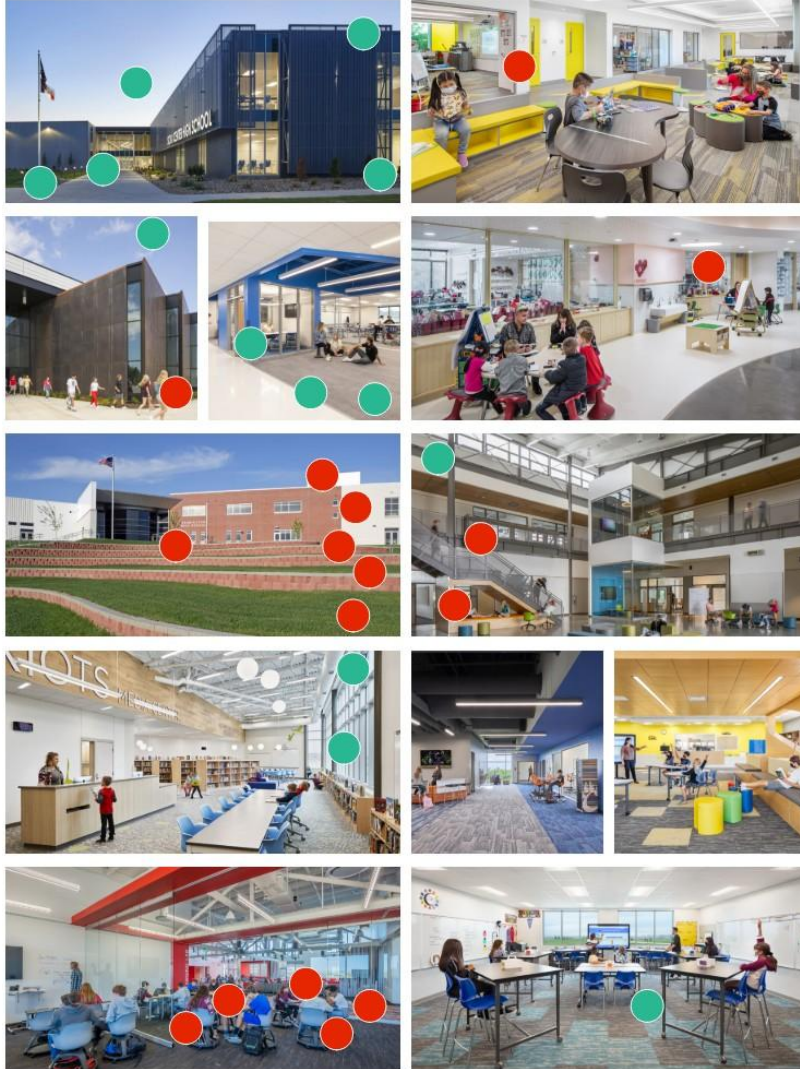
VISUAL LISTENING



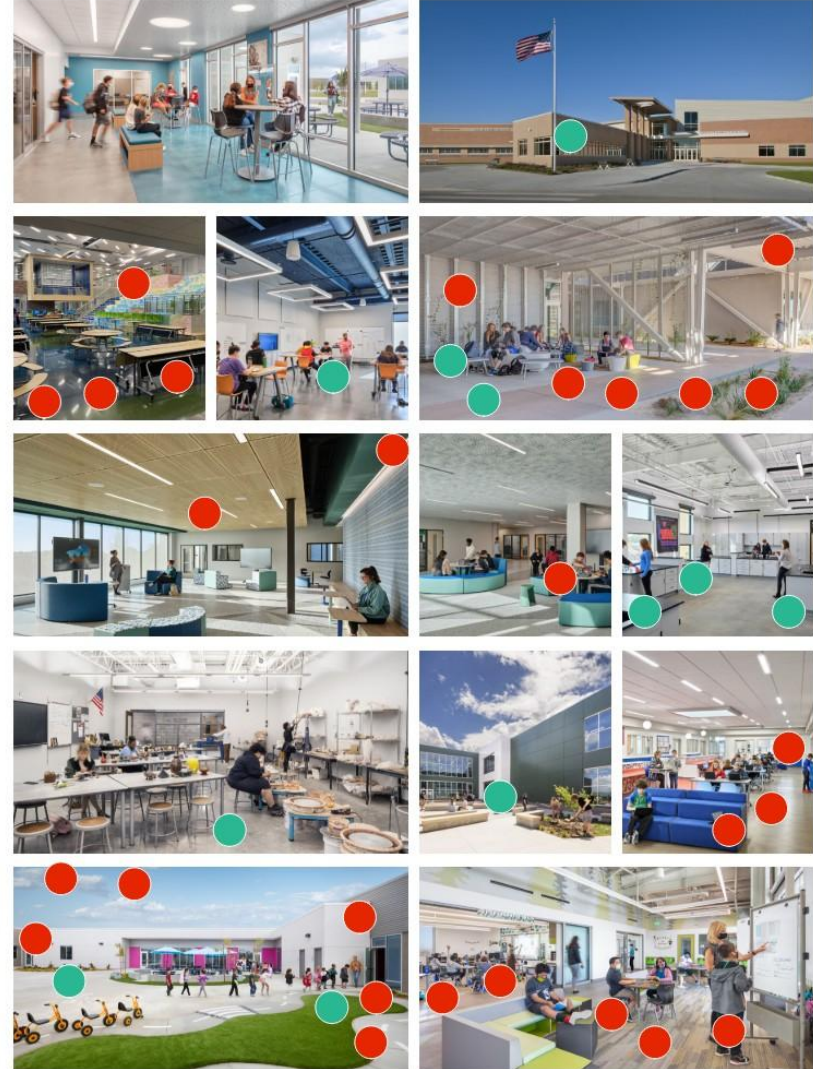
EDUCATIONAL VISUALIZATION

Visioning Photo Exercise

● Likes ● Dislikes



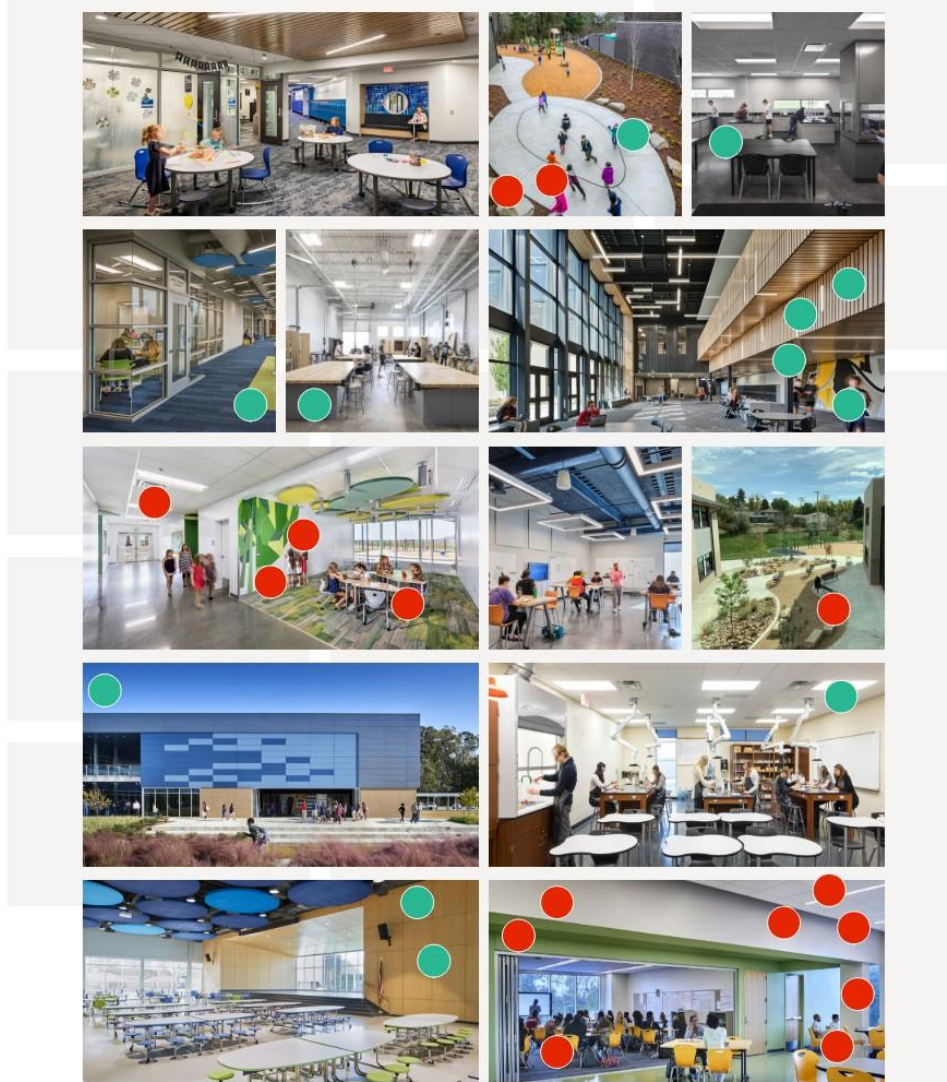
● Likes ● Dislikes



EDUCATIONAL VISUALIZATION

Visioning Photo Exercise

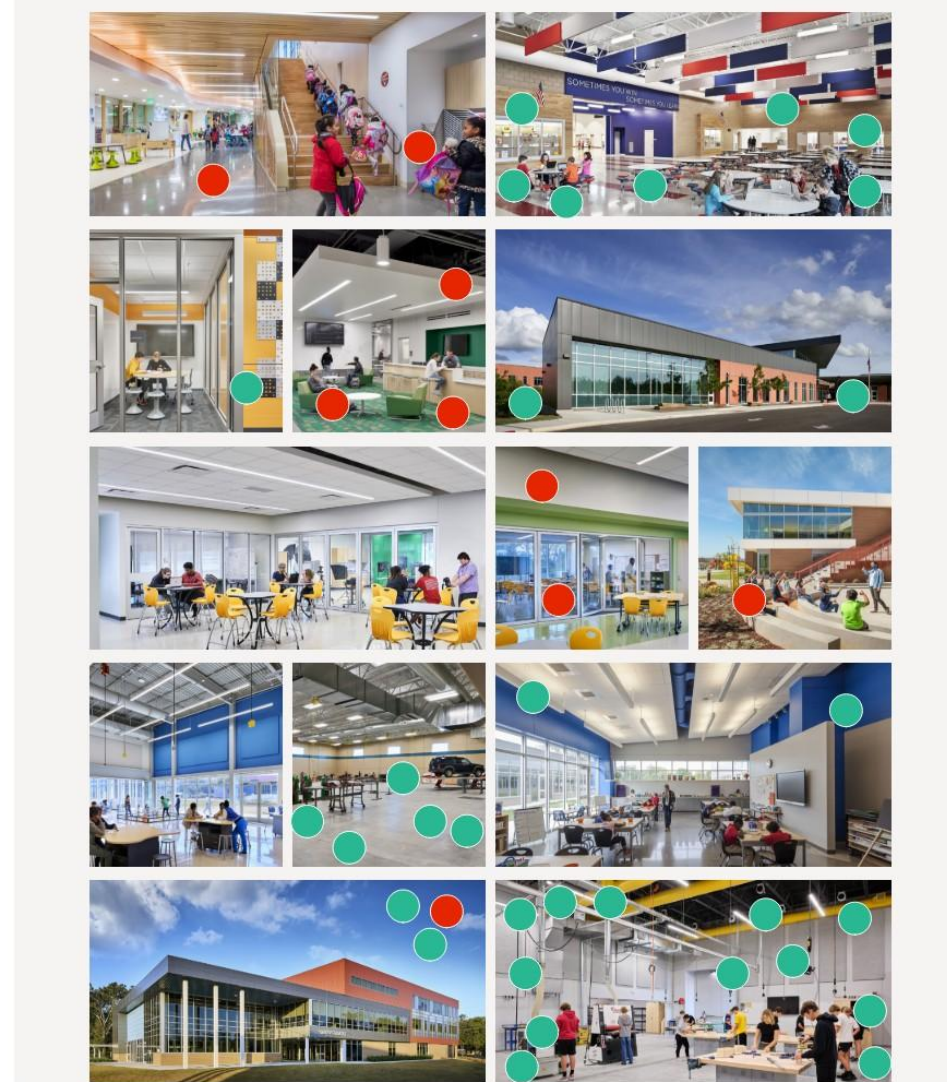
● Likes ● Dislikes



EDUCATIONAL VISUALIZATION

Visioning Photo Exercise

● Likes ● Dislikes



Design Your Dream School



DREAM SCHOOL



FRONT DOOR



OUTDOOR LEARNING ENVIRONMENTS



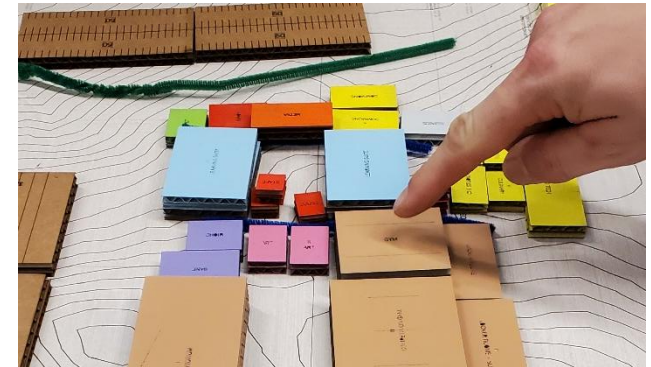
BUILDING ADJACENCIES



OUTDOOR PLAY / ACTIVITY



TRAFFIC FLOW – BUS, CAR, PEDESTRIAN



DREAM SCHOOL



CRITICAL DESIGN ELEMENTS



SPECIFIC FACILITY NEEDS



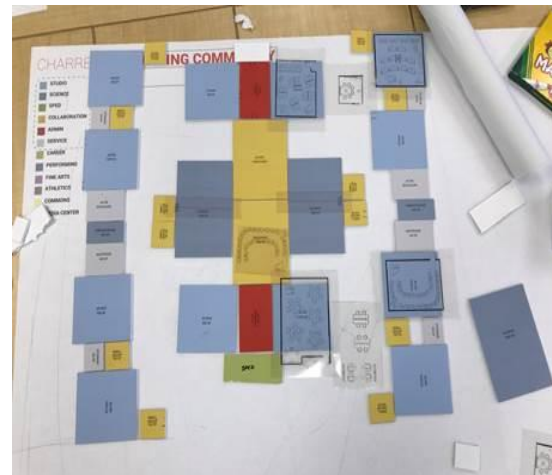
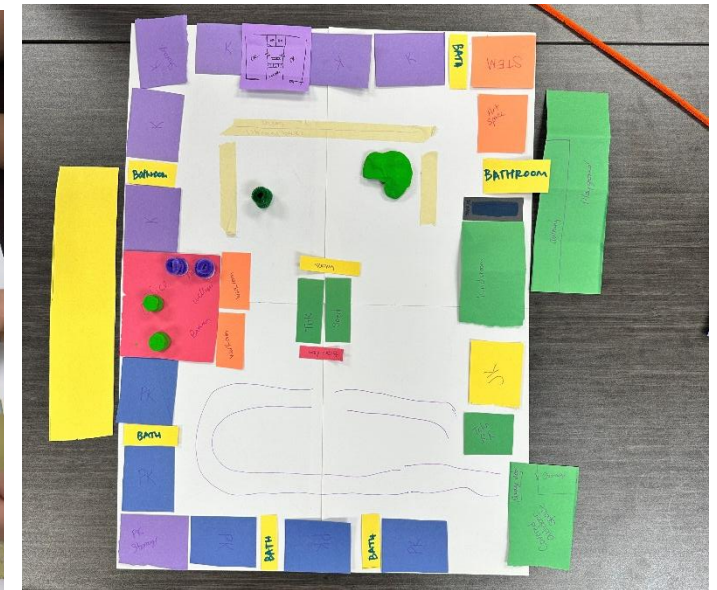
UNIQUE OPPORTUNITIES

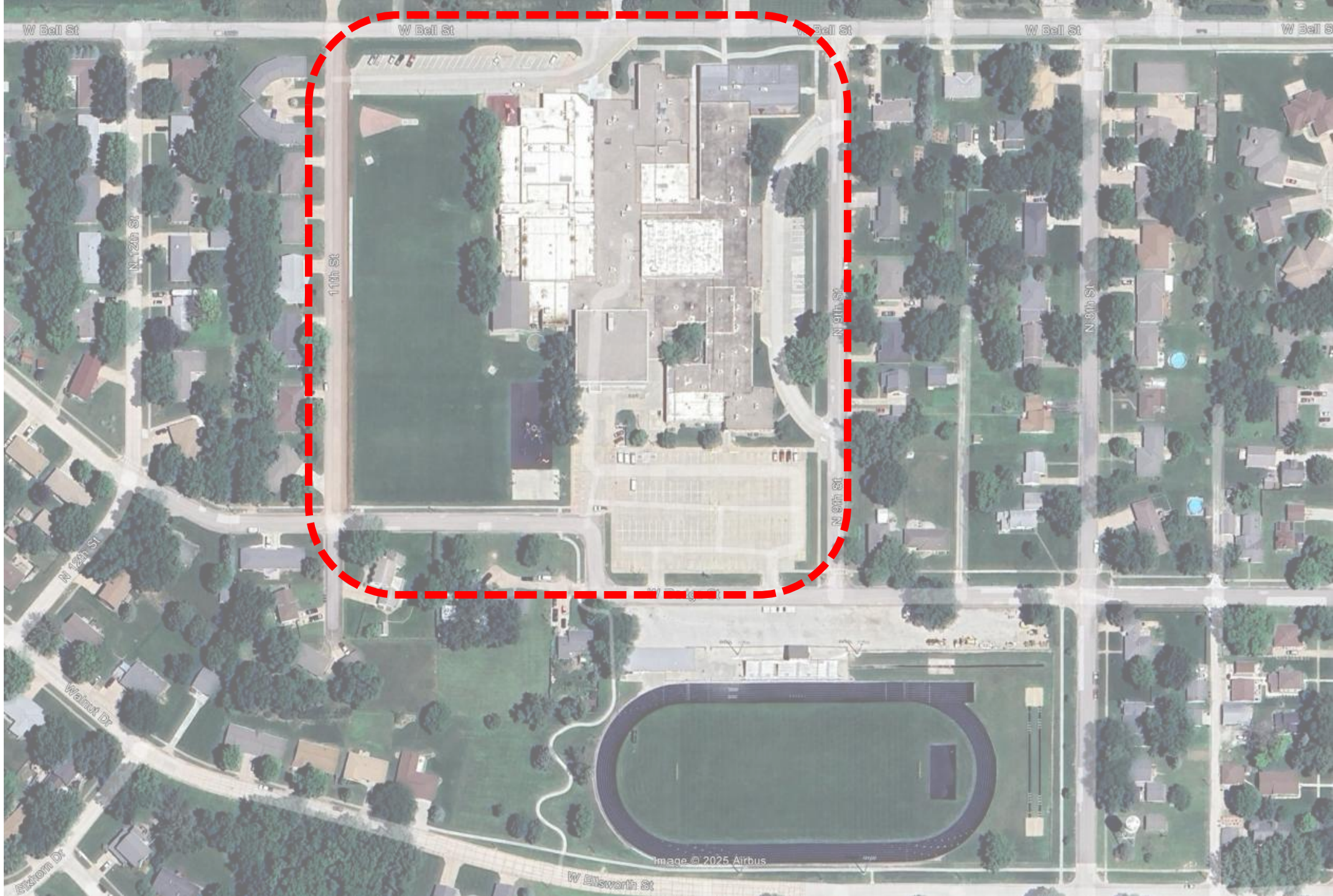


STUDENT AND STAFF NEEDS



IMPORTANT ADJACENCIES





Program Review



Arlington Public Schools

PK-12 School - Space Program Summary

	EXISTING			PROPOSED			DEFICIENCY	2026 Scope
DEPARTMENT / SPACE	# of Spaces	ea Space	Total Net SF	# of Spaces	ea Space	Total Net SF	Total Net SF	Total Gross SF
LIFE SKILLS			1240	subtotal		2300	1060	3220
15.01 Classroom	1	620	620	1	900	900	280	
15.02 Foods lab	1	620	620	1	900	900	280	
15.03 Pantry / Storage			0	1	100	100	100	
15.04 Clothing / Textiles Lab			0	0	0	0	0	
15.05 Samples Storage			0		0	0	0	
15.06 Laundry / Utility			0	1	80	80	80	
15.07 Child Development Lab			0			0	0	
15.08 Observation			0		0	0	0	
15.09 Storage			0	1	100	100	100	
15.10 Changing / Toilet			0	1	120	120	120	
15.11 Office			0			0	0	
15.12 Collaboration Space			0	1	100	100	100	
15.13			0		0	0	0	

Notes:

PHYSICAL EDUCATION / ATHLETICS		38770		subtotal		44540	5770	6924
20.01	Lobby	1	1500	1500	1	1500	1500	0
20.02	Public Restrooms	2	350	700	2	350	700	0
20.03	Concessions	1	200	200	1	200	200	0
20.04	Gymnasium - Competition	1	10800	10800	1	10800	10800	0
	.01 Elevated Track			0			0	0
	.02 Gymnasium Storage			0	1	300	300	300
	.03 Athletic Storage			0	1	300	300	300
20.04	Gymnasium - Competition	1	7600	7600	1	7600	7600	0
	.01 Gymnasium Storage	2	200	400	2	200	400	0
	.02 Athletic Storage	1	280	280	1	280	280	0
20.05	Gymnasium - Elementary	1	6900	6900	1	6900	6900	0
	.01 Storage	1	335	335	1	335	335	0
20.06	Weight Room	1	3950	3950	1	3950	3950	0
	.01 Weights Storage			0	0	0	0	0
20.07	Exercise / Fitness / Aerobics			0	0	0	0	0
	.01 Exercise Storage			0	0	0	0	0
20.08	Wrestling Room	0	0	0	1	4000	4000	4000 3 mats
	.01 Wrestling Storage	0	0	0	1	100	100	100
20.09	Classroom / Team Meeting Room	0	0	0	1	800	800	800
20.10	Training Room	1	280	280	1	280	280	0
	.01 Training Storage			0	1	100	100	100
20.11	Laundry			0		0	0	0
20.12	MS Locker Room	2	950	1900	2	950	1900	0
	.01 Showers / Drying	8	10	80	8	10	80	0
	.02 Toilet	2	60	120	2	60	120	0
20.13	HS Locker Room	2	720	1440	2	720	1440	0
	.01 Showers / Drying	9	10	90	9	10	90	0
	.02 Toilet	2	100	200	2	100	200	0
20.13	Athletic Locker Room	2	500	1000	2	500	1000	0
	.01 Showers / Drying	2	120	240	2	120	240	0
	.02 Toilet	2	50	100	2	50	100	0
20.14	Official's Locker Room	2	65	130	2	65	130	0
	.01 Showers / Drying	2	25	50	2	25	50	0
	.02 Toilet			0	0	0	0	0
20.15	Staff Locker Room			0		0	0	0
	.01 Showers / Drying			0		0	0	0
	.02 Toilet			0		0	0	0
20.16	Phys. Ed. Office	3	65	195	3	65	195	0
20.17	Athletic Office	2	100	200	2	100	200	0
20.18	Storage	1	80	80	1	250	250	170

Notes:

	EXISTING			PROPOSED			DEFICIENCY	2026 Scope
DEPARTMENT / SPACE	# of Spaces	ea Space	Total Net SF	# of Spaces	ea Space	Total Net SF	Total Net SF	Total Gross SF
AUDITORIUM			500	subtotal		13510	13010	18914
3.01 Lobby			0	1	2000	2000	2000	
3.02 Ticket Booth			0	1	120	120	120	
3.03 Concessions			0	1	150	150	150	
3.04 Seating Area - Main House			0	1	6600	6600	6600	
3.05 Black Box / Forum Seating			0		0	0	0	
3.06 Stage	1	500	500	1	2800	2800	2300	
3.07 Orchestra Pit			0	0	375	0	0	
3.08 Lighting Control			0	1	150	150	150	
3.09 Sound Control			0	1	150	150	150	
3.10 Dressing Room / Toilet							0	
.01 Men			0	1	125	125	125	
.02 Women			0	1	125	125	125	
3.11 Makeup			0	1	240	240	240	
3.12 Green Room			0		0	0	0	
3.13 Scene / Stage Shop			0	1	500	500	500	
3.14 Shop Storage			0	1	50	50	50	
3.15 Stage Storage			0	1	150	150	150	
3.16 Prop Storage			0	1	150	150	150	
3.17 Costume Storage			0	1	100	100	100	
3.18 Flat Storage			0	1	100	100	100	
3.19			0		0	0	0	

Notes:

DEPARTMENT / SPACE	# of Spaces	ea Space	Total Net SF	# of Spaces	ea Space	Total Net SF	Total Net SF	Total Gross SF
STUDENT SERVICES / SUPPORT			1395	subtotal		4375	2980	
24.01 Lockers	0	0	0	0	0	0	0	
24.02 Social Commons	1	500	500	2	500	1000	500	
24.03 Learning Commons			0	3	800	2400	2400	
24.04 School Bank / Flex Room	1	725	725	1	725	725	0	
24.05 Storage	1	170	170	1	250	250	80	

Notes:

DEPARTMENT / SPACE	EXISTING			PROPOSED			DEFICIENCY	2026 Scope
	# of Spaces	ea Space	Total Net SF	# of Spaces	ea Space	Total Net SF	Total Net SF	Total Gross SF
TECHNOLOGY / INDUSTRIAL			5278			9906	4628	13868
TECHNOLOGY / VOCATIONAL ARTS					subtotal			
25.01 Classroom	1	670	670	1	670	670	0	
25.02 Wood Lab	1	1200	1200	1	1200	1200	0	
25.03 Construction Lab			0	1	2000	2000	2000	
25.04 Metals Lab	1	2200	2200	1	2200	2200	0	
25.05 Manufacturing Lab			0	1	1000	1000	1000	
25.06 Auto Mechanics Lab			0	1	480	480	480	
25.07 Auto Body Lab			0		0	0	0	
25.08 Agriculture Classroom	1	840	840	1	840	840	0	
25.09 Technology/Robotics Lab			0	0	0	0	0	
25.10 Finishing Room			0	1	180	180	180	
25.11 Materials Storage	1	168	168	2	168	336	168	
25.12 Project Storage	1	200	200	2	200	400	200	
25.13 Tool Storage			0	2	200	400	400	
25.14 Locker/Changing			0	2	100	200	200	
25.15 Office			0	0	0	0	0	
25.16 Showroom			0	0	0	0	0	
25.17			0		0	0	0	

Notes:

TOTAL NET ASSIGNABLE AREA

BUILDING INFRASTRUCTURE

TOTAL BUILDING AREA

42933

This Number includes a grossing factor for each new space

Concept Studies





Option A

Expanded Academic pathways

New Construction Lab

New Manufacturing Lab

Finishing Room

Tool Storage

Locker Room/Changing Rooms

New Addition: 3300 SF

Reno 6500 SF existing space

Wrestling / Auxiliary Space (4800 SF)

**Total Renovation and New Additions =
14,600 SF**

Option A



Option A





Option B

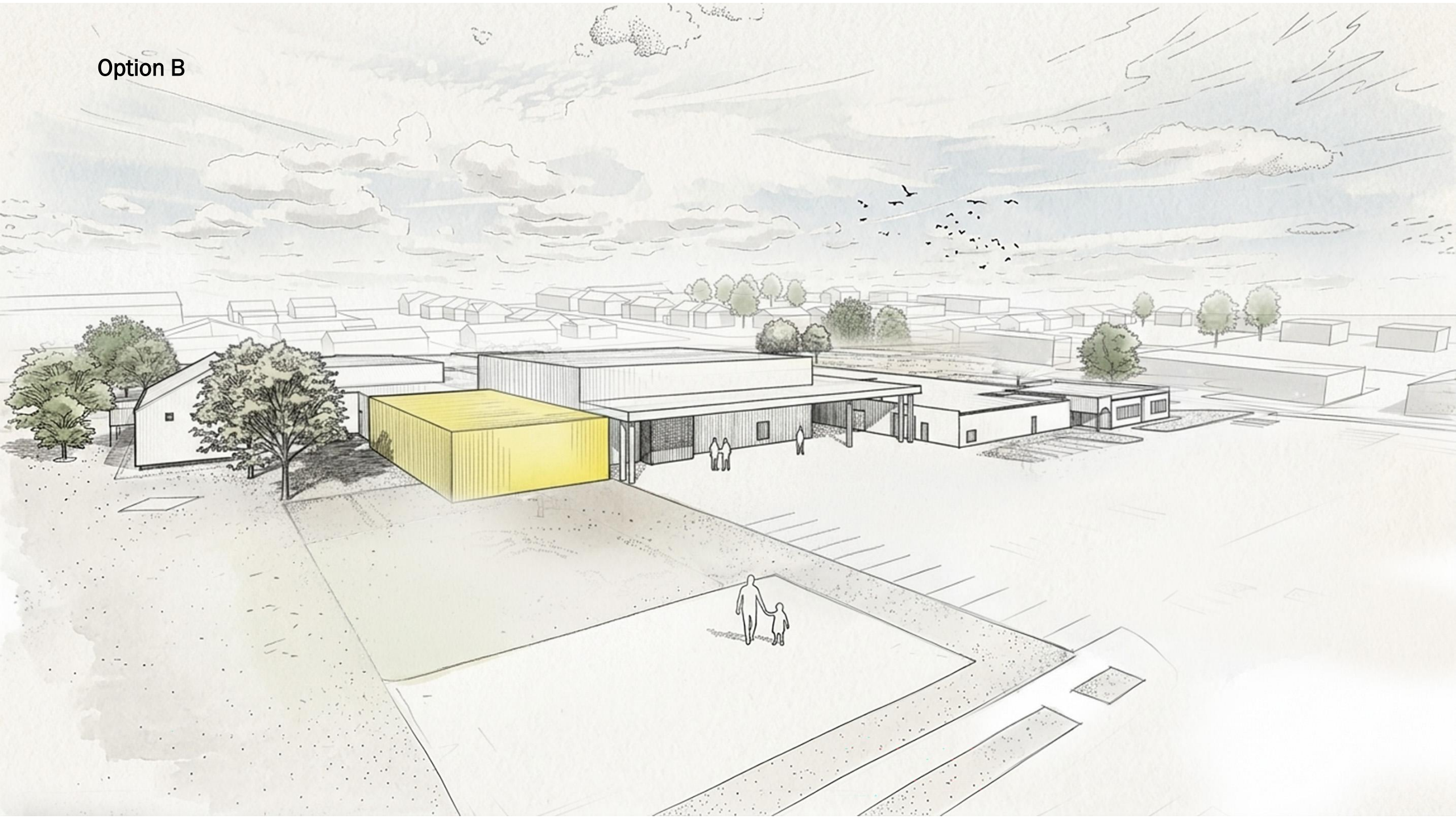
- Expanded Academic pathways
- New Construction Lab
- New Manufacturing Lab
- Finishing Room
- Tool Storage
- Locker Room/Changing Rooms
- New Addition: 3300 SF
- Reno 6500 SF existing space

Wrestling / Auxiliary Space (5400 SF)

Activities Entry Canopy

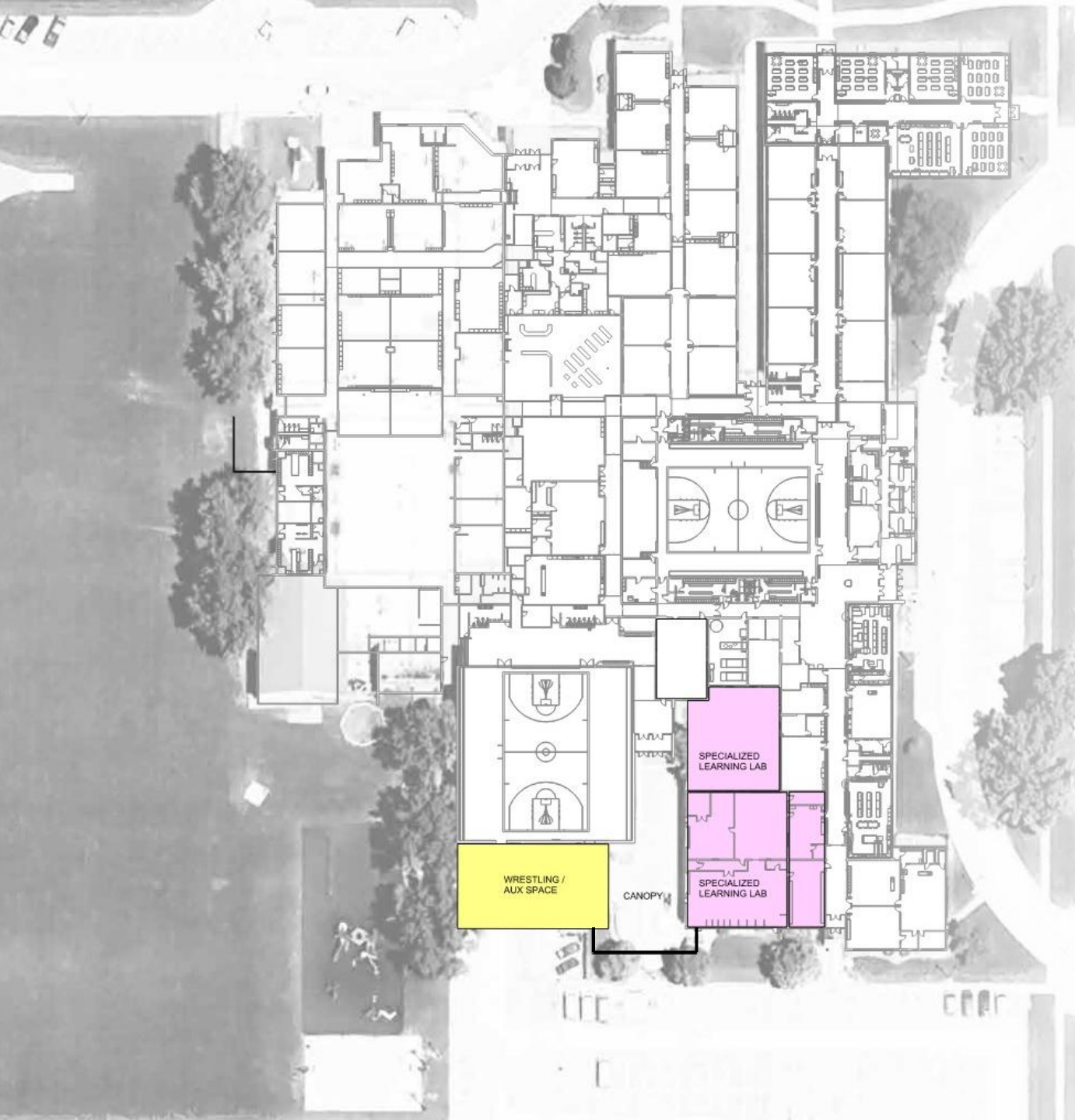
**Total Renovation and New Additions =
15,000 SF**

Option B



Option B





Option C

- Expanded Academic pathways
- New Construction Lab
- New Manufacturing Lab
- Finishing Room
- Tool Storage
- Locker Room/Changing Rooms
- New Addition: 3300 SF
- Reno 6500 SF existing space
- Wrestling / Auxiliary Space (5400 SF)
- Activities Entry Canopy

Total Renovation and New Additions = 15,000 SF

Option C



Option C





Option D

Expanded Academic pathways

New Construction Lab

New Manufacturing Lab

Finishing Room

Tool Storage

Locker Room/Changing Rooms

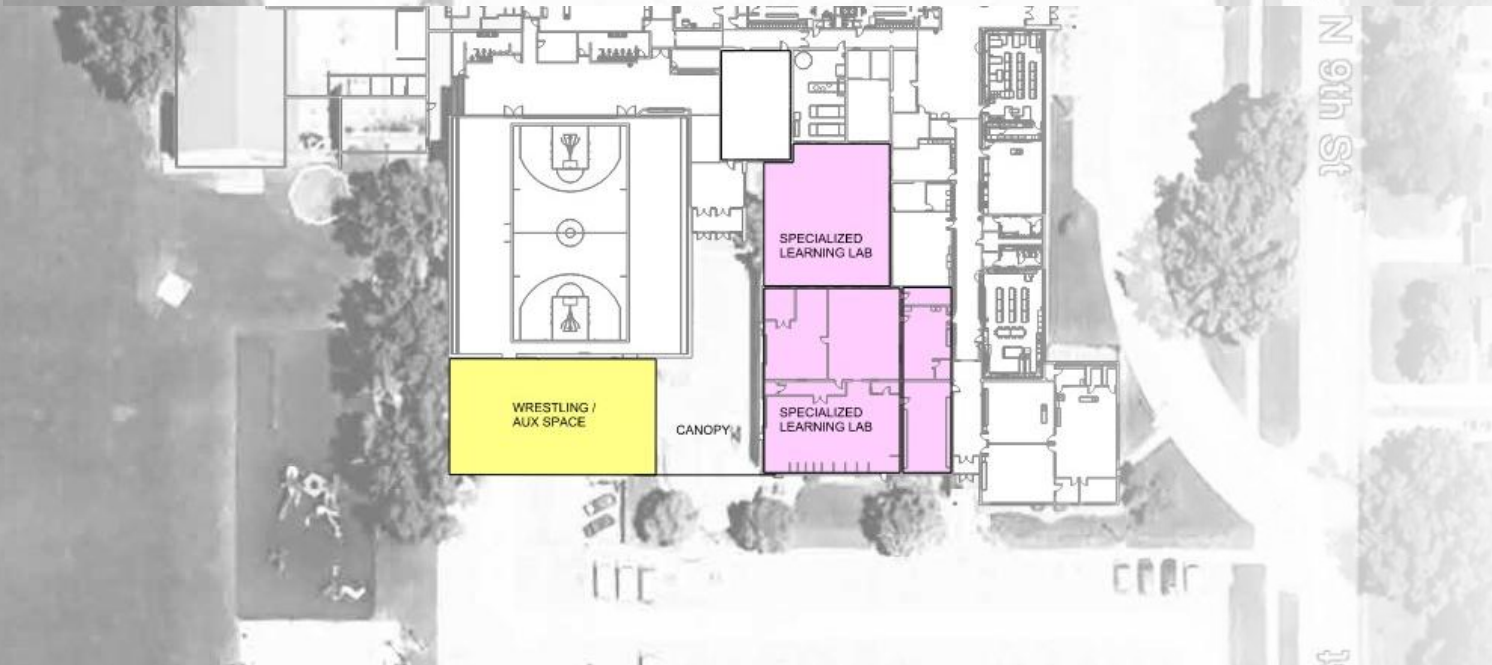
New Addition: 3300 SF

Reno 6500 SF existing space

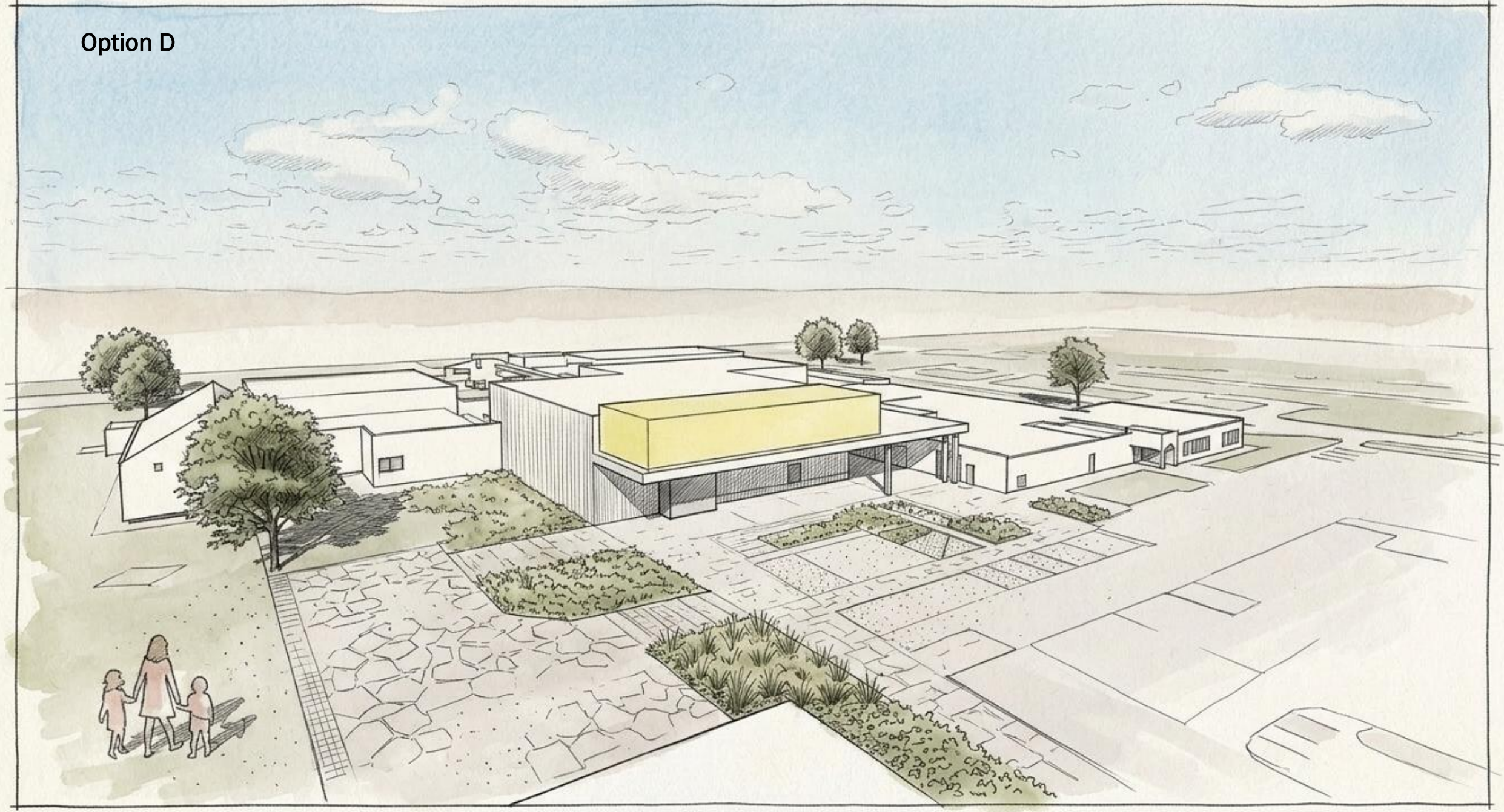
Wrestling / Auxiliary Space – Second Level
Addition (5400 SF)

Activities Entry Canopy

**Total Renovation and New Additions =
15,000 SF**



Option D



Option D



Next Steps



79-533.04. School library materials; access by parent, guardian, or educational decisionmaker; school board adopt policy.

(1) For purposes of this section, educational decisionmaker has the same meaning as in section 79-530.

(2) Each school board of a public school district shall adopt a policy for implementation at the beginning of the 2026-27 school year, relating to the rights of a parent, guardian, or educational decisionmaker to access school library materials. Such policy shall:

(a) Require the creation of a catalog of all books in the school district's library, categorized by school building, which shall be accessible for viewing by a parent, guardian, or educational decisionmaker of a student attending such school district; and

(b) Provide the opportunity for a parent, guardian, or educational decisionmaker of a student to be notified when the student of such parent, guardian, or educational decisionmaker checks out a book from the school library by means of a website or application notification or by opting in to email notifications. Such notification shall include:

(i) The title of the book checked out by the student;

(ii) The name of the author of the book checked out by the student; and

(iii) The date the book checked out by the student is due to be returned to the school library.

(3) This section shall only apply to a school library that is located on school district property and shall not apply to any other public library regardless if such library contracts with a school district for use by students.

Source: Laws 2025, LB390, § 1.

Effective Date: September 3, 2025

StudentsSchool Library Materials and Parent Access

The District will provide parents, guardians, and educational decisionmakers access to information regarding books available in the District's school library, and an opportunity to receive notification when their student checks out a library book.

For purposes of this Policy, the "school library" means the collection of books maintained by the District in a library or media center, as designated by the Superintendent or designee, located on school property and managed by District staff for student circulation. The term "school library" does not include: (1) classroom libraries or book collections maintained by individual teachers; (2) instructional textbooks or curriculum materials issued to students; (3) digital instructional materials, online databases, or subscription research services; and (4) materials accessed through a library not managed or supervised by the District. For purposes of this policy, a "book" means a bound or printed work cataloged within the District's school library circulation system.

The District will maintain a catalog of books available in each designated library. Such catalog will be made available for viewing by parents, guardians, and educational decisionmakers through a method designated by the Superintendent or designee.

The District will provide parents, guardians, and educational decisionmakers the opportunity to opt-in to receive notification when their student checks out a book from a designated library. If a parent, guardian, or educational decisionmaker elects to receive such notifications, the District shall provide such notice, which will include the: (1) title of the book; (2) author(s); and (3) date the book must be returned.

Requests to receive library checkout notifications must be submitted through a written request or through a process identified by the Superintendent or designee.

The Superintendent or designee may develop procedures to implement this Policy, and staff, parents, guardians, and educational decisionmakers must follow these procedures.

Legal Reference: Neb. Rev. Stat. §79-533.04

Date of Adoption: [Insert Date]

Thomas M. Haase
James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight
Charles Kaplan
Haleigh B. Carlson
Sara J. Tonjes
Kendall G. Oberheide
Rebecca D. Stading



PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.

*Also admitted in Iowa
** Also admitted in Kansas

Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

MEMORANDUM – 2026 SCHOOL DISTRICT ANNUAL POLICY UPDATES

The Legislature adjourned on April 17th this year. This Memo covers the required policy updates that need to be made this summer.

A. REQUIRED POLICY UPDATES

- 1. Policy 1110 (“Bulletin Boards”):** LB 429 added new requirements for “equal access” to teachers by professional organizations and teacher associations. Policy 1110 has been updated to ensure that qualifying organizations and associations are granted such access under the new law.
- 2. Policy 3560 (“Records Management and Disposition”):** LB 596 updated references in the record retention laws to better reflect current technology and electronic storage capabilities. Policy 3560 has been updated to reflect these changes.
- 3. Policy 5004 (“Full-time and Part-time Enrollment”):** LB 937 refined the part-time enrollment statutes to provide greater flexibility for students participating in national and state activities, such as FFA. Policy 5004 has been updated accordingly.
- 4. Policy 5005 (“Student Residence, Admission and Contracting for Educational Services”):** LB 937 imposes a new requirement that school districts may not disenroll a student who is the subject of a DHHS investigation. Under this new law, if DHHS notifies a school district that a student may be the victim of abuse or neglect, the district cannot facilitate a student’s withdrawal or transfer to a different school. If a parent or guardian attempts to withdraw or transfer the student during this period, the district must notify DHHS. Policy 5005 incorporates these changes.
- 5. Policy 5006 (“Option Enrollment”):** LB 653 amended the option enrollment statutes by requiring the “automatic” acceptance of siblings of option students currently enrolled in a district. Policy 5006 has been updated to reflect this new requirement. Over the next few months, schools should evaluate their option enrollment program and practices to account for these new obligations, as well as review and update option enrollment forms.

6. **Appendix to Policy 5006 (“Option Resolution”)**: Similar to the changes made in Policy 5006, the Option Resolution has been updated to reflect the change in LB 653 that removes capacity limitations for option siblings.
7. **Policy 5008 (“Attendance”)**: LB 937 amended the student attendance laws to provide that a documented absence from a credentialed health professional shall excuse a student’s absence for that day and not count toward a student’s truancy accumulation. The update to Policy 5008 reflects this change.
8. **Policy 5101 (“Student Discipline”)**: LB 653 amended the Student Discipline Act and requires two changes to board policy. First, LB 653 created an exception to the prohibition on suspending young students. Previously, PK-2 graders could only be suspended for bringing a firearm or deadly weapon to school. Now, a PK-2 grader can be suspended for violent behavior. In addition, LB 653 amends the notice requirements for student discipline letters. School administrators should ensure that their student discipline forms and checklists are updated to reflect these new notice requirements.
9. **Policy 5205 (“Graduation”)**: Last year, LB 296 amended Nebraska’s graduation statute to provide an exception for students who, at some point during their high school career, were under the supervision of a juvenile court. Policy 5205 incorporates this new statutory exception into the graduation criteria.
10. **Policy 8130 (“Annual Organizational Meeting”)**: LB 596 allows each board to designate the method by which they will give advanced public notice of board meetings. The method must be noted in the meeting minutes. At the annual organizational meeting, each board should approve (and note in the minutes) the designated method of giving notice, such as on the district’s website or posting in conspicuous places within the District.
11. **Policy 8342 (“Designated Method of Giving Notice of Meetings”)**: LB 596 amends the Open Meetings Act’s notice requirements. Previously, notices of board meetings were required to be published in the newspaper, with several exceptions. Now, notices of regular meetings only need to be published four times per year. Schools that wish to continue publishing monthly notices in the newspaper are free to continue doing so. But for those schools that do not want to be tied to a newspaper each month, notices of the regular meeting schedule need only be published four times a year.

B. RECOMMENDED UPDATES

1. Policy 3130 (“Purchasing Policies”): The Purchasing Policy is important to ensure that Boards have oversight of large purchases in the District, while affording the administration the flexibility to make smaller purchases when needed. However, Policy 3130 does not delineate between purchasing products and expending district funds for ongoing service or renewals previously approved (such as utility bills, insurance renewals, and so forth). To better address the distinctions between these scenarios, each Board may consider updating Policy 3130.

C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. Mobile Tracking: LB 935 added a new crime for surreptitiously tracking someone via a mobile tracking device. The new law includes an exception for a parent tracking their student. Since Policy 1102 (“Recording of Others”) focuses on listening devices (as opposed to tracking devices), no update is necessary to Policy 1102 in response to LB 935. That said, some districts may want to consider how to handle mobile tracking devices at school.

2. Smart Glasses: Some districts have struggled with students wearing smart glasses at school. Policy 6113 (based on LB 140 from last year) bans all “electronic communication devices,” which include smart glasses. However, if your district wants to explicitly include a reference to smart glasses or other technology, you are free to do so within Policy 6113 and/or Policy 5101 (Student Discipline).

3. Swatting: LB 935 also created a new crime of “swatting.” The Student Discipline Act (and Policy 5101) already covers criminal conduct as the basis for student discipline, so Policy 5101 does not need to be updated to add “swatting” as an expellable offense. A district could nonetheless add “swatting” if they wanted to make clear that a swatting incident may be grounds for serious discipline.

D. OTHER CONSIDERATIONS

1. New Centralized Student Record System: Last year, LB 296 addressed changes to the foster system. One of these changes includes new responsibilities for NDE. Beginning July 1, 2026, school districts will be required to share a student’s education records with NDE if the student is under a juvenile court’s jurisdiction, as part of a new centralized records system.

2. New NPERS Retirement Rules: LB 824 changes the public retirement statutes by requiring a 120 day “sit-out” period for employees who retire. As such, any school employee who retires may not work or volunteer for the 120-day period after their retirement date. An employee’s retirement date (for purposes of NPERS) may be deemed to be a date other than the date of the employee’s last workday and is typically “fixed” by the employee’s contract. With this statutory change occurring on May 1, 2026, it may be worth revisiting your 2026-2027 staff contracts to ensure that end dates align with an employee’s final day of work.

- 3. Pink Postcard Process:** LB 384 requires at least one voting member of the board to attend this year’s “pink postcard” hearing for those participating districts. After this fall, the “pink postcard” process will end, and all districts will be required to participate in the new LB 803 hearing in July 2027. This change does not require any policy updates.
- 4. Open Meetings Act Posters:** LB 596 removed the requirement that a copy of the Open Meetings Act be “posted” in the meeting room. Boards now have the option to continue posting the Open Meetings Act or simply making the Open Meetings Act available to someone who wants to review it. Since no policy requires the posting of the Open Meetings Act, this does not require any policy change.
- 5. Veteran’s Preference Reminder:** As a reminder, all public employers in Nebraska are required to note that any open employment positions are “subject to a veteran’s preference.”¹ This summer would be a good time to ensure that your application system complies with this requirement.
- 6. ADA Website Accessibility Deadline Delayed:** Recently, the U.S. Department of Justice announced that the compliance deadlines for the new website accessibility requirements will be delayed for one year. As a result, for entities with a total population of 50,000 or more, their website must be in compliance by April 26, 2027. For those entities with a total population of less than 50,000, the new deadline is April 26, 2028. No policy needs to be updated to reflect this new deadline.
- 7. Food Color Additives:** LB 940 prohibits certain food color additives as part of a school meal, effective August 1, 2027. Since food additives are not referenced in any policy, there will not be a policy update in response to LB 940.
- 8. Workplace Safety Committee Changes:** LB 397 amends the workplace safety statutes. Previously, school districts were required to establish a safety committee through the collective bargaining process. LB 397 revises the statute to permit (not require) the safety committee through the collective bargaining process. School districts could remove the safety committee provision from the Negotiated Agreement next year, if they do not want the safety committee within the Negotiated Agreement.
- 9. Hunger Free Schools Act:** LB 966 created the Hunger Free Schools Act pilot program. There is no policy update or change required for schools to apply to participate in the program.
- 10. Updates to Nebraska’s Controlled Substances Act:** LB’s 877 and 795 updated the list and schedules for controlled substances in Nebraska. However, school policies do not require an exhaustive list of banned or unlawful substances at school, so the updates to these laws do not require a policy change.

¹ Neb. Rev. Stat. § 48-227.

11. Human Relations Training Requirements: LB 1022 repealed the human relation requirement for certain teaching certificates, including substitute teachers. This new law will not result in any change to policy.

As always, please let us know if you have any questions or concerns.

Community RelationsBulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are solely designated for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the Principal or designee.

Upon request, a professional employees' organization, as defined by state law, shall be granted reasonable access to the physical or electronic mailboxes of certificated employees for purposes consistent with state law and Board Policy. The Superintendent or designee may establish reasonable, content-neutral procedures governing the time, place, and manner of such access to ensure that school business is not disrupted and that the District maintains employee privacy. A professional employees' organization shall also be permitted to provide information to certificated employees, including at employee meetings or orientation sessions, subject to reasonable administrative scheduling and oversight.

Legal Reference: Neb. Rev. Stat. Sec. 79-526
LB 429 (2026)

Date of Adoption: [Insert Date]

Business OperationsPurchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$5,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$5,000 up to \$90,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$90,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. The purchasing limits or requirements set forth in this policy may be waived in the event of an emergency or time-sensitive purchase where delay would materially disrupt District operations, threaten health or safety, result in the loss of services, or cause financial harm. In such circumstances, the Superintendent shall obtain prior approval from the Board President when reasonably practicable, and the Board of Education may ratify such purchase at a subsequent meeting.
5. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or Superintendent shall be personally liable for payment for the supplies or equipment purchased.
6. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

7. The District need not comply with the bidding requirements if the District purchases property from the Nebraska State Purchasing Bureau, so long as the Nebraska State Purchasing Bureau competitively bid the purchase of property.
8. Notwithstanding anything to the contrary, no employee may enter into any agreement or understanding on behalf of the District that may financially benefit the employee, member of the employee's immediate family, or a business with which the employee is associated, unless the Board of Education approves such contract or arrangement in advance.

Credit Card Purchasing Program

1. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.
2. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
3. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use. For purposes of this policy, "goods" shall mean tangible supplies, materials, or equipment, and "services" shall mean professional services, contractual services, subscriptions, software or technology services, maintenance agreements, or other ongoing or time-based services. Purchases of goods shall follow the thresholds and procedures set forth above. Purchases of services may be subject to additional flexibility as set forth below, particularly when continuity of service is required.
4. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
5. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Service Contract Renewals

When the Board of Education has previously approved a service, program, or contractual relationship, the Superintendent or designee is authorized to approve the renewal, extension, or continuation of such service without prior Board approval when:

- i. The renewal is consistent with the scope, purpose, and general cost structure previously approved by the Board;
- ii. The renewal is necessary to avoid an interruption of services or to meet a contractual or service deadline that occurs prior to the next scheduled Board meeting; and
- iii. The total cost of the renewal does not materially exceed the previously approved amount or includes only standard or customary increases.

The Superintendent or designee shall report any renewal to the Board of Education at the next regular meeting for review and ratification.

If a proposed renewal includes a material change in scope, pricing, or contractual terms, the renewal shall be submitted to the Board of Education for approval prior to execution whenever reasonably practicable.

Legal Reference: Neb. Rev. Stat. Sec. 13-610
 Neb. Rev. Stat. Sec. 49-1401, et seq

Date of Adoption: [Insert Date]

Business OperationsRecords Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Records, Messages, and Data. District records may be created, stored, and maintained in paper or electronic format. Electronic records may include, but are not limited to, (a) email and other electronic communications; (b) digital documents and databases; (c) audio and video recordings; and (d) cloud-based and third-party hosted data. Electronic communications, documentation, and data are District records when they relate to District business and will be retained in accordance with the applicable record retention schedules. Due to system storage limitations, certain categories of electronic data (such as surveillance video or system logs) may be retained for shorter periods than other records, unless required to be preserved by law or otherwise determined by the Superintendent or designee. The District will implement reasonable measures to ensure that electronic records remain accessible, retrievable, and secure for the duration of their required retention period. Employees are responsible for retaining records within their control when they are aware, or reasonably should be aware, that such records may be subject to a records request, audit, investigation, or possible litigation.
4. Litigation Holds. When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue. Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

5. Settlement Agreements. A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval, if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

Legal Reference: Neb. Rev. Stat. Sections 84-712 through 84-712.09
 Neb. Rev. Stat. Sections 84-1201 to 84-1227
 State Records Administrator Guidelines:
 Schedule 10: Records of Local School Districts
 Schedule 24: Local Agencies General Records

Date of Adoption: [Insert Date]

StudentsFull-time and Part-time EnrollmentFull-time Enrollment

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

Exceptions are permitted only for:

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

Part-Time Enrollment of Non-Public School Students

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

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

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

services to be provided to full-time students.

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

A. Non-Public School Student Enrollment Application Procedures.

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

B. Non-Public School Student Admission

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

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Subject to Paragraph D.9. of this Policy, students may not typically enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will ordinarily not be available for non-public school students.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

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

8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.
9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Part-time students participating in extracurricular activities shall meet the following enrollment requirements, consistent with state law:

- (a) For activities regulated by an athletics or activities association (including the Nebraska School Activities Association), the student shall be enrolled in five credit hours offered by the District during each semester of participation. The student may elect to enroll in more than five credit hours.
- (b) For activities governed by a national or state organization other than the NSAA, the student shall be enrolled in the minimum number of credit hours required by such organization. The student may elect to enroll in more than five credit hours.
- (c) For activities not governed by the NSAA or a national or state organization, the student must enroll in at least five credit hours or the equivalent for middle school students.

Legal Reference: Neb. Rev. Stat. Sec. 79-215, 79-2,136 & 79-526
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: [Insert Date]

StudentsStudent Residence, Admission and Contracting for Educational Services

Students shall be admitted to the School District, upon request and without charge, who are:

1. Residents of the School District for purposes of school enrollment. A student is a resident of the School District if the student resides in the School District or at least one of the student's parents resides in the School District;
2. Homeless students. The following definition shall be used to determine which students fit this category:

A homeless individual is one who (1) lacks a fixed, regular, and adequate nighttime residence and (2) has a primary nighttime residence in a supervised publicly or privately operated shelter designed to provide for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained by an Act of Congress or State law;

3. Approved for option enrollment into the School District; or
4. Are otherwise legally entitled to enroll in the School District.

Students may be admitted to the School District, or continue in enrollment, where:

1. The student is not a resident of the School District and is a resident of Nebraska. Such enrollment shall be pursuant to a contract between the Boards of Education of the School District and the school district in which the student is a resident and upon the collection of tuition pursuant to such contract. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
2. The student is not a resident of the School District and is a resident of another State. Such enrollment shall be subject to collection of tuition in advance at a rate determined by the School Board. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
3. The student is participating in an approved Foreign Exchange Program.
4. The student is a child of a member of the military on active duty and residing on certain property ceded to the United States and stationed in, near or adjacent to the School District, and children of employees of the federal government residing in Nebraska on national parks or national monuments within the State in, near or adjacent to the School District. Such discretionary admission shall be without charge for tuition.

5. The student's residency in the School District ceases during the school year. In such case, the student may be allowed to continue attending the School District for the remainder of that school year.

A child who is a ward of the state or court and (1) has been placed in the School District but had resided in a different school district at the time the child became a ward and does not reside in a foster family home, or (2) has been placed in an institution which maintains a State-approved special education program, may be enrolled in the School District to the extent required by law. In such event, costs of education and transportation are to be paid by the State, but not in advance. The child remains a resident of the school district in which the child resided at the time the child became a ward.

A child who is a ward of the state or court who resides in the School District in a foster family home licensed or approved by the Department of Health and Human Services ("Department") or a foster home maintained or used by the Department, remains a resident of the school district in which the child resided at the time the child became a foster child. This is subject to a determination being made in accordance with the Foster Care Review Act that the child will not attend such school district. If such a determination is made, the child is deemed to be a resident of the School District and will be admitted as a resident student.

A child who is not a ward of the state or court and who is residing in a residential setting in the School District for reasons other than to receive an education is subject to the following: First, if the residential setting does not maintain an interim-program school, the School District will provide the educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement, as and to the extent required by law. This is subject to the parent or guardian and such other school district agreeing to have such other school district provide the educational services. Second, if the residential setting does maintain an interim-program school, the child's educational services will be provided by the interim-program school without the School District's involvement. However, the School District may provide educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement.

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

Restrictions on Transfer or Disenrollment During Certain Investigations

Notwithstanding any other provision of this policy, upon receipt of notice from the Department of Health and Human Services that a student is the subject of a report of child abuse or neglect involving the student's parent or guardian, the District shall not process or facilitate any request by such parent or guardian to transfer or disenroll the student for a period of 14 days following the District's receipt of the notice, or until the District receives further direction from DHHS, whichever occurs first. If the District receives a request to transfer or disenroll the student during this period by the parent or guardian, the District will promptly notify DHHS.

Legal Reference: Neb. Rev. Stat. Sec. 79-215 (residency and admission)
Neb. Rev. Stat. Sec. 79-215 (children of military or federal employee parent)
Neb. Rev. Stat. Sections 79-232 to 79-246 (option enrollment)
42 U.S.C. § 11431 et. seq. (McKinney–Vento Homeless Assistance Act)
NDE Rule 19
LB 937 (2026)

Date of Adoption: [Insert Date]

StudentsOption EnrollmentA. Process and Timelines to Option In

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

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

Provisions for Waiver of Application Deadline

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

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected if the capacity of a program, class, grade level, or school building operated by the School District would be exceeded by accepting the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.

The Director of Special Education shall review on a case-by-case basis all option applications for students that would receive or could be eligible to receive special education or related services. If the Director or designee determines that the District does not have the capacity to provide the student with the appropriate services and accommodations, then the Director or designee shall send a denial notice to the parent(s) or guardian(s) and include a description of services and accommodations that the District does not have the capacity to provide.

2. Timeliness: An option enrollment application shall be rejected if the application is not filed on or before March 15, and the filing deadline has not been waived.

3. Previous Option Enrollment: An option enrollment application shall be rejected if the student has exhausted the number of allowable option enrollments under state law.
4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School District determines: The application is not completely and accurately submitted, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including "previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings" and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Siblings

Notwithstanding anything to the contrary in this policy, the application of a sibling of a student who currently attends the District will be automatically accepted. For purposes of this policy, a "sibling" means a child residing in the same household on a permanent basis who has the same mother or father or who are stepbrother or stepsister to each other. The Superintendent or designee has the discretion to waive the deadline for a sibling's application received after the deadline.

D. Priority of Acceptance

Priority shall be afforded to those applications required to be given priority by law.

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

E. Determination of Capacity

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

F. Releases for Options Out

Provisions for Release:

A request for release of a resident student or option student currently attending Arlington Public School District who submits an option application after March 15 will be granted, unless the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

G. Notification of Acceptance or Rejection

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

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

H. Status of Option Student

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

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

1. The Arlington Public School District may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.

Option students who qualify for free lunches are eligible for either free transportation or transportation reimbursement from the option school district. The

District's policy is that the District selects which service (transportation or reimbursement) is to be provided to students.

2. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

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

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

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

Date of Adoption: [Insert Date]

RESOLUTION

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

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

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

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

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

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

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

DATED this ____ day of _____, 20__.

ARLINGTON PUBLIC SCHOOLS

By: _____
President

Attest: _____
Secretary

Appendix “1” to Option Enrollment Policy

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

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Kindergarten			
First			
Second			
Third			
Fourth			
Fifth			
Building Capacity, Elementary			
Sixth			
Seventh			
Eighth			
Building Capacity, Middle School Attendance Center			
Ninth			
Tenth			
Eleventh			
Twelfth			
Building Capacity, Sr. High School Attendance Center			

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

** Siblings of current option students are exempt from any capacity limits.

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The District will maintain an accurate record of student attendance.

A. **Attendance and Absences.**

1. **Circumstances of Absences – Definitions.** The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, typically require advance approval.
 - a. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:
 - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent may be required to provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness (including physical or mental illness), court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. **Not School Excused.** Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes vacations or other events that do not meet the criteria for a School Excused absence.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.
3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in [Name] Public Schools or resides in the [Name] Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child or may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any District staff member or board member who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent or Superintendent's designee to be the attendance officer. The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend school.
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences of at least twenty days which are Not School Excused, one or more meetings will be held between the school, the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:

- (a) The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- (c) Referral to community agencies for economic services;
- (d) Family or individual counseling; and
- (e) Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) unexcused absences per school year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Absences due to illness, including physical or mental illness, that make attendance impossible or impracticable, and that are documented by a credentialed health professional, shall not be the basis for referral to the county attorney. In cases of chronic illness, such documentation will be reviewed each semester.

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

Date of Adoption: [Insert Date]

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
 - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral and written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing (i) the student's conduct, misconduct, or violation of the rule or standard; (ii) the reasons for the action taken; (iii) the actions taken by the school to attempt to address or alleviate the behavior prior to suspension; (iv) resources the school is able to provide or recommend to assist the student; and (v) how the school plans to address

- the behavior moving forward, including strategies to maximize the student's continued participation in school..
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
 - e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of (i) the student's conduct, misconduct, or violation of the rule or standard; (ii) the reasons for the action taken; (iii) the actions taken by the school to attempt to address or alleviate the behavior prior to suspension; (iv) resources the school is able to provide or recommend to assist the student; and (v) how the school plans to address the behavior moving forward, including strategies to maximize the student's continued participation in school..
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of: (i) the student's conduct, misconduct, or violation of the rule or standard; (ii) the reasons for the action taken; (iii) the actions taken by the school to attempt to address or alleviate the behavior prior to suspension; (iv) resources the school is able to provide or recommend to assist the student; and (v) how

the school plans to address the behavior moving forward, including strategies to maximize the student's continued participation in school..

- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific

guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed-to conditions, the student may be permitted to return to school. The student may, with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
 - h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, a pre-kindergarten through second grade student shall not be suspended unless the student (1) brings a deadly weapon to school grounds, a school vehicle, or a school activity, or (2) engages in violent behavior capable of causing physical harm to another student or school employee. In all other circumstances, the Principal or designee shall implement appropriate alternative disciplinary measures on a case-by-case basis. A student who brings a deadly weapon may be expelled in accordance with this Policy's disciplinary procedures.
 - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing may be held, upon a parent's timely request, and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event. Mandatory reassignment shall be subject to the same procedural requirements and protections as long-term suspension and expulsion.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
 2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes

- or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
 4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
 5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
 6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
 7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
 8. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
 9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
 10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
 11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.

12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.

For purposes of this policy, the term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - d. Head wear including hats, caps, bandannas, and scarves.
 - e. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - f. Clothing or jewelry that is gang related

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators,

- or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
- (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
 - (iv) Use of Other Student to Take Test. Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
 - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is

substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to

complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

E. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.
The foregoing reporting standards shall be reviewed annually by the school Board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken,

except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296
 Neb. Rev. Stat. Section 79-2,160

Date of Adoption: [Insert Date]

StudentsGraduation

To participate in commencement exercises or receive an Arlington Public Schools diploma, a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions, except as otherwise required by state law. Students who graduate from Arlington Public Schools must accumulate **260** hours.

The total graduation requirements must include the following core curriculum:

Language Arts – 45 credit hours

English 9	10
English 10	10
English 11	10
Beginning Speech	5
English 12	10

Social Studies – 35 credit hours

World Geography	10
World History	10
American History-20 th Century	10
American Government	5

Mathematics – 30 credit hours

Algebra I*	10
Geometry	10
Math Elective	10

* Students who passed Algebra I as an 8th Grader will meet the 30-credit hour requirement with additional math electives.

Science – 30 credit hours

Physical Science	10
Biology	10
Science Elective	10

Practical Arts – 20 credit hours

Information Technology I	5
Information Technology II	5
Personal Finance and Business Economics OR Wealth Building Fundamentals and Personal Finance	5
Additional credits (student choice)	10

Physical Education – 20 credit hours

Physical Education I/Health	10
P.E. Electives	10

Fine Arts – 10 credit hours
*Student Choice

Electives – 70 credit hours

Exceptions to these requirements may be made by the Board of Education upon the recommendation of the Superintendent, who will support the recommendation with justifiable reasons. A complete record of the recommendation and of the action taken upon it by the Board shall be included in the minutes. The candidates for graduation shall be presented to the Board of Education for approval.

A student who has not met the requirements for graduation but who has attended school regularly may, with the recommendation of the Superintendent, be granted a Certificate of Attendance. Students receiving a Certificate of Attendance shall not be eligible to participate in graduation exercises.

Written notification will be made to parents of students who are in danger of not earning an academic diploma. It shall be required that the candidate have eight (8) semesters experience in grades 9-12.

Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Notwithstanding any other provision of this policy, a student who is or was under the jurisdiction of a juvenile court and placed in out-of-home care at any time during the student's high school enrollment shall be eligible to graduate from the District if (1) the student, at any point in time, was enrolled in high school in the District, and (2) the student has met the minimum graduation requirements established by state law.

Legal Reference: Neb. Rev. Stat. Sec. 79-729
 Neb. Rev. Stat. Sec. 79-3003
 NDE Rule 10

Date of Adoption: [Insert Date]

Internal Board Policies - OrganizationAnnual Organizational Meeting

- A. An organizational meeting of the [Name] School District Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and if it is determined by the Board of Education to be needed an ex officio secretary and treasurer and those elected will assume office at the organizational meeting.

Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If no member receives a majority of votes after _____ ballots or _____ hours, the Board member who was the President of the Board during the immediately preceding term shall continue as President. In the event that the previous Board President is no longer a Board member, then the Vice President from the immediately preceding term shall become the President. In the event that both the prior President and Vice President are no longer members of the Board, then the longest tenured Board member shall serve as President. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

2. The President shall assume the chair immediately upon the President's election.
3. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

- B. The order of business for meeting should be as follows:

1. Call to Order and Roll Call
2. Oath of office for most recently elected
3. Elections
 - a. President

- b. Vice President
 - c. Treasurer
4. Approval of committees, positions, and designations
 - a. Consider, discuss and take action to appoint Committees as determined by the BOE
 - b. Consider, discuss and take action to select Depository bank(s)
 - c. Consider, discuss and take action to appoint official district legal counsel
 - d. Appoint Supt as Official Secretary and Business Manager as Recording Secretary to the board of education
 - e. Designate the method of advance notice of Board meetings
 5. Approval of current Board policies and regulations
 6. Designate date for the annual review of BOE policies
 7. Dissemination to each Board member of conflict of interest statutes
 8. Adjournment

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of OperationDesignated Method of Giving Notice of Meetings

The Board of Education will give advance notice of meetings by a method designated by the Board at the Board's organizational meeting each January, or as otherwise determined by the Board. The designated method will be recorded in the Board's meeting minutes.

In addition, at least four times per calendar year, the Board will publish in a newspaper of general circulation the following information: (1) the regular meeting schedule, (2) the location of regular board meetings, and (3) the method of advanced notice designated by the Board. Notwithstanding the foregoing, the Board reserves the right to change the regular meeting schedule or location if circumstances require such a change.

Notice shall be given a reasonable time in advance of the meeting. Two (2) days advance notice shall be considered sufficient.

For an emergency meeting, notice shall not be required to be given; however, the Board will complete minutes for such an emergency meeting as required by law. An emergency has been defined as any event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition.

The Secretary of the Board of Education, or the Secretary's designee, shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to such news media of the time and place of each meeting and the subjects to be discussed at the meeting.

Legal Reference: Neb. Rev. Stat. §§ 79-554; 79-555 & 84-1411.

Date of Adoption: [Insert Date]