

**Agenda for the Board of Education Meeting, 7:00 PM
Monday, August 10, 2026 at the Central Office at the Falls City Middle School**

The agenda sequence is provided as a courtesy. The board reserves the right to consider items in the sequence it deems appropriate. Therefore, we encourage patrons to attend the meeting from the beginning.

1. **Business Items:**
 - 1.1. Roll Call, Open Meetings Act Notice, and Pledge of Allegiance
 - 1.2. Approval of Absences
 - 1.3. Approval of Agenda
 - 1.4. Approval of Previous Minutes
 - 1.5. Public Comment
 - 1.6. Approval of Treasurer's Report
 - 1.7. Approval of Claims
2. **Informational Items/Reports:**
 - 2.1. Staff/Student/Organization Report: Sixpence and CCP Programs presented by Susan Johnson
 - 2.2. Principal's Reports:
 - 2.2.a. Mrs. Leyden - North Elementary School Principal
 - 2.2.b. Mr. Gibson - South Elementary School Principal
 - 2.2.c. Mrs. Robeson - Middle School Principal
 - 2.2.d. Mr. Sullivan - High School Principal
 - 2.3. Board President's Report:
 - 2.4. Superintendent's Report:
 - 2.4.a. Dr. Offner - Superintendent
 - 2.5. Board Committee/Member Reports:
3. **Old/New Action Items:**
 - 3.1. Final Reading on Policy Reviews and Revisions: New timeline attached - review
 - 3.2. Discussion on Financial planning and future revenues and expenditures
 - 3.3. Discussion on approving the 6%
 - 3.4. Discussion and take action to approve the new amended contract for Dr. Offner as presented
4. **Executive Session: Requested by member, approved by majority, as per statute**
5. **Adjournment and Next Meetings: The next regular monthly Board of Education meeting is scheduled for September 14th, 2026, at 7:00 P.M. in the Central Office at Falls City Middle School. Regular and special meeting agendas are kept in the Office of the Superintendent. Board Committee meetings TBD.**

FALLS CITY PUBLIC SCHOOLS
Minutes of the July 29, 2026
School Board Meeting

The Falls City Board of Education met at 5:00 PM on July 29, 2026 in the Central Office at the Falls City Middle School.

1. Business Items:

1.1. Roll Call, Open Meetings Act Notice, and Pledge of Allegiance

1.2. Approval of Absences

It was moved by Kevin Scheitel and seconded by Roger Windle to approve the absence of Anthony Johansen. Motion Passed

Anthony Johansen: yes, Cassondra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 6, no: 0

1.3. Approval of Agenda

It was moved by Roger Windle and seconded by Teresa Olberding to approve the agenda as printed. Motion Passed

Anthony Johansen: yes, Cassondra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 6, no: 0

2. Informational Items/Reports:

2.1. Superintendent's Report: Fiscal update and path forward

Discussion was had on the future budget of Falls City Public Schools. Dr. Offner presented to the board his estimates and suggestions on moving forward.

2.2. Work session with NASB covering multiple items

3. Executive Session: Requested by member, approved by majority, as per statut

4. Adjournment

President

Secretary

FALLS CITY PUBLIC SCHOOLS
Minutes of the July 13, 2026
School Board Meeting

The Falls City Board of Education met at 7:00 PM on July 13, 2026 in the Central Office at the Falls City Middle School.

1. Business Items:

Cassondra Goff:	Present
Anthony Johansen:	Absent
Teresa Olberding:	Present
Gabe Ramsey:	Absent
Kevin Scheitel:	Present
Roger Windle:	Present

1.1. Roll Call, Open Meetings Act Notice, and Pledge of Allegiance

President Goff announced that the open meetings act notice is posted on the wall of this meeting room.

1.2. Approval of Absences

The Pledge of Allegiance was recited.

It was moved by Kevin Scheitel and seconded by Roger Windle to approve the absences of Anthony Johansen and Gabe Ramsey. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

1.3. Approval of Agenda

It was moved by Roger Windle and seconded by Kevin Scheitel to approve the agenda. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

1.4. Approval of Previous Minutes

It was moved by Kevin Scheitel and seconded by Roger Windle to approve the previous minutes as printed. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

1.5. Public Comment

1.6. Approval of Treasurer's Report

It was moved by Teresa Olberding and seconded by Kevin Scheitel to approve the treasurer's report. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes,

Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

1.7. Approval of Claims

It was moved by Teresa Olberding and seconded by Kevin Scheitel approve the claims as presented. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

1.8. Annual hearing on Student Fees, Parent Involvement, Bullying, Attendance, Employee Boundaries, and Multicultural Policies. We reaffirm these policies.

2. Informational Items/Reports:

2.1. Staff/Student/Organization Report:

2.2. Principal's Reports:

2.2.a. Mrs. Leyden - North Elementary School Principal

2.2.b. Mr. Gibson - South Elementary School Principal

2.2.c. Mrs. Robeson - Middle School Principal

2.2.d. Mr. Sullivan - High School Principal

2.3. Board President's Report:

2.4. Superintendent's Report:

2.4.a. Dr. Offner - Superintendent

Dr Offner stated that the control system is done. Boilers are currently being worked on. The carpet installation is complete. The new roof leak at the High School was discussed. Dr Offner is planning to create a document showing the company, warranty and contact information. July 29th is the board retreat. Supper will be provided.

2.5. Board Committee/Member Reports:

3. Old/New Action Items:

3.1. Final Reading on Policy Reviews and Revisions - 1000 - 9000

3.2. Discuss and take action on approving all new policies 1000 - 9000

It was moved by Kevin Scheitel and seconded by Roger Windle to approve all new policies 1000-9000. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

3.3. Take action to reaffirm that the account signers for the general fund and special building fund are the current board president, Cassondra Goff, and Andrew Offner, superintendent of schools.

It was moved by Roger Windle and seconded by Kevin Scheitel to reaffirm that the account

signersw for the general fund and the special building fund are the current board president, Cassondra Goff and superintendent, Andrew Offner. Motion Passed
Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

3.4. Discuss and take action to approve the handbooks as presented for the 2026 - 2027 school year

The board would like to see what changes were made in the handbooks from the previous year. It was moved by Teresa Olberding and seconded by Kevin Scheitel to approve the handbooks as presented for the 2026-2027 school year. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

3.5. Discuss dates for a budget retreat in August

4. Executive Session: Requested by member, approved by majority, as per statute

5. Adjournment and Next Meetings: The next regular monthly Board of Education meeting is scheduled for August 10th, 2026, at 7:00 P.M. in the Central Office at Falls City Middle School. Regular and special meeting agendas are kept in the Office of the Superintendent. Board Committee meetings TBD.

It was moved by Kevin Scheitel and seconded by Roger Windle to adjourn the meeting at 7:59 pm. Motion Passed

Anthony Johansen: Absent, Cassondra Goff: yes, Gabe Ramsey: Absent, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes
yes: 4, no: 0, Absent: 2

President

Secretary

GENERAL FUND CHECKING ACCOUNT - BEGINNING BAL

\$2,938,588.07

Richardson County Treasurer (\$105,689.12)

District 56 Taxes

\$28,992.20

Motor Vehicle Tax

\$49,844.93

ProRate Motor Vehicle Tax

\$4,113.49

Local Fines

\$775.00

County Fines

\$6,685.54

Homestead Tax

\$15,277.96

State of NE(CCP)

\$6,609.93

State of NE(MIPS)

\$4,735.98

\$3,055,623.10

Less Checks Paid

\$1,045,223.37**\$2,010,399.73**

Interest Earned

\$5,861.11**Bank Statement Balance July 31, 2026****\$2,016,260.84**

Less Outstanding Checks

\$31,951.34**General Fund Balance July 31, 2026****\$1,984,309.50****General Fund Balance July 31, 2025****\$3,510,861.37****STUDENT FEE FUND-BEGINNING BALANCE****\$18,999.00**

HS Activity Fund

\$0.00**Bank Statement Balance July 31, 2026****\$18,999.00**

Outstanding Checks

\$0.00**Fund Balance July 31, 2026****\$18,999.00****SPECIAL BUILDING FUND INV ACCT - A****\$1,568,019.89**

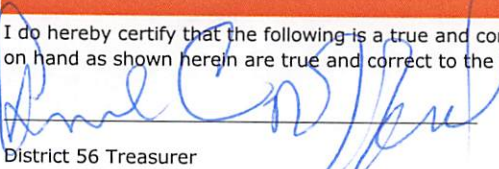
Richardson County Treasurer (Local District Taxes)

\$3,980.11**\$1,572,000.00**\$0.00**\$1,572,000.00**

Interest

\$3,816.30**Bank Statement Balance July 31, 2026****\$1,575,816.30**

I do hereby certify that the following is a true and correct abstract of the records in my office and that the collections, disbursements and balance on hand as shown herein are true and correct to the best of my knowledge.


District 56 Treasurer

EXPENSES	FUNCTION #	BUDGET	MTD	YTD	%
FOR MONTH ENDING 07/31/2026					
ALL INSTRUCTION	1100-1400	\$6,675,223.00	\$547,720.24	\$6,145,551.53	92.07%
SPED	1200	\$1,954,160.00	\$96,885.95	\$1,902,748.85	97.37%
Guidance,Nurse,Psych,Speech, OT, PT	2100-2150	\$627,781.00	\$58,594.74	\$602,755.85	96.01%
Library, School Improvement	2200	\$230,746.00	\$36,028.93	\$450,464.69	195.22%
Curriculum	2212	\$65,000.00	\$0.00	\$0.00	0.00%
Technology	2230	\$75,000.00	\$28,415.60	\$127,536.92	170.05%
Board of Education	2310	\$203,011.00	\$2,568.08	\$188,675.65	92.94%
General Administration - Central Office	2320/2330	\$439,817.00	\$34,443.47	\$412,396.19	93.77%
Principals	2400	\$1,019,612.00	\$68,415.82	\$891,592.18	87.44%
Business Support Services	2510	\$315,002.00	\$6,395.30	\$128,032.34	40.64%
Maintenance, Grounds, Custodial	2600	\$1,208,946.00	\$78,181.76	\$1,219,679.79	100.89%
Bus Barn	2710	\$650,843.00	\$28,373.55	\$632,467.08	97.18%
Sped Transportation	2712	\$36,000.00	\$1,030.20	\$62,243.27	172.90%
State Programs	3000	\$562,617.00	\$46,082.77	\$497,819.07	88.48%
Federal Programs	6000	\$538,000.00	\$49,650.87	\$545,781.86	101.45%
Transfers Lunch Program	8000	\$70,000.00	8307.41	\$106,968.43	152.81%
TOTALS		\$14,671,758.00	\$1,091,094.69	\$13,914,713.70	94.84%
REVENUE					
FOR MONTH ENDING 07/31/2026	FUNCTION #	BUDGET	MTD	YTD	%
PERSONAL & REAL PROPERTY TAX	1100	\$8,007,940.00	\$28,992.20	\$7,930,409.97	99.03%
OTHER LOCAL REVENUES	1000-1900	\$886,051.00	\$63,090.97	\$770,770.02	86.99%
COUNTY REVENUES	2000-2210	\$147,000.00	\$6,685.54	\$92,287.78	62.78%
STATE REVENUE	3110-3990	\$4,035,142.00	\$19,391.45	\$3,583,091.77	88.80%
FEDERAL PROGRAMS	4100-4995	\$508,200.00	\$4,735.98	\$452,552.22	89.05%
MISCELLANEOUS REVENUE	5300-5690	\$10,000.00	\$0.00	\$76,042.06	760.42%
NECESSARY CASH RESERVES		\$1,254,291.00	0	\$702,303.35	55.99%
Budget TOTALS		\$14,848,624.00	\$122,896.14	\$13,607,457.17	91.64%

DISBURSEMENTS								
	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>		
September	\$1,145,811.57	\$1,173,430.66	\$1,229,500.75	\$1,373,594.98	\$1,338,818.36	\$1,400,447.50		
October	\$1,117,227.35	\$1,078,198.50	\$1,073,661.16	\$1,263,802.63	\$1,209,440.04	\$1,276,704.06		
November	\$999,726.69	\$1,052,284.37	\$1,176,038.64	\$1,172,457.50	\$1,164,850.93	\$1,254,403.88		
December	\$996,227.13	\$1,040,119.84	\$1,055,631.96	\$1,142,394.47	\$1,105,743.65	\$1,217,332.34		
January	\$960,203.36	\$998,080.64	\$1,040,571.41	\$1,099,778.85	\$1,119,166.94	\$1,410,299.88		
February	\$1,009,750.23	\$1,047,847.89	\$1,219,528.28	\$1,125,780.78	\$1,145,865.85	\$1,229,566.95		
March	\$973,820.59	\$1,109,240.57	\$1,051,221.56	\$1,144,466.27	\$1,179,162.97	\$1,222,082.80		
April	\$1,004,026.49	\$1,105,508.17	\$1,046,963.94	\$1,157,614.57	\$1,179,844.02	\$1,270,970.08		
May	\$1,022,772.85	\$1,098,594.60	\$1,081,284.51	\$1,312,266.08	\$1,219,988.95	\$1,308,596.04		
June	\$996,617.19	\$1,201,626.85	\$1,087,954.61	\$1,103,949.15	\$1,388,472.91	\$1,233,215.48		
July	\$954,721.72	\$976,732.23	\$970,198.19	\$1,099,797.24	\$1,262,313.97	\$1,103,733.21		
August	\$1,068,045.98	\$1,261,241.58	\$1,202,639.48	\$1,340,161.57	\$1,255,047.25	\$1,023,503.53		
TOTAL	\$12,248,951.15	\$13,142,905.90	\$13,235,194.49	\$14,336,064.09	\$14,568,715.84	\$14,950,855.75		
RECEIPTS								
	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>		
September	\$2,450,516.58	\$2,195,680.87	\$2,089,539.06	\$2,359,632.19	\$2,088,379.05	\$1,402,134.93		
October	\$427,069.39	\$456,923.17	\$514,697.75	\$612,092.20	\$538,813.11	\$447,107.11		
November	\$143,880.39	\$249,530.33	\$395,648.74	\$281,358.73	\$306,306.47	\$134,127.96		
December	\$401,819.11	\$490,760.34	\$334,781.53	\$735,801.71	\$723,583.97	\$1,394,348.46	SBF Transfer	
January	\$2,116,847.27	\$2,425,408.48	\$2,528,161.03	\$2,526,230.18	\$1,847,616.27	\$1,910,438.07		
February	\$1,154,506.50	\$1,210,745.73	\$1,127,098.12	\$1,303,385.43	\$1,403,258.10	\$1,370,107.59		
March	\$368,020.68	\$711,788.00	\$673,910.38	\$778,119.63	\$1,927,274.80	\$1,369,792.64		
April	\$1,013,520.12	\$984,547.94	\$979,388.10	\$866,287.19	\$771,616.82	\$744,654.54		
May	\$2,751,195.09	\$2,563,402.94	\$2,934,730.97	\$3,213,286.73	\$3,491,087.00	\$3,722,226.55		
June	\$1,016,961.52	\$1,319,300.04	\$1,136,531.40	\$1,067,519.78	\$1,032,271.59	\$710,653.57		
July	\$391,943.33	\$232,387.13	\$312,286.67	\$350,876.35	\$243,957.10	\$122,896.14		
August	\$195,624.23	\$343,051.02	\$414,288.32	\$248,470.64	\$140,738.88			
TOTAL	\$12,431,904.21	\$13,183,525.99	\$13,441,062.07	\$14,343,060.76	\$14,514,903.16	\$13,328,487.56		
Other Disbursements (not payroll)	\$1,673,204.23	\$2,071,152.82		\$2,056,269.84	\$2,139,840.71	\$1,577,467.25		
Payroll only	\$10,544,958.56	\$11,071,753.09	\$11,342,199.74	\$12,279,794.25	\$12,428,875.13	\$8,702,036.89		

FALLS CITY PUBLIC SCHOOLS - AUGUST 2026 CLAIMS

1 AGiRepair	\$291.00	Technology Repairs
2 Amazon Capital Services	\$2,630.80	HS, MS, NS & SS Supplies
Amazon Capital Services	\$168.81	CO & Technology Supplies
Amazon Capital Services	\$767.59	Maintenance
3 Amazon Capital Services	\$44.75	Supplies
4 American Time	\$396.14	Maintenance Parts
5 Amplify	\$630.00	Supplies
6 Apptegy	\$9,492.53	Software Renewal
7 Bruna Implement	\$54.28	Grounds Parts
8 Carahsoft	\$2,200.00	Sixpence Software
9 Central Office	\$1,894.63	Mileage and Workshop Expenses
Central Office	\$367.67	Bus Permit-Mileage-Supplies-Cell Phones
Central Office	\$198.00	Miscellaneous Expenses
10 Cintas	\$505.86	Uniform, Mop & Rag Services
11 Convergent Technologies Group	\$1,413.96	Technology Repairs
12 Cornhusker International	\$38.54	Bus Parts
13 CRSSA-C4K	\$209.50	Stipends
14 DAS State Accounting - Central	\$317.87	Network Nebraska
15 Demco	\$335.87	SS Library Supplies
16 Doula Joyce Enterprises	\$6,030.00	Sixpence Registrations
17 EBSCO	\$592.08	MS Library
18 Edmentum	\$750.00	Apex Licenses
19 ESU #3	\$160.00	Sixpence Registrations
20 ESU #4 Co-op	\$60.00	Registration
21 ESU #6	\$824.94	SPED Behavior Analyst & Registrations
22 ESU Coordinating Council	\$378.00	Software Renewal
23 Express School Supplies	\$715.00	Supplies
24 Falls City Auto Supply	\$1,490.93	Bus & Grounds Parts
25 Falls City Family Practice	\$300.00	DOT Physical
26 Falls City High School	\$325.00	Supply & Registration Reimbursement
27 Falls City Journal	\$41.99	Advertising
28 Falls City Sanitation	\$945.00	District & Sixpence Waste Removal
29 Falls City School Lunch	\$7,975.17	Lunch Support
30 Falls City Utilities	\$25,167.61	District Wide Utilities
31 Farm & City Supply	\$707.22	Maintenance, Bus Parts & Sixpence Supplies
32 Farmer's Repair	\$91.98	Bus Parts
33 Follett Content Solutions	\$105.45	Library Supplies
34 Foster Bros. Wood Products	\$2,660.00	Playground Woodchips
35 Grainger	\$867.23	Maintenance
36 Hampton Inn	\$1,878.40	Travel
37 Harmon's OK Tire	\$3,136.74	Tire Repairs
38 Herrick Bruxellas Properties	\$560.00	Building Rental & Utilities
39 HD Supply	\$406.34	Maintenance Supplies
40 Holmes, Krystal	\$2,026.20	Tuition Reimbursement
41 Home Lumber	\$317.17	Maintenance
42 Hudl	\$2,157.88	Software Renewal
43 HyVee	\$36.52	Bus Barn Supplies
44 Interstate Power Systems	\$446.64	Bus Repairs
45 Jaymar	\$217.55	CO Supplies
46 Journey.Ed	\$500.00	Software Renewal

47 Jim Hill's	\$95.88	Bus Barn Supplies
48 Malcolm, Mary	\$2,215.11	SPED Contracted Services
49 Mechanical Sales	\$1,586.90	Maintenance
50 Meyer Home Center	\$4,761.80	Maintenance Repairs
51 National Art & School Supplies	\$709.06	MS & HS Supplies
52 NACIA	\$40.00	Membership Dues
53 NCS Pearson	\$5,630.00	Curriculum
54 NCSA	\$694.00	Registrations
55 NCSA Region I	\$400.00	Membership Dues
56 NSIAAA	\$300.00	Membership Dues
57 Nodaway Valley Bank	\$3,985.00	Copier Lease
58 OneSource	\$24.00	Background Check
59 Omaha Wholesale Hardware	\$70.10	Maintenance
60 O'Reilly	\$381.07	Bus Parts
61 Pest Control Services	\$200.00	Pest Control Services
62 PGH&G	\$717.00	District Legal Services
63 Pitney Bowes	\$216.96	Postage Machine Lease
64 Planbook	\$396.00	NS & SS Supplies
65 Purchase Power	\$200.00	Postage
66 RehabVisions	\$2,632.50	SPED Contracted Services
67 Renaissance	\$575.00	Software Renewal
68 School Specialty	\$32.74	MS Supplies
69 Sixpence	\$1,047.00	Childcare Scholarships
70 SNC	\$1,491.48	Telephone Service
71 Sterling	\$14,125.12	Technology
72 Teaching Strategies	\$1,981.00	Curriculum
73 Time Management Systems	\$271.00	Software Renewal
74 Title Ila	\$4,450.00	Title Ila
75 Towle Realty	\$525.00	Sixpence Building Rental
76 Truck Center	\$1,027.83	Bus Parts
77 US Bank	\$169.46	Travel & Registrations
US Bank	\$865.60	Supplies & Equipment
US Bank	\$49.62	Sixpence
78 US Bank	\$115.47	Supplies
79 Voyager Sopris Learning	\$1,740.00	SPED Supplies
80 Water Engineering	\$249.18	Maintenance Agreement
81 Wiltse Electric	\$97.32	Maintenance Parts

Total \$137,897.04

\$885,606.49 Payroll - August 2026

GRAND TOTAL **\$1,023,503.53**

Special Building Fund

1 Chaney Furniture	\$8,513.50	PCC and NS Library Flooring
2 Engineered Controls	<u>\$55,000.00</u>	MS Controls Update

FALLS CITY SCHOOL LUNCH REPORT JULY 2026

BEGINNING BALANCE	\$37,739.99
INCOME	
NORTH SCHOOL DEPOSITS	\$0.00
SOUTH SCHOOL DEPOSITS	\$8.85
MIDDLE SCHOOL DEPOSITS	\$20.00
HIGH SCHOOL DEPOSITS	\$225.00
FEDERAL/STATE REIMBURSEMENT -JUNE & JULY	\$76,890.16
DISTRICT 56 REIMBURSEMENT-HEALTH INSURANCE	\$8,307.41
HEAD START REIMBURSEMENT-	\$0.00
HIGH SCHOOL ALA CARTE DEPOSITS	\$0.00
MIDDLE SCHOOL ALA CARTE DEPOSITS	\$0.00
NORTH SCHOOL/SOUTH SCHOOL EXTRA MILK DEPOSITS	\$0.00
MISCELLANEOUS INCOME	\$288.86
BANK INTEREST-JULY	<u>\$19.62</u>
TOTAL INCOME	\$85,759.90
EXPENSES	
FOOD	\$17,204.18
ALA CARTE	\$0.00
MILK	\$5,705.13
BREAD	\$769.21
SUPPLIES	\$2,637.72
MISCELLANEOUS	\$34.95
MILEAGE	\$340.75
FUEL SURCHARGE/DELIVERY FEE	\$47.00
LUNCH MONEY REFUND	\$0.00
SNA CONFERENCE REGISTRATION & HOTEL	\$0.00
MEMBERSHIP DUES	\$0.00
ANNUITY	\$3.80
RETIREMENT	\$1,376.45
PAYROLL TAX	\$1,448.96
WAGES EXPENSE	\$19,360.18
BLUE CROSS BLUE SHIELD	<u>\$8,307.41</u>
TOTAL EXPENSES	\$57,235.74
ENDING BALANCE	\$66,264.15
YEAR TO DATE PROFIT (LOSS) 08/1/2025-07/31/26	\$61,323.88

Elementary Activity Account (August)				
Account	Beginning Balance	Deposit	Expense	End Balance
General - South	\$10,928.86	\$0.00	\$0.00	\$10,928.86
Staff - South	\$18.36	\$0.00	\$0.00	\$18.36
Science - South	\$467.86	\$0.00	\$0.00	\$467.86
Field Trip - South	\$1,069.36	\$0.00	\$0.00	\$1,069.36
General - North	\$18,521.37	\$11.56	\$0.00	\$18,532.93
Staff - North	\$197.58	\$0.00	\$0.00	\$197.58
Field Trip - North	\$937.76	\$0.00	\$0.00	\$937.76
Library - NS & SS	\$2,001.40	\$0.00	\$675.48	\$1,325.92
PCC - North	\$517.46	\$0.00	\$50.00	\$467.46
Total Account				\$33,946.09
Dr. Shelly Leyden Principal Signature				

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1100	General Fund	1,467.85	300.00	213.00	0.00	1,380.85
05 704 1110	Misc. Fund-reimbursement	27,873.97	0.00	0.00	0.00	27,873.97
05 704 1120	Driver's Education	2,817.00	0.00	0.00	0.00	2,817.00
05 704 1150	Bank Interest/Charges	943.81	0.00	92.30	0.00	1,036.11
05 704 1170	Technology Account	17,796.16	142.88	25.00	0.00	17,678.28
05 704 1200	Athletics (General)	2,507.89	1,410.00	81.09	0.00	1,178.98
05 704 1205	Girls Basketball Alumni	816.71	0.00	100.00	0.00	916.71
05 704 1210	Basketball	(1,396.17)	0.00	0.00	0.00	(1,396.17)
05 704 1215	Boys Basketball Alumni	4,558.96	0.00	0.00	0.00	4,558.96
05 704 1220	Cross Country	(43.84)	1,000.00	321.45	0.00	(722.39)
05 704 1222	Cross Country Alumni	0.00	0.00	1,000.00	0.00	1,000.00
05 704 1225	Baseball	(4,352.53)	0.00	0.00	0.00	(4,352.53)
05 704 1226	Baseball Alumni	1,003.18	0.00	0.00	0.00	1,003.18
05 704 1230	Football	2,228.69	3,728.21	0.00	0.00	(1,499.52)
05 704 1235	Football Alumni	9,370.18	91.96	0.00	0.00	9,278.22
05 704 1240	Golf	(402.50)	987.00	0.00	0.00	(1,389.50)
05 704 1245	Golf Alumni	6,635.51	0.00	0.00	0.00	6,635.51
05 704 1250	Softball	(1,375.48)	0.00	0.00	0.00	(1,375.48)
05 704 1255	Softball Alumni	1,685.05	0.00	240.00	0.00	1,925.05
05 704 1260	Track	(83.71)	0.00	635.00	0.00	551.29
05 704 1265	Track Alumni	3,484.41	0.00	0.00	0.00	3,484.41
05 704 1270	Volleyball	5,716.70	0.00	0.00	0.00	5,716.70
05 704 1275	Volleyball Alumni	6,314.70	100.00	0.00	0.00	6,214.70
05 704 1280	Wrestling	(1,739.47)	0.00	650.00	0.00	(1,089.47)
05 704 1285	Wrestling Alumni	3,056.10	0.00	0.00	0.00	3,056.10
05 704 1290	Concession Stand	1,572.56	0.00	0.00	0.00	1,572.56
05 704 1300	Art	4,362.48	0.00	0.00	0.00	4,362.48
05 704 1310	Vocational Ag	0.00	0.00	0.00	0.00	0.00
05 704 1320	Industrial Tech	1,318.04	825.00	0.00	0.00	493.04
05 704 1330	Library	1,044.05	25.00	0.00	0.00	1,019.05
05 704 1340	FCCLA/Home Economics	2,727.12	17.65	115.00	0.00	2,824.47
05 704 1350	Drama	2,034.89	0.00	0.00	0.00	2,034.89
05 704 1360	Science	1,227.51	0.00	0.00	0.00	1,227.51
05 704 1370	Musical	(1,997.70)	0.00	0.00	0.00	(1,997.70)
05 704 1380	Band	2,431.77	0.00	150.19	0.00	2,581.96
05 704 1390	School Closet	1,097.76	0.00	0.00	0.00	1,097.76
05 704 1400	F-Club	10,615.34	0.00	0.00	0.00	10,615.34
05 704 1430	Chorus	(2,262.52)	0.00	0.00	0.00	(2,262.52)

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1450	FFA	19,608.14	0.00	150.00	0.00	19,758.14
05 704 1460	Cheerleaders	(2,202.71)	904.64	1,090.00	0.00	(2,017.35)
05 704 1470	Yearbook - Orange & Black	7,437.40	0.00	0.00	0.00	7,437.40
05 704 1480	FCA	1,489.54	0.00	0.00	0.00	1,489.54
05 704 1490	Dance Team	469.50	0.00	0.00	0.00	469.50
05 704 1500	Prom	6,516.48	0.00	0.00	0.00	6,516.48
05 704 1516	Class of 2016	1,652.75	0.00	0.00	0.00	1,652.75
05 704 1517	Class of 2017	2,349.60	0.00	0.00	0.00	2,349.60
05 704 1519	Class of 2019	1,139.76	0.00	0.00	0.00	1,139.76
05 704 1520	Class of 2020	1,996.15	0.00	0.00	0.00	1,996.15
05 704 1522	Class of 2022	2,050.89	0.00	0.00	0.00	2,050.89
05 704 1523	Class of 2023	1,735.77	0.00	0.00	0.00	1,735.77
05 704 1524	Class of 2024	816.85	0.00	0.00	0.00	816.85
05 704 1525	Class of 2025	4,979.05	0.00	0.00	0.00	4,979.05
05 704 1526	Class of 2026	2,010.78	0.00	0.00	0.00	2,010.78
05 704 1527	Class of 2027	2,389.48	0.00	0.00	0.00	2,389.48
05 704 1528	Class of 2028	5,656.10	0.00	26.00	0.00	5,682.10
05 704 1529	Class of 2029	3,111.04	0.00	0.00	0.00	3,111.04
05 704 1610	Student Council	(404.08)	0.00	0.00	0.00	(404.08)
05 704 1630	National Honor Society	1,554.16	0.00	200.00	0.00	1,754.16
05 704 1640	Student Activities Support	127.38	0.00	0.00	0.00	127.38
05 704 1650	Senior Videos	2,556.39	0.00	0.00	0.00	2,556.39
05 704 1660	Health Academy	700.00	0.00	0.00	0.00	700.00
05 704 1670	LifeSkills	2,152.00	0.00	0.00	0.00	2,152.00
05 704 1700	Lock Account	892.45	0.00	0.00	0.00	892.45
05 704 1710	Faculty Fund	914.58	85.33	0.00	0.00	829.25
05 704 2100	General	8,200.91	20.76	75.00	0.00	8,255.15
05 704 2150	Bank Interest	758.22	0.00	14.72	0.00	772.94
05 704 2300	Art	1,255.32	0.00	0.00	0.00	1,255.32
05 704 2330	Library	4,985.12	0.00	0.00	0.00	4,985.12
05 704 2350	E-Sports	323.67	0.00	600.00	0.00	923.67
05 704 2380	Band	511.80	0.00	0.00	0.00	511.80
05 704 2420	Paws - MS	4,801.37	0.00	200.00	0.00	5,001.37
05 704 2440	Hope Squad - MS	2,713.60	0.00	0.00	0.00	2,713.60
05 704 2480	FCA	948.41	0.00	0.00	0.00	948.41
05 704 2630	Junior National Honor Society	2,485.31	0.00	0.00	0.00	2,485.31
05 704 2680	Circle of Friends	1,387.73	0.00	0.00	0.00	1,387.73
05 704 2690	PBIS	1,821.10	0.00	0.00	0.00	1,821.10

Activity Fund Balance Report - Summary - Exclude Encumbrances

07/2026 - 07/2026

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 3100	General	18,057.43	0.00	0.00	0.00	18,057.43
05 704 3150	Bank Interest - NS	706.84	0.00	11.56	0.00	718.40
05 704 3330	Library	3,071.40	22.76	0.00	0.00	3,048.64
05 704 3680	Field Trips	(362.24)	0.00	0.00	0.00	(362.24)
05 704 3710	Faculty Fund	254.86	0.00	0.00	0.00	254.86
05 704 3900	Parent Child Center	(544.41)	50.00	0.00	0.00	(594.41)
05 704 4100	General	10,928.86	0.00	0.00	0.00	10,928.86
05 704 4360	Science	467.86	0.00	0.00	0.00	467.86
05 704 4680	Field Trips	1,069.36	0.00	0.00	0.00	1,069.36
05 704 4710	Faculty Fund	18.36	0.00	0.00	0.00	18.36
Fund Total: 05		248,614.80	9,711.19	5,990.31	0.00	244,893.92

Before your CQI visit, complete the Pre CQI-Program
 your reflections, the more meaningful and productive
evidence please provide a link/attachment in the Pre C

Indicators weighted with three diamonds represent f

Indicators weighted with two diamonds are also very

Indicators weighted with one diamond reflect import
 program goals, or other continuous improvement effc

Area of Observation	Indicator Weight
Program Coordinator/Coach	
Staff Qualifications 1a	◆◆◆
Staff Qualifications 1b	◆◆◆
Staff Qualifications 1c	◆◆◆
Staff Qualifications 1d	◆◆◇
Child Care Partners	
Staff Qualifications 1f	◆◆◆
Staff Qualifications 1g	◆◆◆

Staff Qualifications 1h	◆◆◆
Staff Qualifications 1i	◆◆◆
Staff Qualifications 1j	◆◆◆
Staff Qualifications 1k	◆◆◆
Area of Observation	Indicator Weight
Program Coordinator/Coach	
Professional Development 2a	◆◆◇
Professional Development 2b	◆◆◇
Professional Development 2c	◆◆◆
Professional Development 2d	◆◇◇
Professional Development 2e	◆◆◇
Professional Development 2f	◆◆◆
Child Care Partners	
Professional Development 2h	◆◆◆
Professional Development 2i	◆◆◆
Area of Observation	Indicator Weight
Program Coordinator/Coach	
Consultation/Coaching 3a	◆◆◆
Consultation/Coaching 3b	◆◇◇

Consultation/Coaching 3c	◆◆◆
Consultation/Coaching 3d	◆◆◆
Consultation/Coaching 3e	◆◇◇
Consultation/Coaching 3f	◆◆◆
Consultation/Coaching 3g	◆◇◇
Consultation/Coaching 3h	◆◇◇
Consultation/Coaching 3i	◆◆◆
Consultation/Coaching 3j	◆◇◇
Consultation/Coaching 3k	◆◇◇
Consultation/Coaching 3l	◆◆◇
Child Care Partners	
Consultation/Coaching 3m	◆◇◇
Area of Observation	Indicator Weight
Supervision 4a	◆◆◇
Supervision 4b	◆◆◇
Supervision 4c	◆◇◇
Supervision 4d	◆◆◆
Area of Observation	Indicator Weight
Community Partnerships 5a	◆◇◇

Community Partnerships 5b	◆◆◇
Community Partnerships 5c	◆◆◇
Community Partnerships 5d	◆◆◇
Community Partnerships 5e	◆◆◇
Community Partnerships 5f	◆◆◇
Community Partnerships 5g	◆◆◇
Area of Observation	Indicator Weight
Staff/Child Ratio, Group Size, and Health & Safety 6a	◆◆◆
Staff/Child Ratio, Group Size, and Health & Safety 6b	◆◆◆
Area of Observation	Indicator Weight
Classroom Practices/ Curriculum 7a	◆◆◆
Classroom Practices/ Curriculum 7b	◆◆◆
Area of Observation	Indicator Weight
Program Coordinator/Coach	
Family Engagement 8a	◆◆◆
Child Care Partners	
Family Engagement 8b	◆◆◇
Family Engagement 8c	◆◆◆
Family Engagement 8d	◆◆◇

Family Engagement 8e	◆◆◆
Family Engagement 8f	◆◆◆
Area of Observation	Indicator Weight
Inclusive Practices 9a	◆◆◆
Inclusive Practices 9b	◆◆◆
Area of Observation	Indicator Weight
Program Coordinator/Coach	
Developmental Screening & Assessment 10a	◆◇◇
Child Care Partners	
Developmental Screening & Assessment 10b	◆◆◆
Developmental Screening & Assessment 10c	◆◆◇
Developmental Screening & Assessment 10d	◆◆◇
Developmental Screening & Assessment 10e	◆◇◇
Area of Observation	Indicator Weight
Program Coordinator/Coach	
Administration 11a	◆◆◆
Administration 11b	◆◆◆
Administration 11c	◆◇◇

Administration 11d	◆ ◆ ◆
Administration 11e	◆ ◆ ◆
Administration 11f	◆ ◆ ◆
Child Care Partners	
Administration 11g	◆ ◆ ◆
Administration 11h	◆ ◆ ◆
Administration 11i	◆ ◆ ◆
Administration 11j	◆ ◆ ◆
Administration 11k	◆ ◆ ◆
Administration 11l	◆ ◆ ◆
	Indicator Weight
Program Coordinator/Coach	
Evaluation 12a	◆ ◆ ◆
Evaluation 12b	◆ ◆ ◆

Narrative section for all indicator areas. Your **Program Narrative** should describe how your CQI visit will be, leading to stronger outcomes from the reflective process. (See *CQI Program Narrative*)

fundamental components of Sixpence. If sufficient evidence is not provided, the program will be considered of low importance to program quality. If evidence is missing, this will be reflected in the program's rating. The program's rating will be based on the most important practices that may be influenced by factors outside a program's direct control.

Indicator

PC is required to be a certified teacher with 9 college credit hours in Early Childhood Education.

The Program Coordinator (PC) must be employed by or contracted with the school district, with salary and benefits commensurate with district standards, and possess the experience and skills necessary to provide program management and

Coach should have a degree in early childhood education or a related field.

Ideally, Coaches have at least five years of experience working in a leadership role or as a coach or mentor in early childhood or a related field.

Child Care Partners must enroll in Step Up to Quality (SUTQ); prior to entering a formal partnership, via Letter of Agreement with school district/contractor.

Child Care Partners participate in coaching.

Child Care Partners participate in data and evaluation collection.

Child Care Partners should achieve a Step 3 within 3 years.

Child Care Partners maintain at least a Step 3 to continue partnering beyond the initial three- year program term.

If lost, CCPs (Child Care Partners) must re-attain at least Step 3 to enter a formal partnership beyond the initial three-year program term.

Indicator

Program Coordinator and Coach will participate in required meetings and trainings facilitated by Sixpence.

Prior to coaching, Coach shall attend 2-day Nebraska Early Childhood Coach Training.

Coach shall attend the Introduction to Environment Rating Scale and Infant/Toddler Environment Rating Scale (ITERS-3) Item Analysis and Introduction to Toddler CLASS.

Coaches participate in required Coach Booster Training,

Coaches participate in required Pyramid Model Training.

Programs are required to establish and provide written goals addressing annually: Community Needs and Engagement, Programmatic Enhancements and Priorities, Family

Child Care Partners participate in all training required by DHHS (Department of Health and Human Services) Child Care Licensing.

Child Care Partners participate in training needed to achieve Step Three within three years of signing a Letter of Agreement with Child Care Partnership Program.

Indicator

One dedicated full-time Coach should partner with a minimum of five (classrooms/family childcare homes) of infants/toddlers.

Fewer groups of children should be included in the partnership if the Coach/PC will not be a full-time employee or if they will have other non-Sixpence program responsibilities.

Upon the program's beginning, all CCPs receive face-to-face consultation/coaching no less than twice a month with the Coach until Step Three is achieved.

Once the program has achieved Step Three, fewer contacts are appropriate and allowable, but face-to-face contacts should occur no less than once a month throughout

Coaches will assist programs in achieving Steps 1 and 2. During this time, CCP Coaches will work directly with the director/lead designee/FCC provider and Infant/Toddler

Once a program achieves Step 1, a Letter of Agreement is signed, and funds can be used to support quality improvement for Infants and Toddlers.

Once Step 2 is complete, programs will be encouraged to request a SUTQ coach.

If a program chooses to request a SUTQ coach, the SUTQ Coach will begin coaching with the program lead and the CCP Coach will focus on coaching Infant/Toddler classrooms.

Program Coordinators/Coaches will check in with program lead/director to collect information for quarterly reports, scholarship needs, required data collection, training

The SUTQ and CCP Coach will collaborate with the program lead during a monthly check-in to discuss ways that CCP funds can support needs that are being identified in each of

The SUTQ Coach, Program Lead and CCP Coach will discuss a timeline to ensure the program reaches Step Three within three years.

Coaches will be responsible for documenting weekly coaching notes, monthly SUTQ collaboration meeting notes, and creating action plans that guide the Sixpence funds to

Participate in monthly SUTQ/CCP Collaboration meetings

Indicator

Program Coordinator/Supervisor has specific training in reflective supervision, infant-toddler development, and early childhood program management and is aware of

PC/Coach receives individual or group supervision at least twice a month, including education, coaching, and an opportunity to reflect upon practice and problem-solve

Coordinated supervision can be provided by more than one person and must include a process to verify program compliance (i.e. documentation review.)

PC/Coach will complete CCP Quarterly Reports and participate in quarterly calls with Sixpence CCP TA.

Indicator

Whenever possible and feasible, districts should provide an opportunity for all the existing childcare providers within the community to become a partner to whichever

A local early childhood advisory committee that includes early childhood professionals, families and community members is required.
Coaches/Program Coordinators will assist Child Care Partners in identifying parents that could participate on local early childhood advisory committee.
If an Early Head Start/Head Start program serves the community, that program must be provided an opportunity to serve on the advisory committee.
Additional representation might include the following: existing early childhood care and education providers, preschools, providers of early intervention and early childhood special education services, Planning Region Teams, Early Learning Connections
An existing early childhood advisory group can meet the requirement for the advisory group if the representation includes those persons listed above and the group's mission
Child Care Partners will assist in identifying parents who could participate on the local early childhood advisory committee.
Indicator
Each quarter, verify the licensing status at http://dhhs.ne.gov/publichealth/Documents/ChildCareRoster.pdf and check for any licensing disciplinary actions on

Child Care Partners must meet or exceed state childcare licensing regulations and be in good

Indicator
Coaches/Program Coordinators will assist Child Care Partners in selecting curriculum and support training needs for lead teaching staff.
Lead teaching staff is trained on and utilizes an evidence-based/ developmentally appropriate curriculum within two years of signing the initial Letter of Agreement.
Indicator
Coaches/Program Coordinators will assist Child Care Partners in providing resources to meet the needs of the families they serve.
Child Care Partners use specific communication methods with families, such as newsletters, electronic messaging, and social media, to inform families about their
Child Care Partners will provide written information about philosophy, policies, and procedures, which shall encourage family engagement.
Child Care Partners will have access to translation resources or services.

Child Care Partners will offer at least one family conference per year to discuss the child's progress and needs. Assessment information is shared with the family.

Child Care Partners agree to serve children and families receiving childcare subsidy.

Indicator

When selecting Child Care Partners, CCP Programs should have a selection process in place that strives to serve an average of 50% of infants and toddlers with at least one of the identified risk factors.

An average of 50% of infants and toddlers served by all CCPs qualify under at least one identified risk factor.

Indicator

Coaches/Program Coordinators should have a procedure to meet with community service providers for IFSP and/ or IEP planning for children with special needs.

Child Care Partners are required to implement a child assessment tool that is approved by Step Up to Quality.

The chosen screening tool should be used for each Sixpence child within 45 days (about 1 and a half months) of a child's enrollment and at each interval of development/age.

Sixpence CCP Partners are required to use the data from the chosen screening tool and input from families to inform instruction for each Sixpence child and make referrals to

Sixpence CCP Partners should participate in IFSP and/or IEP planning for children with special needs.

Indicator

The school district of enrollment is required to assign an NDE Individual Student Identifier from the Nebraska UniqID System to each child served by this Sixpence

Suppose Sixpence funds are used to support childcare scholarships. In that case, programs must have a system to provide oversight and accountability and utilize an application system that describes the selection criteria and attempts to utilize childcare

PC/Coach will encourage programs to utilize all publicly available funding sources, such as CACFP (Child Adult Care Food Program) should be utilized. PC/Coach shall assist CCP

PC/Coach will complete Quarterly Reports and Check in Forms

PC will ensure that reimbursements are submitted monthly.

PC/Coach will complete Quarterly Reports and Check in Forms (This question is on here twice)

CCPs complete a Letter of Agreement once they have achieved Step One and each year after.

CCPs offer services on a full-day, year- round basis, meeting working families' needs.

CCPs maintain records providing evidence of sound, professional financial practices.

CCPs have an attendance policy that encourages consistent attendance, filling vacancies within a reasonable timeframe, and is clearly communicated to families upon
CCPs implement and maintain a process for ensuring that children most at-risk are enrolled in the program.

CCPs agree to serve children and families receiving childcare subsidy.

Indicator

PC/Coach will communicate with MMI and Child Care Partners to ensure that required data collection is completed.

Child Care Partners must participate in SUTQ and show improvement in quality to achieve Step 3 within three years. To track progress towards that outcome, CCPs must participate in evaluation as determined by Sixpence Board of Trustees:

ould include a formal reflection describing your program’s current pr
e CQI process. Indicators are weighted using a three-diamond syste

vided for a three-diamond indicator, an action plan will be required

cted in your CQI feedback and should be incorporated into your pro

irect control. If evidence is not provided, this will not result in an ac

Evidence	Pre CQI Program Narrative
	The Program Coordinator (PC) holds a Bachelor’s Degree in Early Childhood Education, while the Coach holds an Associate’s Degree in Early Childhood Education. Both positions are part of FCPS and receive salary and benefits aligned with district standards.
	The PC brings over 25 years of experience to the role and continues to expand her knowledge by participating in all trainings offered through Sixpence CCP. In addition,
	district information is regularly shared with providers to ensure alignment and communication.
	The Coach brings over 30 years of experience in early childhood, including owning and operating her own child care program. She has also served as a Lead Teacher and Center Manager at Head Start and as a Manager at the Iowa Tribal Learning Center, bringing strong leadership and program management expertise to her role.
	All of our providers participate in Step Up to Quality (SUTQ). Coaching is provided monthly to all providers, with increased frequency based on need:
	Step 1–4 providers receive coaching three times per month Step 5 providers receive coaching 1–2 times per month The center receives coaching twice per week, with one visit focused on the infant room and one on the toddler room; during these visits, the director is also engaged
	All providers actively participate in data collection and evaluation processes. Over the past three years, five of our partners have achieved Step 3 status, and our two newest sites are
	on track to meet this goal. Additionally, all partners who have reached Step 5 have successfully maintained their rating. Notably, no CCP partner has lost their partnership

☒	Successfully maintained their rating. Notably, the CQI partner has lost their partnership status or been required to re-attain Step 3.
☒	
☒	
☒	
Evidence	The PC has a Bachelors Degree in Early Childhood Education.
	The Program Coordinator (PC) and Coach attend all required meetings and trainings facilitated through Sixpence. Both participated in the two-day NECT training.
☒	
☒	
☒	The Coach has completed the Introduction to the ERS and ITES trainings. Both the PC and Coach have also completed the Introduction to Toddler CLASS. The Coach is actively participating in the Coach Booster Trainings and is currently working within Domain 5.
☒	
☒	
☒	In addition, both the PC and Coach have completed the Pyramid Model Training, as well as the Train-the-Trainer series, strengthening their ability to support providers and implement best practices.
☒	
☒	
	The PC and Coach have collaboratively developed goals for the current program year to guide continuous improvement and program success.
☒	
☒	
Evidence	Pre CQI Program Narrative
	The full-time Coach currently supports six home child care providers and one center, which includes two classrooms. In addition, one new site has recently opened and is operating under a provisional license. Upon completion of the provisional licensing period, this site will become a program partner.
☒	
☒	
	The Program Coordinator (PC) has initiated outreach to an additional site in a

	neighboring county that is currently operating under a provisional license. A meeting is scheduled in the near future to explore partnership opportunities once licensing requirements are fully met.
	The PC and Coach are both full-time employees. All Child Care Partners (CCPs) receive face-to-face coaching a minimum of three times per month, with additional support provided as needed. All programs also receive weekly in-person coaching visits.
	
	
	
N/A	The Coach works closely with providers throughout the process, offering guidance and support tailored to each program's needs. She collaborates directly with providers, directors, lead teachers, and assistants, providing support in whatever capacity is needed to promote growth and quality improvement.
	Letters of Agreement (LOAs) are signed once a program reaches Step 1. At that time, the Coach, providers, and directors work together to set goals and identify materials and resources needed to achieve those goals. During ongoing visits, action plans are reviewed, progress is monitored, and new goals are established to ensure programs remain on track to achieve Step 3 within three years while demonstrating continued progress toward higher quality.
N/A	
N/A	
	
	All providers are informed about the opportunity to access a Step Up to Quality (SUTQ) Coach and are strongly encouraged to utilize this support. At this time, no providers have requested a SUTQ Coach.
N/A	The PC and Coach communicate regularly regarding data collection and program progress. The PC works with providers to obtain waitlists and encourages them to
Evidence	Pre CQI Program Narrative
	We both have taken the FAN Training and SJ recently went through a refresher session. We both have infant-toddler development trainings/classes. We both have taken program management classes, and I am aware of childcare regulations and Stephanie really knows the regulations. we do both here, I have gone on visits with Stephanie and we do staff meetings. We also discuss her visits after she returns. we problem solve together; we discuss varies solutions. Stephanie completes the quarterly reports and I upload them in Web Grants, but this is changing, so Stephanie will enter this documentation in CI Atlas. We both participate in the quarterly report calls and completing the report.
	
	
	
Evidence	Pre CQI Program Narrative
	We reach out to all providers, not only those in CCP when we know of trainings and also when we are offering a training, or transportation to the training. As well as anything that is taking place in the community. CI attend the PRT meeting every other month. CI will

	is taking place in the community. Sj attend the PRT meeting every other month. SJ will be setting up a meeting in the Fall /Spring with those parents that will be transitioning to preschool as well as preschool staff from the local preschools. We do this in the Spring but will also add in a Fall meeting. Stephanie and I will invite those parents that will be transitioning to preschool the following year. All will be invited to attend the meeting. Head Start comes and speaks every Spring about transitions to preschool. I will be including them in this new plan as well. Providers will also be invited to these meetings. The PRT meeting does include all of those professionals listed. Child Care Partners will help us by sharing the children's information, so we can invite the parents to the meetings. I have been and will reach out again and see if they know of any parent that would also like to attend the PRT meetings with me. I let them know that I will provide transportation and lunch if they attend.
	
	
	
	
	
Evidence	Pre CQI Program Narrative
	Stephanie checks verify the licensing status. All providers are in good standing with childcare licensing.
	
Evidence	Pre CQI Program Narrative
	We assist providers in selecting their curriculum. We purchase the needed materials for providers, assist in trainings, etc. Lead teachers as well as asstants are trained in the curriculum. We feel it is best for all staff to be trained.
	
Evidence	Pre CQI Program Narrative
	We will research a topic/need that a family may be needing. We will reach out to others if needed (with parent permission). The Sixpence CCP newsletter gets shared with parents, any hand out or upcoming meetings or events that are taking place at the Sixpence Office is shred with all providers and they in turn share that information with their families. Providers use notes and electronic messaging. All childcare providers have a handbook where they share information about their philosophy, policies, and procedures. They all encourage family engagement. The translation resources, they can reach out to their coach or myself. We will assist them in any way that we can. We have someone through the public schools that can help with translation services. All childcare partners agree to serve childcare subsidy.
	
	
	
	

	
	
Evidence	Pre CQI Program Narrative
	While still meeting State Guidelines all children with or with out identified risk factors with receive care. The CCP programs has a process for selecting Child Care Partners, with a strong emphasis on prioritizing access for infants and toddlers who have identified risk factors or are considered most in need of support. Selection criteria are guided by program goals, community needs, and data related to child and family risk factors, ensuring that partnerships are aligned with serving the highest-need populations.
	
Evidence	Pre CQI Program Narrative
	Stephanie attends the Early Intervention Meeting once a month. She will attend the IFSP meeting if the parent invites her. The assessment tool is the ASQ:3 and ASQ:SE. The childcare providers visit with the parents about the ASQ, results. They will discuss with the families about a possible referral if needed. Stephanie will share information at the meetings that providers share with her, Stephanie will ask for updates. This information is typed in the child's notes during the EI meeting. Those updates get sent to me (most of the time).
	
	
	
	
N/A	
Evidence	Pre CQI Program Narrative
	Stephanie sends the PC - the child's information, then it gets forward on to the Central Office to obtain the NSSRS #'s. Parents are required to complete an application, then turn in 3 of their most recent pay stubs. Next, they have to apply for child care subsidy through DHHS, once they receive their letter from DHHS they must turn in a copy to CCP. From all of this information it is then decided if they qualify for childcare assistance or not and at what percentage rate. All partners are highly encouraged to apply for CACFP. PC/Coach completed the
	
	
	

☒	check in forms together. Coach completes the quarterly report and will ask questions to the PC if needed. Grant reimbursements are submitted to the central office and the PC checks in with the central office to see that reimbursements are coming in. The providers submit the end of the month paper work to the coach, I have the coach complete the reimbursement forms. This is all turned into the PC once the coach is done completing her portion of the paperwork.
☒	The PC goes over each form, signs off and tracks the amount that each family receives. Letter of agreements are signed by each provider. All of our partners are open full day/full year. All partners have a record keeping system. The partners have all of this listed in their handbooks, and the coach has a copy of each partners handbook. CCP's usually have a waiting list, and in a rural community all children seem to get accepted into the childcares. They all will take children that are on subsidy.
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Evidence	Pre CQI Program Narrative
	Yes, each partner is demonstrating measurable progress toward achieving Step 3 within the three-year timeframe. Progress is evident through consistent participation in coaching, implementation of recommended practices, and ongoing improvement in program quality. Data collected through observations, documentation, and regular check-ins shows that partners are making steady gains toward meeting benchmarks.
☒	This progress varies by site, all partners are moving forward and (most) are responding positively to support and feedback. For the center, it is needing some additional support, and coaching. Coaching is in place to ensure they remain on track to meet Step 3 expectations within the designated timeline.
☒	The program has a clear and effective process for tracking data and SUTQ progress. Timelines are monitored, required data is submitted, and each partner is tracked by going through the SUTQ.

actices and status—ideally informed by team discussion to reflect their importance to a high-quality S

ogram goals moving forward, but it will not autom

ction plan, but it may be noted in your feedback

Post CQI TA Feedback

Such a strong team here. Both the PC and Coach clearly bring a ton of experience and it shows in how the program is running. It's great to see long term stability and deep knowledge of early childhood in both roles. Coaching structure is solid and differentiated based on provider needs, which is exactly what we want to see. Also really impressive progress with SUTQ, partners are not only moving up but maintaining ratings, which speaks to the quality of support being provided.

Post CQI TA Feedback

You're both doing a great job staying engaged in PD and taking advantage of Sixpence opportunities. It's clear there's intention behind building skills, and that's translating into practice. I have heard from a couple different people how eager and willing Stephanie is to participate in any trainings, such a positive! Thanks for sharing your goals for the year, this helps keep things focused and aligned. Your goals were specific to your program and pin pointed exactly how you want to continue to grow as a team and a program.

Post CQI TA Feedback

Coaching model is very strong. There's clear consistency, frequency, and individualized support happening. The Coach is doing a great job meeting providers where they're at and building relationships across roles. Even if it doesn't feel like it all the time coach is making progress with EVERY

program. You can tell she knows what she's doing, continued confidence will only make this even stronger. Great job staying on top of timelines, documentation, and communication between PC/Coach.

Post CQI TA Feedback

Really great collaboration between PC and Coach. It's clear there's ongoing communication, reflection, and problem-solving happening. The shared approach to visits and follow-up conversations is a strength. Sounds like a very supportive working relationship, which is key. Transition to CI Atlas will be a good shift and you seem well-prepared for that.

Post CQI TA Feedback

Strong community connections, you have made your self a really big part of your community and your presence is

known and appreciated. You're going above and beyond by including non-CCP providers and supporting access to trainings and events. Love the intentional work around transitions and adding both Fall and Spring opportunities this will really benefit families. Continued efforts to involve parents (and remove barriers like transportation) is a big strength.

Post CQI TA Feedback

Everything is in good standing here. Clear systems in place to monitor licensing and ensure compliance.

Post CQI TA Feedback

Great support provided to teachers around curriculum selection, materials, and training. It's especially positive that all staff (not just leads) are being trained this helps with consistency and overall quality in the classroom

Post CQI TA Feedback

You're doing a great job making sure families have access to information, resources, and support when needed. The use of multiple communication methods and translation supports is a big plus. Clear effort to make families feel included and engaged.

Post CQI TA Feedback

Clear commitment to serving all children, especially those with higher needs. The intentionality behind selecting partners and prioritizing access is evident and aligns well with program goals.

Post CQI TA Feedback

Good systems in place for screenings and collaboration. It's great that the Coach is involved in meetings and helping connect information back to providers. Continued consistency with communication and documentation will keep strengthening this area. I will be interested to see how collaboration and communication may change with new staff for EDN.

Post CQI TA Feedback

Processes are thorough and well managed. There are a lot of moving pieces here, and it's clear both PC and Coach understand the systems and stay organized. Good collaboration with central office and strong oversight of documentation and reimbursements. I know this was a really tough year with budgets and we appreciate your patience and dedication to getting the job done. We hope next year will be a lot easier and smoother.

Post CQI TA Feedback

Partners are clearly making progress and responding to coaching. It's great to see consistent movement toward Step 3 and beyond. The Coach is doing a nice job identifying when additional support is needed (like at the center) and adjusting accordingly. Data tracking and monitoring systems are solid.

discussion. The more thoughtful and detailed
experience program. *(If you have digital CQI*

matically require an action plan.

and addressed through team discussions,

What to consider

In what ways does the experience of your staff show up
in the quality of support provided to partners? For
partners still working toward Step 3, is there a clear plan
and timeline to support their progress within the three-
year window? How is program data being used to guide
coaching, decision-making, and continuous
improvement?

The coach has many years of experience working in her own home childcare, as well as Head Start and Iowa Tribal Learning Center. She is really aware of child care licensing regulations and environment, and child development. For programs that are working towards a step 3, the coach and provider have a timeline for reaching a step 3. One program is will be applying for a A Step 3 by October and the other one by December. They discuss the data, then set the goals accordingly. At each visit the coach will go over the goals and document progress and ways to guide improvement

improvement.

What to consider

How is coaching intentionally aligned to help partners meet Step 3 expectations? How are annual goals actively guiding coaching, partnerships, and program decisions?

By setting goals from the data and SUTQ requirements and by attending various trainings. It gives them a focus and a time line of for the year of setting goals and completing them.

What to consider

Once Step 1 is achieved and the LOA is signed, how are Sixpence funds being strategically used to support infant/toddler quality? Is coaching intensity intentionally matched to each partner's stage of quality improvement?

From the base line observation items are submitted to

the PC to purchase. Yes, coaching is based individually for each provider. What might look the same on paper, might be more or less intense at other places. Some sites need more ideas, guidance, and coaching. To where others may need just fresh ideas. It depends on the provider and years of experience as well as the Step they are currently at.

What to consider

What aspects of your supervision structure are working especially well? Where might strengthening reflective supervision further support your team and partners?

Sharing ideas, modeling, asking them what they are wanting and what is working well. Using the FAN, Coaching Model, and Domains 1-5 Coaching to Success, being familiar with all of these.

What to consider

Does the program have an active local early childhood advisory committee in place? Are there providers in the

community who may benefit from renewed outreach or connection? **Yes, the PC is a member of the PRT team. Yes. The three providers that are not a part of CCP, can use the outreach. We offer it to them, we drop off items that they can use. Answer any questions, share trainings, offer transportation, we try to involve them in all aspects of the CCP program.**

What to consider

If any concerns or disciplinary actions have been identified, what follow-up steps and supports have been put in place? **At this time, we have no concerns. If this were to happen, it would depend on what the**

What to consider

How is coaching reinforcing strong curriculum implementation in infant and toddler classrooms? What is going especially well with curriculum implementation across your partnerships? **It is shared and encouraged**

What to consider

Where might strengthening family resource connections further enhance your Sixpence impact?

By inviting the parents to be a part of the Early Childhood advisory board, making sure all information that is shared reaches all families. Also, by earlier and more consistent connection to services. Inviting parents to be a part of the Sixpence Home Visiting Program. Reminding families that they are there child's first teachers, and we are here to support them in this

role.

What to consider

Does your CCP program have a clear and consistent process for selecting Child Care Partners that prioritizes reaching infants and toddlers with identified risk factors? How is this expectation communicated during recruitment and partnership conversations?

Our CCP Program encourages and explains to providers

What to consider

What is working especially well in your collaboration with community service providers? Where might strengthening further support children with IFSPs or IEPs?

What’s working especially well in our collaboration with community service providers is the commitment to supporting families. We have built positive relationships with most partners. We are still working hard on, working together to meet family needs.

Ways to strengthen support with IFSP's or IEP's is by having these collaborations. They allow us to connect families to a wide range of resources efficiently, strengthening overall outcomes for children and caregivers. While collaboration is

What to consider

What operational systems are working especially well right now? What could be improved?

What is working especially well:

Our operational systems are running smoothly overall, with strong organization and consistency across the program. Communication systems between the PC/Coach/Providers are effective, allowing for timely updates. Scheduling of visits and coaching is well-

established, and programs receive regular, reliable support. Documentation and tracking processes are also working well, such as maintaining compliance. Our structure supports collaboration with providers. We feel by using this new data tool (ATLAS) will help us in the process of our operational systems. We feel it will be more efficient and the data will be collected more consistent. So with that, we are hoping that data collection can be used for more decision making.

What to consider

Is each partner demonstrating measurable progress toward achieving Step 3 within the three-year timeframe? Does the program have a clear process for tracking both data submission and SUTQ progress across partners? **Yes, each partner is making progress towards SUTQ Step 3. We have 2 sites working towards this. Through the coaching process they are making progress. The coach has a checklist system that she uses to track SUTQ needed data. She will check in with providers, to see that surveys are completed and submitted.**

Instructions:

This **optional** checklist is intended as a self-review tool. For each indicator and check the box if you have documentation.

Indicators that are not checked may signal areas to re-evaluate planning.

Area of Observation	Indicator Weight
Program Coordinator/Coach	
Staff Qualifications 1a	◆◆◆
Staff Qualifications 1b	◆◆◆
Staff Qualifications 1c	◆◆◆
Staff Qualifications 1d	◆◆◇
Child Care Partners	
Staff Qualifications 1f	◆◆◆
Staff Qualifications 1g	◆◆◆
Staff Qualifications 1h	◆◆◆
Staff Qualifications 1i	◆◆◆
Staff Qualifications 1j	◆◆◆
Staff Qualifications 1k	◆◆◆
Program Coordinator/Coach	
Professional Development 2a	◆◆◇
Professional Development 2b	◆◆◇
Professional Development 2c	◆◆◆

Professional Development 2d	◆ ◇ ◇
Professional Development 2e	◆ ◆ ◇
Professional Development 2f	◆ ◆ ◆
Child Care Partners	
Professional Development 2h	◆ ◆ ◆
Professional Development 2i	◆ ◆ ◆
Program Coordinator/Coach	
Consultation/Coaching 3a	◆ ◆ ◆
Consultation/Coaching 3b	◆ ◇ ◇
Consultation/Coaching 3c	◆ ◆ ◆
Consultation/Coaching 3d	◆ ◆ ◆
Consultation/Coaching 3e	◆ ◇ ◇
Consultation/Coaching 3f	◆ ◆ ◆
Consultation/Coaching 3g	◆ ◇ ◇
Consultation/Coaching 3h	◆ ◇ ◇
Consultation/Coaching 3i	◆ ◆ ◆
Consultation/Coaching 3j	◆ ◇ ◇
Consultation/Coaching 3k	◆ ◇ ◇
Consultation/Coaching 3l	◆ ◆ ◇
Child Care Partners	
Consultation/Coaching 3m	◆ ◇ ◇

Supervision 4a	◆◆◇
Supervision 4b	◆◆◇
Supervision 4c	◆◇◇
Supervision 4d	◆◆◆
Community Partnerships 5a	◆◇◇
Community Partnerships 5b	◆◆◇
Community Partnerships 5c	◆◆◇
Community Partnerships 5d	◆◆◇
Community Partnerships 5e	◆◆◇
Community Partnerships 5f	◆◆◇
Community Partnerships 5g	◆◆◇
Staff/Child Ratio, Group Size, and Health & Safety 6a	◆◆◆
Staff/Child Ratio, Group Size, and Health & Safety 6b	◆◆◆
Classroom Practices/ Curriculum 7a	◆◆◆
Classroom Practices/ Curriculum 7b	◆◆◆
Program Coordinator/Coach	
Family Engagement 8a	◆◆◆
Child Care Partners	
Family Engagement 8b	◆◆◇
Family Engagement 8c	◆◆◆

Family Engagement 8d	◆◆◇
Family Engagement 8e	◆◆◆
Family Engagement 8f	◆◆◆
Inclusive Practices 9a	◆◆◆
Inclusive Practices 9b	◆◆◆
Program Coordinator/Coach	
Developmental Screening & Assessment 10a	◆◇◇
Child Care Partners	
Developmental Screening & Assessment 10b	◆◆◆
Developmental Screening & Assessment 10c	◆◆◇
Developmental Screening & Assessment 10d	◆◆◇
Developmental Screening & Assessment 10e	◆◇◇
Program Coordinator/Coach	
Administration 11a	◆◆◆
Administration 11b	◆◆◆
Administration 11c	◆◇◇
Administration 11d	◆◆◆
Administration 11e	◆◆◆
Administration 11f	◆◆◆

Child Care Partners	
Administration 11g	◆ ◆ ◆
Administration 11h	◆ ◆ ◆
Administration 11i	◆ ◆ ◆
Administration 11j	◆ ◆ ◆
Administration 11k	◆ ◆ ◆
Administration 11l	◆ ◆ ◆
Program Coordinator/Coach	
Evaluation 12a	◆ ◆ ◆
Evaluation 12b	◆ ◆ ◆

ol. It lists all quality indicators the program is expected to meet. Please
on or evidence demonstrating that the indicator is met.

view more closely, gather additional evidence, or consider for future g

Indicator Description
PC is required to be a certified teacher with 9 college credit hours in Early Childhood Educ
The Program Coordinator (PC) must be employed by or contracted with the school
district, with salary and benefits commensurate with district standards, and possess the
experience and skills necessary to provide program management and
Coach should have a degree in early childhood education or a related field.
Ideally, Coaches have at least five years of experience working in a leadership role or as
a coach or mentor in early childhood or a related field.
Child Care Partners must enroll in Step Up to Quality (SUTQ); prior to entering a formal
partnership, via Letter of Agreement with school district/contractor.
Child Care Partners participate in coaching.
Child Care Partners participate in data and evaluation collection.
Child Care Partners should achieve a Step 3 within 3 years.
three- year program term.
partnership beyond the initial three-year program term.
facilitated by Sixpence.
Prior to coaching, Coach shall attend 2-day Nebraska Early Childhood Coach Training.
Coach shall attend the Introduction to Environment Rating Scale and Infant/Toddler
Environment Rating Scale (ITERS-3) Item Analysis and Introduction to Toddler CLASS.

Coaches participate in required Coach Booster Training,
Coaches participate in required Pyramid Model Training.
Programs are required to establish and provide written goals addressing annually: Community Needs and Engagement, Programmatic Enhancements and Priorities, Family
and Human Services) Child Care Licensing.
Child Care Partners participate in training needed to achieve Step Three within three years of signing a Letter of Agreement with Child Care Partnership Program.
(classrooms/family childcare homes) of infants/toddlers.
Fewer groups of children should be included in the partnership if the Coach/PC will not be a full-time employee or if they will have other non-Sixpence program responsibilities.
Upon the program's beginning, all CCPs receive face-to-face consultation/coaching no less than twice a month with the Coach until Step Three is achieved.
Once the program has achieved Step Three, fewer contacts are appropriate and allowable, but face-to-face contacts should occur no less than once a month throughout
Coaches will assist programs in achieving Steps 1 and 2. During this time, CCP Coaches will work directly with the director/lead designee/FCC provider and Infant/Toddler
Once a program achieves Step 1, a Letter of Agreement is signed, and funds can be used to support quality improvement for Infants and Toddlers.
Once Step 2 is complete, programs will be encouraged to request a SUTQ coach.
If a program chooses to request a SUTQ coach, the SUTQ Coach will begin coaching with the program lead and the CCP Coach will focus on coaching Infant/Toddler classrooms.
Program Coordinators/Coaches will check in with program lead/director to collect information for quarterly reports, scholarship needs, required data collection, training
The SUTQ and CCP Coach will collaborate with the program lead during a monthly check-in to discuss ways that CCP funds can support needs that are being identified in each of
program reaches Step Three within three years.
Coaches will be responsible for documenting weekly coaching notes, monthly SUTQ collaboration meeting notes, and creating action plans that guide the Sixpence funds to
Participate in monthly SUTQ/CCP Collaboration meetings

Program Coordinator/Supervisor has specific training in reflective supervision, infant-toddler development, and early childhood program management and is aware of
PC/Coach receives individual or group supervision at least twice a month, including education, coaching, and an opportunity to reflect upon practice and problem-solve
Coordinated supervision can be provided by more than one person and must include a process to verify program compliance (i.e. documentation review.)
Sixpence CCP TA.
Whenever possible and feasible, districts should provide an opportunity for all the existing childcare providers within the community to become a partner to whichever
families and community members is required.
Coaches/Program Coordinators will assist Child Care Partners in identifying parents that could participate on local early childhood advisory committee.
If an Early Head Start/Head Start program serves the community, that program must be provided an opportunity to serve on the advisory committee.
Additional representation might include the following: existing early childhood care and education providers, preschools, providers of early intervention and early childhood special education services, Planning Region Teams, Early Learning Connections
An existing early childhood advisory group can meet the requirement for the advisory group if the representation includes those persons listed above and the group's mission
early childhood advisory committee.
Each quarter, verify the licensing status at http://dhhs.ne.gov/publichealth/Documents/ChildCareRoster.pdf and check for any licensing disciplinary actions on

Child Care Partners must meet or exceed state childcare licensing regulations and be in good
support training needs for lead teaching staff.
Lead teaching staff is trained on and utilizes an evidence-based/ developmentally appropriate curriculum within two years of signing the initial Letter of Agreement.
meet the needs of the families they serve.
Child Care Partners use specific communication methods with families, such as newsletters, electronic messaging, and social media, to inform families about their
procedures, which shall encourage family engagement.

Child Care Partners will have access to translation resources or services.
Child Care Partners will offer at least one family conference per year to discuss the child's progress and needs. Assessment information is shared with the family.
Child Care Partners agree to serve children and families receiving childcare subsidy.
When selecting Child Care Partners, CCP Programs should have a selection process in place that strives to serve an average of 50% of infants and toddlers with at least one of identified risk factor.
Coaches/Program Coordinators should have a procedure to meet with community service providers for IFSP and/ or IEP planning for children with special needs.
Child Care Partners are required to implement a child assessment tool that is approved by Step Up to Quality.
The chosen screening tool should be used for each Sixpence child within 45 days (about 1 and a half months) of a child's enrollment and at each interval of development/age.
input from families to inform instruction for each Sixpence child and make referrals to the Early Development Network (EDN), as the tool indicates.
Sixpence CCP Partners should participate in IFSP and/or IEP planning for children with special needs.
Identifier from the Nebraska UniQID System to each child served by this Sixpence program, regardless of their anticipated home school enrollment.
Suppose Sixpence funds are used to support childcare scholarships. In that case, programs must have a system to provide oversight and accountability and utilize an application system that describes the selection criteria and attempts to utilize childcare as CACFP (Child Adult Care Food Program) should be utilized. PC/Coach shall assist CCP and families in obtaining application and approval.
PC/Coach will complete Quarterly Reports and Check in Forms
PC will ensure that reimbursements are submitted monthly.
PC/Coach will complete Quarterly Reports and Check in Forms

CCPs complete a Letter of Agreement once they have achieved Step One and each year after.

CCPs offer services on a full-day, year- round basis, meeting working families' needs.

CCPs maintain records providing evidence of sound, professional financial practices.

within a reasonable timeframe, and is clearly communicated to families upon enrollment.

CCPs implement and maintain a process for ensuring that children most at-risk are enrolled in the program.

CCPs agree to serve children and families receiving childcare subsidy.

PC/Coach will communicate with MIMI and Child Care Partners to ensure that required data collection is completed.

achieve Step 3 within three years. To track progress towards that outcome, CCPs must participate in evaluation as determined by Sixpence Board of Trustees:

review each

growth and

Evidence	
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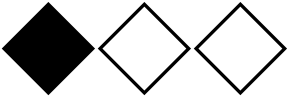
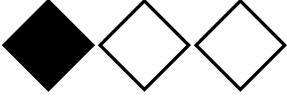
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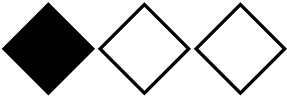
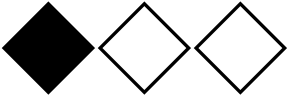
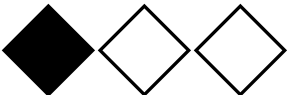
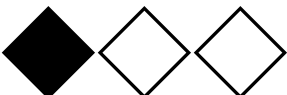
Before your CQI visit, complete the Pre CQI-Program Narrative
meaningful and productive your CQI visit will be, leading to
(*Narrative*)

Indicators weighted with three diamonds represent full

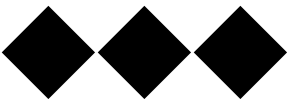
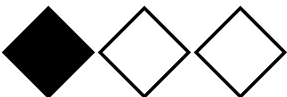
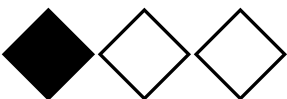
Indicators weighted with two diamonds are also very important

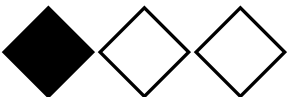
Indicators weighted with one diamond reflect important
improvement efforts

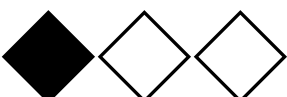
Area of Observation	Indicator Weight
Staff Qualifications 1a	
Staff Qualifications 1b	
Staff Qualifications 1c	
Staff Qualifications 1d	
Staff Qualifications 1e	
Staff Qualifications 1f	

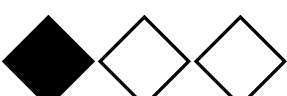
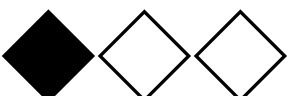
Staff Qualifications 1g	
Staff Qualifications 1h	
Area of Observation	Indicator Weight
Supervision 2a	
Supervision 2b	
Supervision 2c	
Supervision 2d	
Supervision 2e	
Supervision 2f	
Supervision 2g	
Supervision 2h	
Supervision 2i	

Supervision 2j	
Supervision 2k	
Area of Observation	Indicator Weight
Professional Development 3a	
Professional Development 3b	
Professional Development 3c	
Professional Development 3d	
Professional Development 3e	
Professional Development 3f	
Professional Development 3g	
Professional Development 3h	
Professional Development 3i	

Area of Observation	Indicator Weight
Intensity & Duration 4a	
Intensity & Duration 4b	
Intensity & Duration 4c	
Intensity & Duration 4d	
Intensity & Duration 4e	
Intensity & Duration 4f	
Intensity & Duration 4g	
Intensity & Duration 4h	
Intensity & Duration 4i	
Intensity & Duration 4j	
Area of Observation	Indicator Weight

Caseload & Qualification 5a	
Caseload & Qualification 5b	
Caseload & Qualification 5c	
Area of Observation	Indicator Weight
Curriculum 6a	
Curriculum 6b	
Curriculum 6c	
Curriculum 6d	
Area of Observation	Indicator Weight
Developmental Screening 7a	
Developmental Screening 7b	
Developmental Screening 7c	

Developmental Screening 7d	
Developmental Screening 7e	
Developmental Screening 7f	
Developmental Screening 7g	
Developmental Screening 7h	
Developmental Screening 7i	
Area of Observation	Indicator Weight
Community Partnerships 8a	
Community Partnerships 8b	
Community Partnerships 8c	
Community Partnerships 8d	
Community Partnerships 8e	

Community Partnerships 8f	
Community Partnerships 8g	
Community Partnerships 8h	
Community Partnerships 8i	
Community Partnerships 8j	
Community Partnerships 8k	
Area of Observation	Indicator Weight
Family Partnerships 9a	
Family Partnerships 9b	
Family Partnerships 9c	
Family Partnerships 9d	
Family Partnerships 9e	

Family Partnerships 9f	
Family Partnerships 9g	
Area of Observation	Indicator Weight
Administration 10a	
Administration 10b	
Administration 10c	
Administration 10d	
Administration 10e	
Administration 10f	
Administration 10g	
Administration 10h	

Narrative section for all indicator areas. Your **Program Narrative** should describe how your program is working to achieve stronger outcomes from the reflective CQI process. Indicators are the fundamental components of Sixpence. If sufficient evidence is not provided, it is important to program quality. If evidence is missing, this will be a concern. Current practices that may be influenced by factors outside a program's control.

Indicator
Each program employs one or more Home Visiting Specialists.
Programs may also include Home Visitors who are supervised by a Specialist.
Home visitor specialists and/or home visitors must meet NDE Rule 11 guidelines.
Home visitors (coded 2141) and/or Home visiting specialists (coded 2140) must be coded with an ADVISOR number.
Childhood Education/Special Education, Nursing w/ 12 hours in family-centered practices or child/youth development, 12 hours or have an education plan (created in collaboration with higher education) to meet Specialist qualifications within

Grant funds may support tuition reimbursement for Home Visitors.

Home Visitors follows the Tuition Reimbursement Policy outlined in Grant Guidance.

Indicator

Program Supervisor completes Facilitating Attuned Interaction (FAN) reflective practice training within 2 years.

Program Supervisor is recommended to have training in infant-toddler development.

Program Supervisor is recommended to have training in program management.

Program Supervisor is recommended to have training in the specific program model/curriculum.

reflective supervision (individual or group), including education and coaching, at least twice a month.

Supervisors provides feedback on home visits through two in-person observations during the first year.

observations per year ongoing, with one allowed by video via HOVRS.

Supervisor-to-staff ratio must be 1:6 or adequate for support.

Programs has a process for child enrollment.

Programs has a process for assigning Adviser Numbers (NSSRS #)

Programs has a process for Data/Evaluation submission.

Indicator

completes 42 hours of training on Nebraska Early Learning Guidelines (Birth to Five) or approved equivalent within three

All staff completes curriculum-specific training

All staff completes Teaching Strategies GOLD Interrater Reliability Training

All staff completes Home Visiting Core Practices (7 modules, workbook, study group) within 1 year.

All staff completes annual Safe With You or equivalent child abuse/neglect training.

New staff completes HOVRS training within 1 year.

Staff participates in mandatory Sixpence training and meetings.

All staff completes 20 hours of infant/toddler-related training after three years of employment.

addressing Community Needs and Engagement, Programmatic Enhancements and Priorities, and Family Support and

Indicator
Programs provides a total of at least 180 minutes of contact per month for each actively enrolled child.
At least two of the three contacts must be individual personal visits in the home totaling 120 minutes.
Parent-child interaction must be included and documented in individual lesson plans to count as a home visit.
visitor interaction if the third contact is a group event, including a lesson plan for the planned activity
Programs is designed to serve children year-round for a minimum of 18 months.
and an attendance policy reflecting an attendance rate of 85% is required
Vacancies are filled within 30 days.
Programs review the Grant Guidance for a recruitment plan example.
Programs maintain UNMC Sixpence roster.
Programs record monthly enrollment and attendance.
Indicator

than 15 children, depending on program model and community/family characteristics.

Sixpence encourages enrollment of the youngest child, leaving room for additional community children.

All children served meet at least one identified risk factor

Indicator

Staff creates personalized visit plans and documentation for each child.

Sibling sets each have their own files and separate documentation.

Lesson plans are co-developed with families and are flexible to families and child needs

guidance, including area of development being observed/addressed, family needs, goal progress, etc.

Indicator

Programs screen children for developmental delays within 45 days of entry

Programs screen children at least every six months after entry using a research-based screening tool.

Programs implement child assessments required through UNMC-MMI.

Programs maintain accurate Sixpence rosters updated monthly or as required by UNMC/Sixpence.

Programs use data from UNMC-MMI/screening tool with parent input to inform instruction.

Programs make referrals to Early Development Network when necessary.

Home visitors participate in IFSP and/or IEP planning for children with special needs.

development as required by Results Matter and Lead Evaluator.

Programs use assessment results to develop individualized learning plans and goals.

Indicator

Districts has at least three written Community Partnership Agreements.

Agreements reflect individual community needs.

Agreements promote access to community services responsive to children and families' needs.

Each program establish or utilize a local Early Childhood Advisory Committee.

childhood professionals, families, community members, partners, and parents

Advisory Committee meet at least twice annually.
Advisory Committee submits attendance records and meeting notes as documentation
includes required representation, and if its mission is expanded to align with program goals.
Program partners serve as active Advisory Committee members.
If Early Head Start/Head Start serves the community, they must be offered a seat on the Advisory Committee.
such as early childhood providers, preschools, early intervention, Planning Region Teams, Early Learning
Indicator
Parents actively participate on the Advisory Committee.
Programs offer parents opportunities to develop individualized family partnership agreements.
responsibilities, and must include timetables, strategies and progress towards goals
Programs has a Family Partnership Agreement encouraging collaboration with families and community agencies.
Programs offer family engagement opportunities monthly

Programs provide a handbook with philosophy, policies, and procedures.

Programs assist families in applying for child and family services (Child Care Subsidy, Medicaid, TANF, etc.).

Indicator

All partner programs/providers maintain records showing sound, professional financial practices.

Reimbursements is submitted monthly or quarterly as stated in the Grant Award Letter (GAL).

Programs maintain a process to ensure enrollment of at-risk children.

Programs offer services full-day and year-round.

students and services representing the community being served.

Programs has a transition planning policy.

Programs maintain an updated evidence binder in digital or paper format.

Programs completes the CQI guide submitted to the TA before the visit.

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Evidence





Evidence





Evidence



Evidence



Evidence

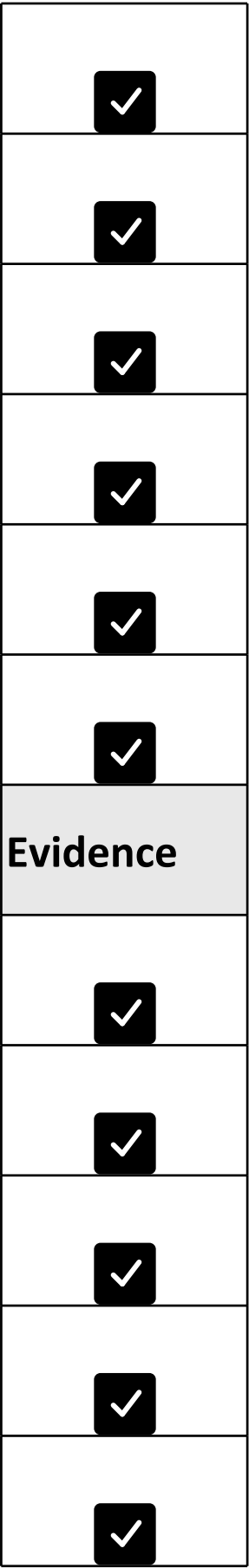


Evidence



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Evidence



ide a formal reflection describing your program's current practice
nted using a three-diamond system to reflect their importance t

r a three-diamond indicator, an action plan will be required.

your CQI feedback and should be incorporated into your progra

ntrol. If evidence is not provided, this will not result in an action

Pre CQI Program Narrative

Yes, I am currently the home visiting specialist. I supervise three home visitors, we discuss visits, I have sat in on visits, we have family meetings. We will problem solve as a team when someone has a concern come up. We all meet Rule 11 as we all have Bachelor's Degrees, and classes in Early Childhood. All 4 staff have a Bachelor's Degree, 3 have a Bachelor's of Science 1 is a Bachelors of Arts . Staff have degrees plus the training hours. No one is doing the tuition reimbursement no one needs this at this time. I feel that the Home visitors are truly the heart of the program. They work directly with families, providing education, encouragement, and resources that support healthy child development and strong parenting. All 3 home visitors bring passion, dedication and relationship building skills to the team. I also feel that my role is important because I support my staff, I manage the day to day and work hard to see that things run smoothly for my staff. I try really hard to make sure that my staff have the tools and needed materials to be successful at their jobs. Other key people on our team are the parents and children without them we wouldn't have a program. Some of our challenges

are the challenges that families face and not being able to find the proper resources for them. I feel this is harder in a rural area. Staff show longevity with Amber being here for 11 years and Kelsey 5 years. They are very strong team members. They build trust with each family, they adapt to each family's needs they care about each family, when I hear them express their concerns

Pre CQI Program Narrative

All staff have completed the FAN training. The Supervisor just completed a refresher course as well. Supervisor has taken training in Infant -toddler development and continues to take trainings, so this is ongoing. Supervisor has taken courses in program management and continues to stay updated on this topic. Recently completed coach's training. PaT training was completed shortly after being hired and will take on line trainings when they are available. We have staff meetings; I have copies of all of these meetings. I do reflective supervision all the time. But it is not always documented, as we discuss home visits after they return from the visit. Am I supposed to be doing a HOVRs video with MR? I have not received any links for this, or any information that I am supposed to be doing this. I have also asked my two veteran staff to have home visitor meetings with the new staff member. I want the three of them to talk and reflect, as well as problem solve with each other. We do make time at staff meetings and after their visits. I feel all three home visitors connect well; When we are enrolling new families, we discuss each family, we want the home visitors and the families to mesh up with personalities, we talk about the needs of each family, then decide who gets in. If it is a returning family they may not get to stay in if another family needs that slot. when a new family is enrolled in the program, the home visitor is responsible to send me the following: Child's Name, DOB, Gender, Race, Home Address, Email Address, Program Name, Once I receive this information I send it on to the district secretary that is in charge of the enrollment for the district. She then enters the information into the ADVISOR system and sends me the NSSRS #, I enter it in the record in the UNMC site

system and send me the roster by email. I enter it in the record in the online site and share it with requesting home visitor. They are responsible to add it to the child's application, etc. We discuss the assessments; I ask if any one has any questions on or about any of the assessments. The home visitors are responsible for completing the assessments with the families, once they are done, they give me their rosters with any notes written on it. KIPS are

Pre CQI Program Narrative

Susan, Kelsey and Amber have completed the ELG's. Maddie completed the Home Visiting Core Practices, and HOVRs Training, Curriculum training has been completed by all staff. Gold IRR is up to date, Safe With You/Child Abuse and Neglect completed on an annual basis. All staff attend the mandatory Sixpence trainings/meetings. All staff complete more than 20 hours of infant/toddler related trainings. Director works with all staff, the Edge Director and Chamber of Commerce Director about community needs. As well as doing speaking engagements about the programs and hosting community events. Kelsey feels that the Columbus Sixpence meeting/ training meant the most to her, she states being on the panel and hearing what others are doing and not doing was very beneficial to her, as well as the group sessions that day. Amber and Kelsey also took the PIWI training, and they feel that was things that they already know. They just don't feel it was really beneficial of their time. Amber really liked the Child abuse training, she feels it was much more detailed than what we have taken in the past. KEMPE Center Child Abuse Training, the speaker Dr. Nichole Wallace. So, we will try to continue with that one hopefully yearly. Maddie really liked the Car seat Tech Training; it is a valuable skill to have for our families and community and self. We stay connected through the various trainings that are offered, maintaining our community partnerships, and sharing ideas at our quarterly luncheon. Our dream is to be a supportive, passionate team that works together. As the director I would like to see the 3 home visitors work together more, since we have veteran staff this will benefit the newest staff member as well as the veteran staff with new beneficial ideas. Share what is

Pre CQI Program Narrative

Staff document their time on the lesson plans; they usually have more than 180 minutes a month. Between home visits and socializations. Yes, they do two out of three in the home, unless the family's request to have it at a different place. Visits are documented. The home visitors work together to complete the group lesson planned activities. We have a sign in sheet for the planned group events; home visitors document this as well. We work year around in FC and each child usually enters as a baby. Attendance has not been below 86% for the past year. Vacancies are usually filled within 30 days. We review the grant guidance as needed. The director verifies the UNMC roster on a monthly basis at the beginning of the month, will make any necessary changes throughout the month. Each home visitor tracks their monthly attendance and turns it in to the director at the beginning of the following month. If there is a missed visit, they document why it was missed on the attendance sheet and work on rescheduling it before the end of the month. A typical month for the families would look like this, each home visitor is using the app called CALENDLY. The HV sends this to each family the end of the month prior to the month they need to schedule visits, the HV blocks out any dates that they are going to be gone or have a training. The families then set the dates and times that work for them that month. If the families put in their phone number or email, they will receive a reminder of the upcoming visit. We stay connected by using the CALENDLY app, by conducting the home visits, text messages, phone calls or the family stopping in, also our Facebook page. We keep relationships by listening to the families and doing recall from the prior visit, asking them about something that they stated they had to do in between visits.

Pre CQI Program Narrative

Each home visitor has 14 kids. Families really want to stay in our program once they are enrolled. We will take a second child from a family sometimes the third child, it is a case-by-case decision. Sometimes a family wants to stay in with their second child then they have poor attendance and we have to drop them. We do give them every opportunity that we can, before this happens. All of our children meet at least one risk factor, usually more than one. We feel families are drawn to our program by word of mouth from other families and I believe having the Diaper Depot here has made other

Pre CQI Program Narrative

Staff plan the visits according to the child/family needs. With parental input the activities get planned, then between the parent and HV they gather supplies. Each child has their own files and plans according to their developmental stage. Lesson plans are discussed with the parents with the HV giving them ideas of activities to choose from. Listed on the lesson plans is the developmental area that they are focusing on. They are supposed to look at the child's goals and document on those as well. Recap happens at the beginning of the visit, HV introduce the activity, explain the domain that the activity hits, and why this activity is important for their development. The parent carries out the activity with the HV coaching them through it. HV points out what the child is doing and developing. Lots of conversations and laughter takes place, during the visits. Recapping what milestones that you are noticing their child is hitting. This gives the parent encouragement. By looking at the milestones, their environment and other siblings in

Pre CQI Program Narrative

ASQs are completed within the first 3 Home Visits. Usually done by the 2nd visit. Yes, children are screened every 6 months, either from the UNMC tools or the ASQ'S. All required UNCM-MMI assessments get completed on time. We set our deadline a week before they are actually due. The roster is updated as needed, the Director updates it as needed or at the beginning of every month. HV share what they can from the assessments so they can plan instruction. When necessary and with signed parent permission referrals are made to EDN. The HV's attend the Early Intervention Meetings that are held

at the beginning of each month. The HV will use the ASQ as a visual, then they explain what areas are lower, and a possible referral for EDN. All assessments are completed and ongoing, if a child scores low in any developmental area the HV and parents work on those areas. The HV will give the parents suggestions on different activities to continue developmental growth. They use the evaluation data for planning purposes, to help increase the child's development. They will also use the developmental milestones to show the parents where their child is at developmentally, this is a visual tool that can help parents to understand what their child needs to work on. Families share when the HV recaps from the previous visit, then at the end of visit the families have the opportunity to share their goals for their child.

Pre CQI Program Narrative

Our district has 12 Community Partnerships. We work with Cara Small - Southeast Early Learning Connections to see if they are offering any specific trainings in an area that a parent may want. The Chamber will work with us to plan community events to help parents grow in social Settings and learn to volunteer in the community. ESU/EDN for referrals for their child. The hospital to volunteer and to learn about all of their services. Parent Child Center- to learn about their program, the transition process, and what parent involvement looks like. School Nurse to assist parents with any questions and to learn that they are a resource for them. SENCA to learn about Head Start and all of the other community services that they provide. The Superintendent of the school, as a resource to learn about the school system and for support, Tracie H. is the speech pathologist, she is a great resource for language development, We Care For Kids, is a community-based service to

assist parents in finding child care. EDN is a very helpful resource to our program, the Chamber is really helpful to assist in social activities, the library is always helpful with activities. I feel our program is one of the leading programs in our community for Early Childhood, the Chamber refers other organizations to us, the MDT meetings at the Court House refers to our program during the meetings before other programs are suggested. We are really well known for what services we provide in the community, and the community really likes how we work with the whole family. How we work to educate the whole family and connect families to services. The school district looks at us as the start of the family/child's school experience, all Sixpence families are considered a part of the school district. I am a part of the Planning region Team through the ESU/EDN we share information, as well as gather information. We meet every other month in Auburn. They send out agendas, and meeting notes and these get voted on at the meetings. Throughout the meetings we all share what we are doing in our programs, and we can ask for suggestions or assistance from those in attendance. There

Pre CQI Program Narrative

We have yet been able to get a parent to join the Advisory Committee, although we do have a couple of families that I will be reaching out to again. I am hoping by them knowing that they can ride with me to the meetings and that we would pay for childcare while at the meeting plus give them a stipend to attend the meeting might be the incentive for them to attend. Once they attend then they will see the benefits of the meetings. We have the Family Partnership Plan, but I am wanting to revise it and make it more user friendly for families and HV. Not just a form to be completed, but to be referred back to as a discussion and intentionality. (I have created a new form, will discuss this with you when you come for the CQI visit. We have monthly parent meetings and social activities. Most of the social events are held at the Sixpence Office, some at the Sixpence Playgrounds, or at Community sites such as the splash pad, swimming pool, library, etc. HV will also hold visits with other HV for the social play and parent interactions. We have a handbook that each family receives. HV or myself will assist families in applying for services. They help plan their visits, they decide when the visits are, they are invited to participate in the parent meetings, and we do a survey

...that the parents get to pick what works best for them to attend a parent meeting. (Such as day of the week and time of day, from those surveys we are offering two meeting times a month). We have multiple donations that they are invited to come and get items, parent meetings, social meetings, story time at the library, community events get shared, our Facebook page, newsletter, diaper depot. Parents will tell us that we have helped them greatly with child development community events being a support person

Pre CQI Program Narrative

Our financial practices come from the central office, they develop the expenditure reports. I also receive a tracking form shared between myself and the central office. Our reimbursements are submitted monthly. We use the 5 qualifying factors to show that a family qualifies for Sixpence. We are a year around program; we offer visits during the day and evening visits. We encourage recruitment and retention of staff by building a strong community connection, we try to recruit within the community when we can, this is sometimes harder in a rural community. I visit with SCC and Peru about our needs at Sixpence and will reach out to them when we have a job opening. We try to create a welcoming environment, by offering trainings and growth with certifications. Recognize staff for what they are doing, listen to their needs and frustrations and problem solve to help them. Plus, offer free counseling services when they feel they need it. we have a transition policy in place and each child has an individual evidence binder, (staff are working to make this digital) it is in process. This CQI guide is submitted to the TA one week in advance is not sooner. All staff have had input on completing this form. We feel what keeps this program running smoothly behind the scenes is the team approach that we use. Every team member has a voice that is heard. We all can make suggestions as to how we feel we can make things better. How we make the program work best for each staff member, such as digital files or binders are okay to use. how to set up parent meetings and home visits. Placing families with whom we feel would be the best person for them. As well as after visit discussions to help problem solve. Stay up to date on the services that are available in our community and surrounding area. We are most proud of staff relationships, the relationships we build with each family, how we are looked upon as a trusting resource and someone to make connections with. How we are here for the families long after they age out of the program. We are a community

ces and status—ideally informed by team discussion. The more to a high-quality Sixpence program. *(If you have digital CQI evi*

m goals moving forward, but it will not automatically require a

n plan, but it may be noted in your feedback and addressed thro

Post CQI TA Feedback

The Falls City Sixpence program maintains staffing that meets Sixpence standards and supports consistent delivery of home visits. The program employs three home visitors. Two have extended experience with Sixpence home visiting, while the third is newer to the role and holds a strong early childhood degree and prior experience as a Sixpence parent. Roles are clearly defined. The program supervisor has extensive home visiting experience and has led the program for many years, providing continuity for staff and families. Staffing turnover remains low.

Post CQI TA Feedback

Reflective supervision occurs through regular scheduled sessions. Home visitors participate in meetings to review family cases, examine visit outcomes, and address challenges. Supervision includes scheduled observations of home interactions followed by documented feedback aligned with program goals and family-centered practices. The supervisor participates in these processes and maintains alignment with Sixpence reflective practice requirements. Team interactions show collaboration, with home visitors sharing case information, exchanging ideas, and coordinating support for families.

Post CQI TA Feedback

The program provides structured opportunities for ongoing professional growth. Training addresses family engagement, child development, and local needs, including Sixpence-required sessions. Experienced staff contribute practical knowledge while the newer home visitor receives support to strengthen skills in home visiting. Professional development time is allocated for workshops, reflective discussions, and learning from other programs. Hands-on workshops on strength-based engagement, case-sharing sessions, and tools for developmental support appear as key learning experiences.

Post CQI TA Feedback

Contact with families occurs through weekly scheduled home visits. Home visitors build relationships by providing individualized support and positioning parents as the primary guides for their child's development. Documented practices include adapting activities to family needs, modeling parent-child interactions, joint goal-setting, and referrals to community resources when indicated.

Post CQI TA Feedback

The caseload is distributed among the three home visitors in a manner that supports the weekly visit schedule and individualized family work. Scheduling remains consistent, and time is allocated for preparation, documentation, and reflection in line with program expectations.

Post CQI TA Feedback

Curriculum implementation follows a consistent pattern. Home visits are planned with specific family goals in mind and include developmentally appropriate activities that address child growth and parent-child interaction. Visit records document lesson plans, observed milestones, goal progress, and tailored activities in areas such as cognitive, social-emotional, and physical development.

Post CQI TA Feedback

The program operates a clear system for monitoring child development and submitting evaluations. Standardized screening tools are used during visits to track progress across domains, with results documented and submitted as required. When concerns are identified, visit notes and supervision records describe follow-up discussions with parents, explanations provided, collaborative planning of next steps including referrals when appropriate, and continued monitoring. Developmental information is shared with families during visits using direct language, demonstrations, and practical tools so

parents can apply strategies at home.

Post CQI TA Feedback

The Falls City Sixpence program maintains numerous strong community partnerships, including with the chamber of commerce, and is well integrated into the local area. Families and community members are familiar with the program and the resources it can provide. Referrals to health services, assistance programs, and early childhood supports occur regularly. The program collaborates quarterly with other regional Sixpence programs to share ideas and resources. These connections reflect an understanding of local community needs in the Falls City area.

Post CQI TA Feedback

Parents are offered opportunities to contribute to program decision-making. Although no parent currently serves on the Advisory Committee, the program communicates that families are welcome to provide input and help guide programming when able. Records show strong parent participation in socializations and community events. When parent feedback is received, it is considered and incorporated into program operations where appropriate. This pattern indicates trust and partnership between families and the program.

Post CQI TA Feedback

The Falls City Sixpence program maintains organized operations with systems in place to track visit content, developmental screenings, goal progress, and resource referrals. Documentation is completed, reviewed, and reflected upon regularly for supervision and Sixpence reporting. Administration demonstrates awareness of program strengths and areas for continued attention through supervision processes and alignment reviews. Operational strengths include defined staff roles, allocated planning time, low turnover, long-term supervisory leadership, multiple community partnerships, quarterly regional collaboration, and structured professional development. These elements support consistent, family-centered service delivery in the Falls City area.

the more thoughtful and detailed your reflections, the more
evidence please provide a link/attachment in the Pre CQI Program

an action plan.

ough team discussions, program goals, or other continuous

What To Consider

Who are the key people on your team, and what roles do they serve? What backgrounds or passions do your staff bring that feel especially valuable to families? What are your challenges/successes related to staffing?

What To Consider

What does support and guidance look like for your home visitors day-to-day? How do we make time to talk together reflect, and learn from visits? What moments of connection or insight stand out when we check in as a team?

What To Consider

What learning opportunities have meant the most to our staff lately? How do we stay connected to new ideas about supporting our families? What goals or dreams do we have as a team for growing stronger together?

What To Consider

What does a typical month look like for families in our program? How do we stay connected with families over time and through different seasons? What helps us keep relationships steady and meaningful with families?

What To Consider

What draws families to your program? How do you decide who joins your program if you have a waiting list? What feels most important about the mix of families you work with currently?

What To Consider

How do visits usually unfold - what happens between everyone present? What kinds of activities or conversations feel the most helpful with families? How do you adapt activities to fit each family's need?

What To Consider

How do you use your evaluation data to guide your practices? What conversations happen when you notice a potential delay in development? How do families share their observations and goals for their child?

What To Consider
Who in your community do you turn to or work alongside to help support families? What relationships or collaborations feel especially helpful right now? How does your program fit into the bigger picture of early childhood in your area?

Who in your community do you turn to or work alongside to help support families? What relationships or collaborations feel especially helpful right now? How does your program fit into the bigger picture of early childhood in your area?

What To Consider
How do families feel involved and heard in your program? What ways do you connect with parents beyond home visits? What stories do families share about what the program means to them?

How do families feel involved and heard in your program? What ways do you connect with parents beyond home visits? What stories do families share about what the program means to them?

What To Consider

What keeps your program running smoothly behind the scenes? How do you handle day-to-day details that make services possible for families? What are you most proud of in how your program is organized and sustained?

Instructions:

This **optional checklist** is intended as a self-review program is expected to meet. Please review each

Indicators that are not checked may signal areas of

Area of Observation	Weight
Staff Qualifications 1a	◆◆◆
Staff Qualifications 1b	◆◇◇
Staff Qualifications 1c	◆◆◆
Staff Qualifications 1d	◆◇◇
Staff Qualifications 1e	◆◆◆
Staff Qualifications 1f	◆◆◇
Staff Qualifications 1g	◆◇◇
Staff Qualifications 1h	◆◆◇
Supervision 2a	◆◆◇
Supervision 2b	◆◇◇
Supervision 2c	◆◇◇
Supervision 2d	◆◇◇
Supervision 2e	◆◆◆
Supervision 2f	◆◆◆
Supervision 2g	◆◆◆
Supervision 2h	◆◆◇
Supervision 2i	◆◆◆
Supervision 2j	◆◆◆
Supervision 2k	◆◆◆
Professional Development 3a	◆◆◆
Professional Development 3b	◆◆◆
Professional Development 3c	◆◆◆
Professional Development 3d	◆◆◆
Professional Development 3e	◆◆◆
Professional Development 3f	◆◆◇
Professional Development 3g	◆◆◆
Professional Development 3h	◆◆◇
Professional Development 3i	◆◆◆
Intensity & Duration 4a	◆◆◆
Intensity & Duration 4b	◆◆◆
Intensity & Duration 4c	◆◆◆
Intensity & Duration 4d	◆◆◆
Intensity & Duration 4e	◆◇◇
Intensity & Duration 4f	◆◆◆
Intensity & Duration 4g	◆◆◇
Intensity & Duration 4h	◆◇◇

Intensity & Duration 4i	◆◆◆◆
Intensity & Duration 4j	◆◆◆◆
Caseload & Qualification 5a	◆◆◆◇
Caseload & Qualification 5b	◆◇◇◇
Caseload & Qualification 5c	◆◆◆◆
Curriculum 6a	◆◆◆◆
Curriculum 6b	◆◆◆◇
Curriculum 6c	◆◆◆◆
Curriculum 6d	◆◆◆◆
Developmental Screening 7a	◆◆◆◇
Developmental Screening 7b	◆◆◆◇
Developmental Screening 7c	◆◆◆◆
Developmental Screening 7d	◆◆◆◆
Developmental Screening 7e	◆◆◆◆
Developmental Screening 7f	◆◆◆◆
Developmental Screening 7g	◆◇◇◇
Developmental Screening 7h	◆◆◆◇
Developmental Screening 7i	◆◆◆◆
Community Partnerships 8a	◆◆◆◆
Community Partnerships 8b	◆◆◆◆
Community Partnerships 8c	◆◆◆◇
Community Partnerships 8d	◆◆◆◇
Community Partnerships 8e	◆◆◆◇
Community Partnerships 8f	◆◆◆◆
Community Partnerships 8g	◆◆◆◇
Community Partnerships 8h	◆◆◆◆
Community Partnerships 8i	◆◆◆◇
Community Partnerships 8j	◆◆◆◇
Community Partnerships 8k	◆◇◇◇
Family Partnerships 9a	◆◇◇◇
Family Partnerships 9b	◆◆◆◆
Family Partnerships 9c	◆◆◆◇
Family Partnerships 9d	◆◆◆◆
Family Partnerships 9e	◆◆◆◆
Family Partnerships 9f	◆◆◆◆
Family Partnerships 9g	◆◆◆◇
Administration 10a	◆◆◆◆
Administration 10b	◆◆◆◆
Administration 10c	◆◆◆◇
Administration 10d	◆◆◆◆
Administration 10e	◆◆◆◇
Administration 10f	◆◆◆◆

Administration 10g	◆◆◆
Administration 10h	◆◆◆

new tool and is designed purely for program convenience and is **not required for submission**. It lists all quality indicator and check the box if you have documentation or evidence demonstrating that the indicator is met.

to review more closely, gather additional evidence, or consider for future growth and planning.

Indicator Description
Each program employs one or more Home Visiting Specialists
Programs may also include Home Visitors who are supervised by a Specialist
Home visitor specialists and/or home visitors must meet NDE Rule 11 guidelines
Home visitors (coded 2141) and/or Home visiting specialists (coded 2140) must be coded with an ADVISOR number
Specialist has a bachelor's degree in Early Childhood Education/Special Education, Nursing w/ 12 hours in family-center
Home Visitor has an associate degree or equivalent in credit hours or have an education plan (created in collaboration
Grant funds may support tuition reimbursement for Home Visitors
Home Visitors follows the Tuition Reimbursement Policy outlined in Grant Guidance
Program Supervisor completes Facilitating Attuned Interaction (FAN) reflective practice training within 2 years
Program Supervisor is recommended to have training in infant-toddler development
Program Supervisor is recommended to have training in program management
Program Supervisor is recommended to have training in the specific program model/curriculum
Home Visiting staff must receive written and documented reflective supervision (individual or group), including education
Supervisors provides feedback on home visits through two in-person observations during the first year
Supervisors provides feedback on home visits through two observations per year ongoing, with one allowed by video v
Supervisor-to-staff ratio must be 1:6 or adequate for support
Programs has a process for child enrollment
Programs has a process for assigning Adviser Numbers (NSSRS #)
Programs has a process for Data/Evaluation submission
Any staff without coursework related to infants or toddlers completes 42 hours of training on Nebraska Early Learning
All staff completes curriculum-specific training
All staff completes Teaching Strategies GOLD Interrater Reliability Training
All staff completes Home Visiting Core Practices (7 modules, workbook, study group) within 1 year
All staff completes annual Safe With You or equivalent child abuse/neglect training
New staff completes HOVRS training within 1 year
Staff participates in mandatory Sixpence training and meetings
All staff completes 20 hours of infant/toddler-related training after three years of employment
Programs establishes and provide written annual goals addressing Community Needs and Engagement, Programmat
Programs provides a total of at least 180 minutes of contact per month for each actively enrolled child
At least two of the three contacts must be individual personal visits in the home totaling 120 minutes
Parent-child interaction must be included and documented in individual lesson plans to count as a home visit
Documentation reflects attendance and parent-child-home visitor interaction if the third contact is a group event, inc
Programs is designed to serve children year-round for a minimum of 18 months
If enrollment is less than 85%, a recruitment plan is required, and an attendance policy reflecting an attendance rate
Vacancies are filled within 30 days
Programs review the Grant Guidance for a recruitment plan example

Programs maintain UNMC Sixpence roster
Programs record monthly enrollment and attendance
Home Visiting staff has caseloads of at least 12 but no more than 15 children, depending on program model and community
Sixpence encourages enrollment of the youngest child, leaving room for additional community children
All children served meet at least one identified risk factor
Staff creates personalized visit plans and documentation for each child
Sibling sets each have their own files and separate documentation
Lesson plans are co-developed with families and are flexible to families and child needs
Lesson plans include key components outlined in grant guidance, including area of development being observed/added
Programs screen children for developmental delays within 45 days of entry
Programs screen children at least every six months after entry using a research-based screening tool
Programs implement child assessments required through UNMC-MMI
Programs maintain accurate Sixpence rosters updated monthly or as required by UNMC/Sixpence
Programs use data from UNMC-MMI/screening tool with parent input to inform instruction
Programs make referrals to Early Development Network when necessary
Home visitors participate in IFSP and/or IEP planning for children with special needs
Programs complete ongoing assessments of children's development as required by Results Matter and Lead Evaluation
Programs use assessment results to develop individualized learning plans and goals
Districts has at least three written Community Partnership Agreements
Agreements reflect individual community needs
Agreements promote access to community services responsive to children and families' needs
Each program establish or utilize a local Early Childhood Advisory Committee
Advisory Committee composition must include early childhood professionals, families, community members, partners
Advisory Committee meet at least twice annually
Advisory Committee submits attendance records and meeting notes as documentation
An existing advisory group may fulfill requirements if it includes required representation, and if its mission is expanded
Program partners serve as active Advisory Committee members
If Early Head Start/Head Start serves the community, they must be offered a seat on the Advisory Committee
Advisory Committee may include additional representation such as early childhood providers, preschools, early intervention
Parents actively participate on the Advisory Committee
Programs offer parents opportunities to develop individualized family partnership agreements
Family partnership agreements describe family goals, responsibilities, and must include timetables, strategies and priorities
Programs has a Family Partnership Agreement encouraging collaboration with families and community agencies
Programs offer family engagement opportunities monthly
Programs provide a handbook with philosophy, policies, and procedures
Programs assist families in applying for child and family services (Child Care Subsidy, Medicaid, TANF, etc.)
All partner programs/providers maintain records showing sound, professional financial practices
Reimbursements is submitted monthly or quarterly as stated in the Grant Award Letter (GAL)
Programs maintain a process to ensure enrollment of at-risk children
Programs offer services full-day and year-round
Programs encourage recruitment and retention of staff, students and services representing the community being served
Programs has a transition planning policy

Programs maintain an updated evidence binder in digital or paper format
Programs completes the CQI guide submitted to the TA before the visit

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Evidence

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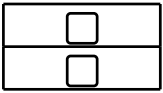
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Falls City North Elementary School

August 2026

Anticipated enrollment to begin the 2026-2027 school year:

PCC: 58 students

1st Grade: 50 students

Kindergarten: 58 students

2nd Grade: 54 students

Summer Project Updates & Curriculum News – North School

Summer work has been completed, and I would like to extend my appreciation to everyone involved in the planning, approval, and completion of these projects. Your hard work and dedication continue to enhance North School for our students, staff, and community.

Summer Project Highlights:

- New carpet installed in K2, 2A and Resource Room.
- Interior cleaning and waxing of classrooms and hallways.
- Reorganize classroom spaces to create a dedicated PCC–2nd grade instructional wing that minimizes unnecessary movement and interruptions throughout the school day. This structure will provide students and staff with more efficient access to resource classrooms and specialized supports while protecting instructional time and creating a more consistent, cohesive learning environment for our youngest learners.

Curriculum & Instruction Updates:

- **Kindergarten Home Visits:** Incoming kindergarten students have received the book *The Night Before Kindergarten* during home visits this week.
- **PCC Curriculum:** PCC will be implementing year two of *Learning Without Tears – Get Set for School* curriculum following an in-depth curriculum review.
- **ELA Update:** North School K–2 teachers successfully completed Year One of LETRS training with support from the CLSD grant in partnership with ESU 4. This professional learning continues to strengthen teachers' knowledge and application of evidence-based literacy practices aligned with the Science of Reading. The ongoing training supports our school improvement focus on literacy by providing teachers with a deeper understanding of how students learn to read and how to translate that knowledge into effective classroom instruction. K–2 teachers will begin Year Two of LETRS training in October, continuing our commitment to high-quality, research-based literacy instruction and improved outcomes for all students.
- **Math Update:** K–2 teachers are beginning year two of the *enVisions* math curriculum. Staff have worked to prepare and align pacing guides.

Thank you again to all who contributed to preparing our building and instructional resources for the year ahead. Your efforts ensure North School is ready to welcome students and support their learning from day one.



Falls City North Elementary School

August 2026

Professional Development:

Over the summer, I had the privilege of participating in several professional development and leadership opportunities as I prepare to transition into the role of Nebraska Association of Elementary School Principals (NAESP) President. I am also honored to continue serving on the Nebraska Council of School Administrators (NCSA) Executive Board, representing our district while advocating for the needs of schools, educators, and students across Nebraska. This year, I will have the additional opportunity to serve as Chair of NCSA. These leadership experiences provide valuable opportunities to collaborate with educational leaders from across the state, remain informed about issues impacting Nebraska schools, and bring ideas and resources back to our district.

In July, I attended the National NAESP Convention in Orlando, Florida, where I engaged in sessions that provided valuable insight into national-level education issues, innovative instructional practices, and leadership development. This experience broadened my perspective and strengthened my network with educational leaders from across the country.

I wrapped up the summer at Administrator Days, which offered learning in key areas such as recent educational legal updates, strategies to support mental health, assessment updates, and opportunities to collaborate and exchange ideas with principals from across Nebraska.

These experiences have equipped me with fresh ideas and resources to bring back to North School and our district, ensuring we continue to grow and provide the best possible educational experience for our students.

Upcoming Events:

- ☐ Monday, August 10: Open House
- ☐ Wednesday, August 12: First Day of School for K-2nd grade
- ☐ Monday, August 17: First Day of School PCC
- ☐ Tuesday, August 25: North School Picture Day
- ☐ Monday, September 7: No School - Labor Day



FALLS CITY SOUTH ELEMENTARY SCHOOL

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Falls City, NE 68355-3032
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South School Principal's Report August 2026

Anticipated 2026-2027 Enrollment:

3rd Grade - 75 students 4th Grade - 57 students 5th Grade - 53 students
Total: 185 students

Summer Improvements:

Mr. Woods independently completed summer cleaning this year. He did a wonderful job and the building is looking ready for students to walk through the doors. I would like to thank Mr. Woods, Lee, Payton, Hailey, and Kristen for their hard work this summer completing multiple projects, big and small, in and around the building! Summer improvements at South School include:

- New carpet in Title, Music, and 5C
- Paint in 3B, 3D, 4C, Title, and playground equipment
- Interior waxing of floors
- Cleaning classrooms and hallways
- New wood chips

ELA/LETRS Training:

Our staff is entering year five of CKLA. The team continues to participate in ELA learning opportunities such as LETRS, CKLA refresher, and will participate in upcoming IPG walkthroughs. The online portion for volume two of LETRS has officially begun. The CKLA refresher today allowed staff to participate in a Q&A session with an in-person rep. In addition to whole group time, each grade level team was also able to meet with the rep to discuss grade-level specific questions. Beginning the year with IPG's will allow professional literacy growth in a non-evaluative manner. All of these opportunities show our continued dedication to improving instructional practices to benefit student achievement.

Professional Development:

This summer, I had the opportunity to attend Administrator Days. There were many phenomenal sessions! I learned new ideas on attendance, SMART breaks, legislative brief, and leadership advice. I was also able to attend ELA IPG training to equip myself with the skills needed to build strong literacy foundations, build capacity, and strengthen instructional practices.

Respectfully submitted,
Brandon Gibson

August 12 - First Student Day
August 27 - Picture Day
September 7 - Labor Day (No school)



FALLS CITY PUBLIC SCHOOLS

1415 Morton Street
Falls City, NE 68355-0129
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Falls City Middle School
School Board Report 08/10/26
Meghan Robeson FCMS Principal/Curriculum Director

The 2026–2027 school year is almost underway, and I am excited about the work ahead at Falls City Middle School. The beginning of a school year is always a busy time, but it is also an opportunity to establish expectations, build relationships, and ensure that we are positioned for a successful year of learning.

Instructionally, we will continue to focus on improving student achievement in reading and mathematics. We will use beginning-of-year assessment data to identify student strengths and areas of need and will use that information to guide instruction and intervention. At the middle school level, we are continuing to strengthen our MTSS processes. We are moving toward a more targeted approach to progress monitoring, focusing our time and resources on students who need additional support rather than attempting to progress monitor every student at the same frequency.

Our PAWS/Study Hall structure will also support this work. Students will have dedicated time during the school day for executive functioning, academic support, intervention, and enrichment. This year, PAWS and Study Hall have been intentionally combined to provide greater flexibility in meeting individual student needs.

I am grateful for the staff who have returned to FCMS and for those who are joining or taking on new responsibilities this year. Beginning a school year requires a tremendous amount of collaboration, and I appreciate the willingness of staff to problem-solve and support one another.

As we begin the year, I am especially focused on establishing clear systems and ensuring that staff understand not only what we are doing, but why we are doing it. I want our initiatives to be purposeful, manageable, and directly connected to improved outcomes for students.



FALLS CITY PUBLIC SCHOOLS

August School Board Meeting *High School Principal's Report* August 10th, 2026

Continuous Improvement

Communication:

- Open House will be Monday August 10th from 6:00pm to 7:00pm.
- Freshman First Day will be Tuesday August 11th. This was developed based on our district transition goal to ease the transition from middle school to high school.
- Best First Day - Wednesday August 12th we will celebrate the start of the school year with our students by having games and activities in Jug Brown Stadium at the end of the school day.

Vocational Partnerships:

- State CTE Grant will be amended to focus on materials needed for the second semester to teach a Large Engines course. We will also use the grant to support the development of an Educators Rising chapter for our aspiring educators.

Academic Improvement:

- We will continue to "Strive for 95" at the high school. This has primarily been a focus on student attendance rate of 95%. We are going to extend that to academic achievement. We want 95% of our students to not be failing a single course.
 - We will be starting interventions for students that have scored in the bottom 40th percentile on MAP assessments.

Student Activity Engagement:

- **Potential numbers for fall sports: Coaches Meeting 08/10/2026**
 - CC- 12 (7 boys, 5 girls)
 - Remained the same
 - VB- 17
 - Increase of 1
 - FB- 30
 - Increase of 2
 - SB- 20
 - Increase of 4



Falls City Public Schools Memorandum

TO: High School Staff, Class Sponsors, Student Organization Advisors

FROM: Dr. Andrew Offner, Superintendent

DATE: _____

SUBJECT: Class Account Closure and Student Activities Support Fund

To ensure responsible stewardship of student-raised funds while providing long-term support for student organizations, Falls City Public Schools is implementing the following procedure for all graduating class accounts.

Effective immediately, **all graduating class accounts will remain open for one (1) year following the class's graduation date.** This one-year period allows sufficient time for any outstanding bills, obligations, or final class expenses to be paid.

After the one year has expired, the class account will be officially closed.

If the **Prom Account balance is below \$5,000**, the remaining funds from the closed class account will first be transferred to the Prom Account until the balance reaches **\$5,000**. Maintaining this reserve will help ensure the continued success of future prom events while reducing the fundraising burden on future junior classes.

Once the Prom Account has reached and maintained a balance of \$5,000, all remaining funds from closed class accounts will be transferred to the Student Activities Support Fund.

The Student Activities Support Fund is intended to provide financial assistance for projects, events, equipment, and activities that enhance the educational experience of Falls City Public Schools students across all student organizations.

Student organizations requesting funding must submit a written application that includes:

- The amount of funding requested.
- A description of the project, event, or purchase.
- An explanation of how the requested funds will benefit students.
- Any additional funding sources or fundraising efforts associated with the request.

Requests will be reviewed by a **three-member Student Activities Review Committee** consisting of:



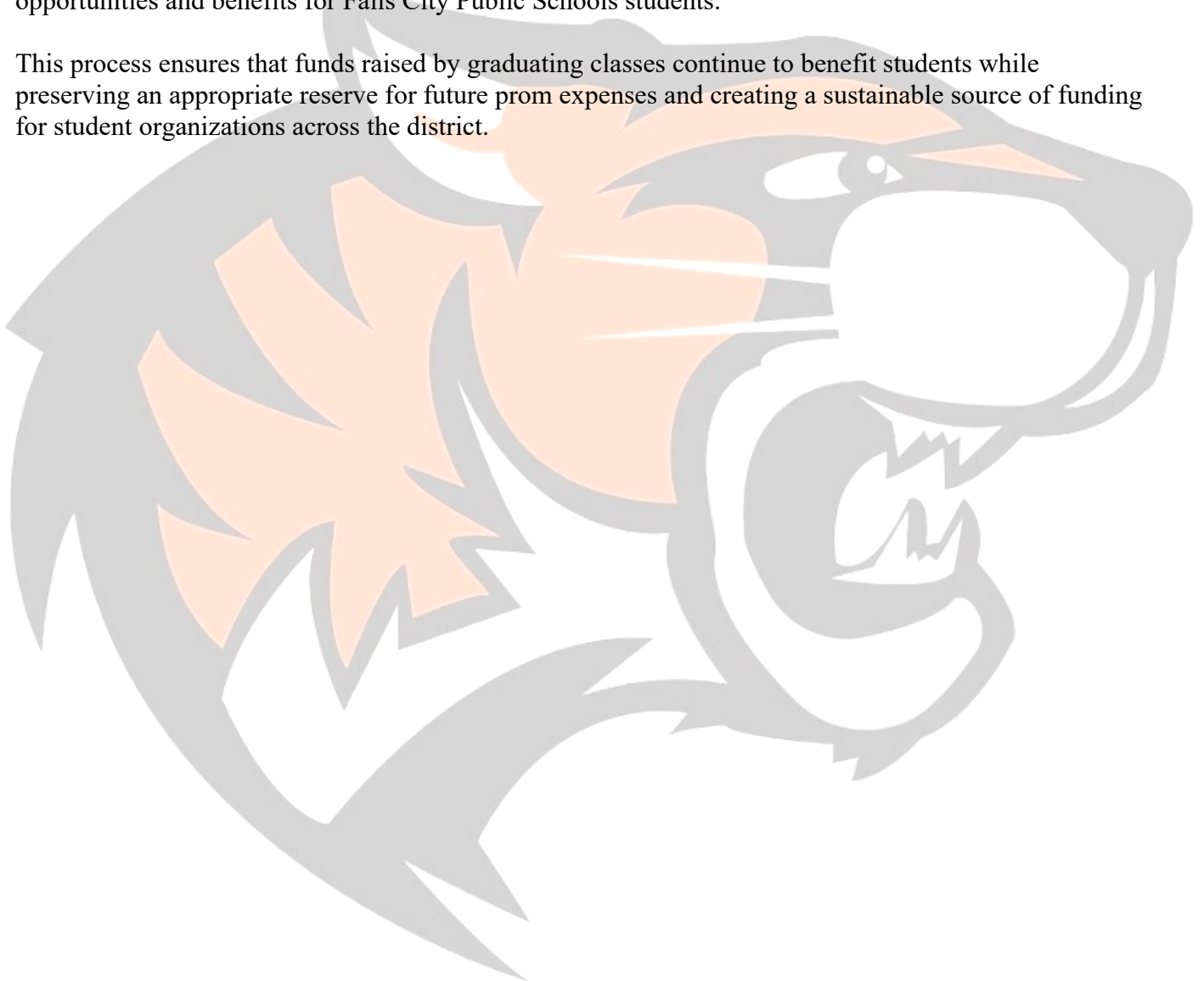
FALLS CITY PUBLIC SCHOOLS

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Falls City, NE 68355-0129
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- **Superintendent of Schools**
- **One High School Teacher (appointed annually by the principal)**
- **Activities Secretary**

The committee will consider each request based on educational value, student impact, demonstrated need, and the availability of funds. Funding decisions will be made with the goal of maximizing opportunities and benefits for Falls City Public Schools students.

This process ensures that funds raised by graduating classes continue to benefit students while preserving an appropriate reserve for future prom expenses and creating a sustainable source of funding for student organizations across the district.





FALLS CITY

PUBLIC SCHOOLS

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Dr. Offner – August 10th , 2026 Board Report

1. Board committees
 - a. Building and grounds update – Summer projects wrapped up – thank you all
 - b. High school roof – using the warrant at this time – will have to close off that window
 - c. Other
2. Budget update
 - a. Set Budget retreat in August
 - b. Joint Public Hearing is September 22nd at 6:30 pm
 - c. September 28th 7:00 pm will be the date we do our tax hearing and budget hearing
3. Other
 - a. This year is the longer Legislative session
 - b. ECNC – lost Freeman this year and Palmyra will exit after this current year
 - i. Have two school interested in joining which would put us back to 8 member schools – CB and BT
 - c. NASB Area member meetings is August 25th from 4:30 to 8:00 pm in Nebraska City
 - d. Lunch Claims – will be filing against 3 to 4 families this month

Policy Number	Policy Name	Approved	Reviewed	Comments
1000	Statement of Intent	Jul 2026	Sep 2026	
1010	Visiting School	Jul 2026	Sep 2026	
1020	Citizen Communication to the Board of Education	Jul 2026	Sep 2026	
1030	Parent/Patron Comment Forms	Jul 2026	Sep 2026	
1040	Annual Report and School Improvement	Jul 2026	Sep 2026	
1050	Public Access to School Records	Jul 2026	Sep 2026	
1060	Advertising and Promotion	Jul 2026	Sep 2026	
1070	Publications, Radio, and Television	Jul 2026	Sep 2026	
1080	School Directory	Jul 2026	Sep 2026	
1100	Community Use of School Facilities	Jul 2026	Oct 2026	
1101	Use of School Facilities: Student Groups	Jul 2026	Oct 2026	
1102	Recording of Others	Jul 2026	Oct 2026	
1110	Bulletin Boards, Display Case, and Posted Material	Jul 2026	Oct 2026	
1120	Tobacco Policy	Jul 2026	Oct 2026	
1200	Anti-Discrimination, Designation of Coordinator and Grievance I	Jul 2026	Oct 2026	
1210	Title IX–Discrimination	Jul 2026	Oct 2026	
1240	ADA and Section 504 Grievance Procedure	Jul 2026	Oct 2026	
1250	ADA–Designation of Coordinator	Jul 2026	Oct 2026	
1260	Service Animals	Jul 2026	Nov 2026	
1300	Fund Raising and Gifts Fund Raising Activities	Jul 2026	Nov 2026	
1310	Gifts to the School District	Jul 2026	Nov 2026	
1400	School and Community Organizations	Jul 2026	Nov 2026	
1410	Parent Organizations	Jul 2026	Nov 2026	
1420	Citizens’ Advisory Committees	Jul 2026	Nov 2026	
1430	Utilizing Community Resources	Jul 2026	Nov 2026	
1440	Staff Participation in Community Affairs	Jul 2026	Nov 2026	
1450	School Personnel and the Public	Jul 2026	Nov 2026	
1460	Student Production of Goods and Services	Jul 2026	Dec 2026	
1470	Public Performances by Students	Jul 2026	Dec 2026	
1500	Emergency Closure of School Buildings	Jul 2026	Dec 2026	
1501	Emergency Exclusion of Persons from School	Jul 2026	Dec 2026	
2000	Functional Principle of Administration	Jul 2026	Dec 2026	
2010	Election of Administrative Personnel	Jul 2026	Dec 2026	

Policy Number	Policy Name	Approved	Reviewed	Comments
2100	Superintendent of Schools	Jul 2026	Dec 2026	
2110	Duties of the Superintendent of Schools	Jul 2026	Dec 2026	
2210	Duties of the Principal	Jul 2026	Dec 2026	
2230	Evaluation of Principals and Other Certificated Administrative Personnel	Jul 2026	Jan 2027	
2231	Evaluation Instrument of Superintendent Regulation	Jul 2026	Jan 2027	
2232	Evaluation Instrument for Principal Regulation	Jul 2026	Jan 2027	
2400	Administrative Programs. Line of Authority	Jul 2026	Jan 2027	
2410	Administrative Actions in Emergencies	Jul 2026	Jan 2027	
2420	Staff Handbooks	Jul 2026	Jan 2027	
2430	Attendance at Professional Growth Meetings	Jul 2026	Jan 2027	
2440	Administrative Action in Absence of Policy	Jul 2026	Jan 2027	
3010	Budget Planning	Jul 2026	Jan 2027	
3011	Fund Balance Reporting	Jul 2026	Feb 2027	
3020	Public Review of Budget	Jul 2026	Feb 2027	
3030	Transfer of Funds between Categories	Jul 2026	Feb 2027	
3040	Budget as Spending Plan – Budgeted Items	Jul 2026	Feb 2027	
3050	Tuition Fees	Jul 2026	Feb 2027	
3060	Materials Fees	Jul 2026	Feb 2027	
3070	Summer School Fees	Jul 2026	Feb 2027	
3080	Federal Funds	Jul 2026	Feb 2027	
3090	Sale and Disposal of School Property	Jul 2026	Feb 2027	
3100	Leasing	Jul 2026	Mar 2027	
3110	Short-Term Investing	Jul 2026	Mar 2027	
3120	Depository	Jul 2026	Mar 2027	
3121	Resolution 14. Investments	Jul 2026	Mar 2027	
3130	Purchasing Policies	Jul 2026	Mar 2027	
3131	Procurement Plan – School Food Authorities	Jul 2026	Mar 2027	
3131.1	Procurement Plan – Code of Conduct	Jul 2026	Mar 2027	
3132	Internal Controls	Jul 2026	Mar 2027	
3140	Contracting for Services	Jul 2026	Mar 2027	
3150	Paying for Goods and Services	Jul 2026	Apr 2027	
3160	Report of Treasurer	Jul 2026	Apr 2027	
3170	Periodic Audit	Jul 2026	Apr 2027	

Policy Number	Policy Name	Approved	Reviewed	Comments
3180	System of Accounts	Jul 2026	Apr 2027	
3181	Activity Accounts	Jul 2026	Apr 2027	
3190	Inventory of Equipment	Jul 2026	Apr 2027	
3200	Monies in School Buildings	Jul 2026	Apr 2027	
3210	Bonds	Jul 2026	Apr 2027	
3220	Educational Service Units – Designated Representative	Jul 2026	Apr 2027	
3230	Security	Jul 2026	May 2027	
3231	Video Surveillance	Jul 2026	May 2027	
3240	Safety	Jul 2026	May 2027	
3250	Trespassers	Jul 2026	May 2027	
3410	Safe Driving Record Standard for Drivers	Jul 2026	May 2027	
3520	Transportation	Jul 2026	May 2027	
3540	Procedures – Bidding Construction Projects	Jul 2026	May 2027	
3550	Rebates to School Personnel	Jul 2026	May 2027	
3560	Records Management and Disposition	Jul 2026	May 2027	
3570	Title I Funds	Jul 2026	Jun 2027	
3571	Meal Charge Policy	Jul 2026	Jun 2027	
3580	Insufficient Funds	Jul 2026	Jun 2027	
4001	Recruitment and Selection	Jul 2026	Jun 2027	
4002	Equal Opportunity Employment	Jul 2026	Jun 2027	
4003	Anti-discrimination, Anti-harassment and Anti-retaliation	Jul 2026	Jun 2027	
4004	Duty Hours of Employees	Jul 2026	Jun 2027	
4005	Absence of Employees	Jul 2026	Jun 2027	
4006	Absence From Building	Jul 2026	Jun 2027	
4007	Family and Medical Leave Policy	Jul 2026	Jul 2027	
4008	Family and Medical Leave Policy documents 4007A 8. Adoption	Jul 2026	Jul 2027	
4009	Drug and Substance Use and Abuse, with attached Appendix	Jul 2026	Jul 2027	
4010	Intellectual Property and Work-for-Hire	Jul 2026	Jul 2027	
4011	Bloodborne Pathogen Compliance Plan	Jul 2026	Jul 2027	
4012	Infectious Diseases	Jul 2026	Jul 2027	
4013	Personnel Files	Jul 2026	Jul 2027	
4014	Receiving Agents, Salespersons, and Other Business Representa	Jul 2026	Jul 2027	
4015	Unauthorized Purchases	Jul 2026	Jul 2027	

Policy Number	Policy Name	Approved	Reviewed	Comments
4016	Use of School Facilities and Equipment by School Employees	Jul 2026	Aug 2027	
4017	Activity Passes	Jul 2026	Aug 2027	
4018	Community Relations – Political Activity	Jul 2026	Aug 2027	
4019	Fair Labor Standards Act (Minimum Wage and Overtime)	Jul 2026	Aug 2027	
4022	Military and Family Military Leave	Jul 2026	Aug 2027	
4023	Notification of Arrest, Criminal Charges, and Certificate, License	Jul 2026	Aug 2027	
4024	Wage and Deduction Information	Jul 2026	Aug 2027	
4025	Professional Boundaries Between Employees and Students	Jul 2026	Aug 2027	
4026	Prohibition on Aiding and Abetting Sexual Abuse	Jul 2026	Aug 2027	
4027	Workplace Privacy Policy	Jul 2026	Sep 2027	
4028	Employee Fundraising	Jul 2026	Sep 2027	
4029	Leave for Court	Jul 2026	Sep 2027	
4030	Wage Information	Jul 2026	Sep 2027	
4031	Injury Leave	Jul 2026	Sep 2027	
4100	Qualifications for Appointment as Teacher	Jul 2026	Sep 2027	
4101	Qualifications for Appointment to Administrative and Supervisory	Jul 2026	Sep 2027	
4111	Certification	Jul 2026	Sep 2027	
4120	Probationary Certified Employees	Jul 2026	Sep 2027	
4121	Permanent Certified Employees	Jul 2026	Oct 2027	
4130	Assignment of Duties	Jul 2026	Oct 2027	
4131	Agents/Tutors	Jul 2026	Oct 2027	
4132	Student Teachers and Pre-Student Teachers	Jul 2026	Oct 2027	
4133	Substitute Teachers	Jul 2026	Oct 2027	
4140	Professional Growth	Jul 2026	Oct 2027	
4141	Teacher Training	Jul 2026	Oct 2027	
4150	Evaluation of Teachers	Jul 2026	Oct 2027	
4160	Reduction in Force Policy for Certificated	Jul 2026	Oct 2027	
4170	Leave of Absence	Jul 2026	Nov 2027	
4171	Resignation of Certificated Employees	Jul 2026	Nov 2027	
4180	Dual Sponsorship of Activities	Jul 2026	Nov 2027	
4190	Standards of Ethical and Professional Performance – Certificated	Jul 2026	Nov 2027	
4200	Qualifications of Non-Certificated Employees	Jul 2026	Nov 2027	
4201	"At Will" Employees	Jul 2026	Nov 2027	

Policy Number	Policy Name	Approved	Reviewed	Comments
4210	Hiring/Dismissal	Jul 2026	Nov 2027	
4220	Contract	Jul 2026	Nov 2027	
4230	Assignment and Transfer	Jul 2026	Dec 2027	
4240	Complaint Procedure	Jul 2026	Dec 2027	
4260	Standards of Performance for Non-Certified Employees	Jul 2026	Dec 2027	
4270	Staff Payments During Closure	Jul 2026	Dec 2027	
5000	Introductory Statement	Jul 2026	Dec 2027	
5001	Admission Requirements	Jul 2026	Dec 2027	
5002	Discontinuance of Enrollment for Children Younger Than Six Years	Jul 2026	Dec 2027	
5003	Assignment of Students: Grade Placement and Transfer Students	Jul 2026	Dec 2027	
5004	Full-time and Part-time Enrollment	Jul 2026	Jan 2028	
5005	Student Residence, Admission and Contracting for Educational Services	Jul 2026	Jan 2028	
5006	Option Enrollment with Resolution and Appendix "1" Forms	Jul 2026	Jan 2028	
5007	Foreign Exchange Students	Jul 2026	Jan 2028	
5008	Student Attendance	Jul 2026	Jan 2028	
5009	Attendance During School Day (Dismissals and Field Trips)	Jul 2026	Jan 2028	
5010	School Census	Jul 2026	Jan 2028	
5011	Parent-Student Handbook	Jul 2026	Jan 2028	
5012	Military Recruiters	Jul 2026	Feb 2028	
5101	Student Discipline	Jul 2026	Feb 2028	
5102	Alternative Education Programs or Plans For Expelled Students	Jul 2026	Feb 2028	
5103	Extracurricular Activity	Jul 2026	Feb 2028	
5104	Drug and Substance Use and Prevention	Jul 2026	Feb 2028	
5201	Promotion and Retention	Jul 2026	Feb 2028	
5204	Grading System	Jul 2026	Feb 2028	
5205	Graduation	Jul 2026	Feb 2028	
5206	Early Completion Plan	Jul 2026	Mar 2028	
5207	Make-up Work	Jul 2026	Mar 2028	
5208	High School Credit for Middle School Courses	Jul 2026	Mar 2028	
5209	School Library Materials and Parent Access	Jul 2026	Mar 2028	
5301	Association Activities	Jul 2026	Mar 2028	
5302	Student Organizations	Jul 2026	Mar 2028	
5303	Student Activities, Hazing, Fund-Raising and Supervision	Jul 2026	Mar 2028	

Policy Number	Policy Name	Approved	Reviewed	Comments
5304	Selection of Students for Participation in Activities	Jul 2026	Mar 2028	
5305	School Dances	Jul 2026	Apr 2028	
5401	Anti-discrimination, Anti-harassment, and Anti-retaliation	Jul 2026	Apr 2028	
5402	Child Abuse and Neglect	Jul 2026	Apr 2028	
5403	Married Students	Jul 2026	Apr 2028	
5405	Corporal Punishment	Jul 2026	Apr 2028	
5406	Search and Seizures	Jul 2026	Apr 2028	
5407	Vandalism	Jul 2026	Apr 2028	
5408	Health Inspections	Jul 2026	Apr 2028	
5409	Communicable Diseases	Jul 2026	May 2028	
5412	Missing Persons	Jul 2026	May 2028	
5413	Requests to Contact Students and Student Interviews by Non-School Personnel	Jul 2026	May 2028	
5414	Identification of Learners with High Ability	Jul 2026	May 2028	
5415	Anti-Bullying Policy	Jul 2026	May 2028	
5416	Student Fees Policy [with Appendix and Application]	Jul 2026	May 2028	
5417	School Wellness Policy	Jul 2026	May 2028	
5419	Student Privacy Protection Policy	Jul 2026	May 2028	
5420	Dating Violence	Jul 2026	Jun 2028	
5421	Use of Restraints and Seclusion	Jul 2026	Jun 2028	
5422	Pregnant and Parenting Students	Jul 2026	Jun 2028	
5501	Bus Transportation	Jul 2026	Jun 2028	
5503	Use of School Buses	Jul 2026	Jun 2028	
5504	Special Education Transportation	Jul 2026	Jun 2028	
5505	Safe Pupil Transportation Plan (development of plan)	Jul 2026	Jun 2028	
5506	Safe Pupil Transportation Plan	Jul 2026	Jun 2028	
5507	Foster Care Student Transportation	Jul 2026	Jul 2028	
5601	Asthma, Anaphylaxis, and Allergic Reaction Protocol	Jul 2026	Jul 2028	
5602	Naloxone	Jul 2026	Jul 2028	
6000	General Policy Statement	Jul 2026	Jul 2028	
6010	Scope of Instructional Program	Jul 2026	Jul 2028	
6020	The Program of Instruction	Jul 2026	Jul 2028	
6110	School Instructional Hours	Jul 2026	Jul 2028	
6111	Classroom Environment	Jul 2026	Jul 2028	

Policy Number	Policy Name	Approved	Reviewed	Comments
6112	School Day for Students	Jul 2026	Aug 2028	
6113	Electronic Communication Devices and Cell Phones	Jul 2026	Aug 2028	
6115	Fire Drills	Jul 2026	Aug 2028	
6117	Ceremonies, Observances, and the Pledge of Allegiance	Jul 2026	Aug 2028	
6120	Safe Schools Policy	Jul 2026	Aug 2028	
6121	Curriculum Review Cycle	Jul 2026	Aug 2028	
6200	Objectives of the Instructional Program	Jul 2026	Aug 2028	
6210	Curriculum - Development and Adoption	Jul 2026	Aug 2028	
6211	Curriculum - Assessments	Jul 2026	Sep 2028	
6212	Assessments—Academic Content Standards	Jul 2026	Sep 2028	
6213	Reading Instruction and Improvement	Jul 2026	Sep 2028	
6214	Assessment Security	Jul 2026	Sep 2028	
6215	Collection of Information Relating to Dyslexia	Jul 2026	Sep 2028	
6240	Homework	Jul 2026	Sep 2028	
6241	Purpose of Homework	Jul 2026	Sep 2028	
6260	Guidance	Jul 2026	Sep 2028	
6270	Field Trips	Jul 2026	Oct 2028	
6280	Activities	Jul 2026	Oct 2028	
6281	Activity Funds Management	Jul 2026	Oct 2028	
6283	Concussions	Jul 2026	Oct 2028	
6284	Initiations, Hazing, Secret Clubs and Outside Organizations	Jul 2026	Oct 2028	
6285	Student Participation in Athletic Contests Between Schools	Jul 2026	Oct 2028	
6286	Return to Learn From Cancer	Jul 2026	Oct 2028	
6287	Plagiarism, Copyrights and Patents	Jul 2026	Oct 2028	
6288	Artificial Intelligence	Jul 2026	Nov 2028	
6290	Dedications and Commencement	Jul 2026	Nov 2028	
6300	Selection and Review of Instructional and Media Materials	Jul 2026	Nov 2028	
6320	Parent Requests for Exclusion	Jul 2026	Nov 2028	
6360	Recognition of Religious Beliefs and Customs	Jul 2026	Nov 2028	
6361	Acknowledgment of Religious Holidays	Jul 2026	Nov 2028	
6363	Purpose of Religion in the Curriculum	Jul 2026	Nov 2028	
6370	Multicultural Education	Jul 2026	Nov 2028	
6380	Equal Opportunity: Instruction Program	Jul 2026	Dec 2028	

Policy Number	Policy Name	Approved	Reviewed	Comments
6390	Controversial Issues	Jul 2026	Dec 2028	
6391	Controversial Issues in the Classroom	Jul 2026	Dec 2028	
6400	Parental/Community Involvement in Schools	Jul 2026	Dec 2028	
6500	Free and Reduced Price Meals	Jul 2026	Dec 2028	
6600	Special Education	Jul 2026	Dec 2028	
6700	Firearm Policy	Jul 2026	Dec 2028	
6800	Computer—Internet Safety and Acceptable Use Policy	Jul 2026	Dec 2028	
6900	Chronic Infectious Disease Practice and Procedure	Jul 2026	Jan 2029	
6910	Dispensing Medications	Jul 2026	Jan 2029	
6920	Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes	Jul 2026	Jan 2029	
6921	Safe Seizure Schools	Jul 2026	Jan 2029	
6930	Behavioral Points of Contact	Jul 2026	Jan 2029	
6931	Behavioral Intervention and Classroom Management	Jul 2026	Jan 2029	
7000	Purpose	Jul 2026	Jan 2029	
7010	Planning	Jul 2026	Jan 2029	
7021	Remodeling	Jul 2026	Feb 2029	
7030	Selection of Architect/Engineer	Jul 2026	Feb 2029	
7040	Financing of Construction - Building Fund	Jul 2026	Feb 2029	
7050	Bids and Contracts	Jul 2026	Feb 2029	
7051	Awarding Contracts	Jul 2026	Feb 2029	
7052	Change Orders	Jul 2026	Feb 2029	
7060	PSCA Act – Design-Build Policy	Jul 2026	Feb 2029	
7070	PSCA Act – Construction Management at Risk Policy	Jul 2026	Feb 2029	
8110	Purpose and Role of the Board	Jul 2026	Mar 2029	
8130	Annual Organizational Meeting	Jul 2026	Mar 2029	
8151	Standing Committees	Jul 2026	Mar 2029	
8152	Standing Committee on Negotiations	Jul 2026	Mar 2029	
8153	Standing Committee on American Civics	Jul 2026	Mar 2029	
8160	Temporary Committees	Jul 2026	Mar 2029	
8210	Orientation for Newly-Elected Members of the Board of Education	Jul 2026	Mar 2029	
8230	Policy for Board Member Attendance at Educational Workshops	Jul 2026	Mar 2029	
8231	Coffee Act Policy (Reimbursable Expenses)	Jul 2026	Apr 2029	
8232	Use of Public Resources by Board Members and Employees	Jul 2026	Apr 2029	

Policy Number	Policy Name	Approved	Reviewed	Comments
8240	Membership in School Board Associations	Jul 2026	Apr 2029	
8260	Conflict of Interest—Contracts	Jul 2026	Apr 2029	
8261	Conflict of Interest - Employment of Family Member of Board Member	Jul 2026	Apr 2029	
8272	Code of Ethics	Jul 2026	Apr 2029	
8300	Methods of Operation	Jul 2026	Apr 2029	
8310	Formulation of Policies	Jul 2026	Apr 2029	
8320	Adoption, Amendment or Suspension of Policies	Jul 2026	May 2029	
8330	Formulation of Administrative Regulations	Jul 2026	May 2029	
8340	Meetings	Jul 2026	May 2029	
8341	Types of Meetings	Jul 2026	May 2029	
8342	Designated Method of Giving Notice of Meetings	Jul 2026	May 2029	
8343	Agenda Construction and Control	Jul 2026	May 2029	
8344	Location of School Board Meetings	Jul 2026	May 2029	
8345	Procedures During Meetings	Jul 2026	May 2029	
8346	Public Participation at Board Meetings	Jul 2026	Jun 2029	
8347	Teacher--Board of Education Relationships	Jul 2026	Jun 2029	
9000	General Statement	Jul 2026	Jun 2029	
9010	Limits of Authority	Jul 2026	Jun 2029	
9100	Legal Description	Jul 2026	Jun 2029	
9110	Number of Members, Terms of Office	Jul 2026	Jun 2029	
9120	Officers	Jul 2026	Jun 2029	
9121	President	Jul 2026	Jun 2029	
9122	Vice-President	Jul 2026	Jul 2029	
9123	Treasurer	Jul 2026	Jul 2029	
9124	Secretary	Jul 2026	Jul 2029	
9125	Attorney	Jul 2026	Jul 2029	
9126	Auditor	Jul 2026	Jul 2029	
9140	Removal From Office	Jul 2026	Jul 2029	
9141	Board Member Attendance	Jul 2026	Jul 2029	
9300	Regular Meetings	Jul 2026	Jul 2029	
9301	Special Meetings	Jul 2026	Aug 2029	
9310	Advance Delivery of Meeting Materials	Jul 2026	Aug 2029	
9330	Parliamentary Procedure	Jul 2026	Aug 2029	

Policy Number	Policy Name	Approved	Reviewed	Comments
9340	Minutes	Jul 2026	Aug 2029	
9341	Voting	Jul 2026	Aug 2029	
9360	Board/School District Records	Jul 2026	Aug 2029	
9370	Open Sessions	Jul 2026	Aug 2029	
9371	Closed Sessions	Jul 2026	Aug 2029	

Review Month	Number of Policies	First Policy	Last Policy
Sep 2026	9	1000	1080
Oct 2026	9	1100	1250
Nov 2026	9	1260	1450
Dec 2026	9	1460	2210
Jan 2027	9	2230	3010
Feb 2027	9	3011	3090
Mar 2027	9	3100	3140
Apr 2027	9	3150	3220
May 2027	9	3230	3560
Jun 2027	9	3570	4006
Jul 2027	9	4007	4015
Aug 2027	9	4016	4026
Sep 2027	9	4027	4120
Oct 2027	9	4121	4160
Nov 2027	8	4170	4220
Dec 2027	8	4230	5003
Jan 2028	8	5004	5011
Feb 2028	8	5012	5205
Mar 2028	8	5206	5304
Apr 2028	8	5305	5408
May 2028	8	5409	5419
Jun 2028	8	5420	5506
Jul 2028	8	5507	6111
Aug 2028	8	6112	6210
Sep 2028	8	6211	6260
Oct 2028	8	6270	6287
Nov 2028	8	6288	6370
Dec 2028	8	6380	6800
Jan 2029	8	6900	7010
Feb 2029	8	7021	7070
Mar 2029	8	8110	8230
Apr 2029	8	8231	8310
May 2029	8	8320	8345

Jun 2029	8	8346	9121
Jul 2029	8	9122	9300
Aug 2029	8	9301	9371

Tax Anticipation Note (TAN) Update

Proposed September 2026 Board Approval | Anticipated October 2026 Issuance

\$3.5M Planned TAN issuance	\$2.8M Expected spending in first 6 months	Aug./Sept. 2028 Expected maturity or call date	2030 Goal to repay most or all TAN borrowing
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Overview. The District plans to issue approximately \$3.5 million in Tax Anticipation Notes (TANs). The financing is expected to be presented for Board approval in September 2026 and issued in October 2026. The TAN will provide short-term cash flow while the District continues working toward a stronger long-term cash position.

Use of the Funds

Approximately \$2.8 million is expected to be spent within the first six months after issuance.

Federal tax rules limit how proceeds from tax-exempt borrowing may be invested. A limited portion may qualify for different investment treatment, while other proceeds may be subject to yield limits. Bond counsel and financial advisors will confirm the exact requirements before issuance.

Repayment Plan

The expected maturity or call date is August or September 2028.

Based on current projections, the District expects at least one additional TAN issuance after this one. The next issuance should be smaller as the District improves its cash position and reduces its need for short-term borrowing.

Long-Term Strategy

The District's goal is to repay most, if not all, TAN-related borrowing by 2030.

If the remaining financing need is below \$1 million after approximately four years, the District may compare a local line of credit with another TAN issuance. Interest rates, fees, flexibility, and repayment terms would be reviewed before making that decision.

Federal & State Requirements

The financing must follow federal tax and IRS arbitrage rules, including Internal Revenue Code Section 148 and related Treasury Regulations.

Nebraska Revised Statute § 79-1070 provides school districts authority to borrow against anticipated receipts, subject to statutory limits and repayment requirements. Final terms will be reviewed by bond counsel before issuance.

BOTTOM LINE: The TAN is a short-term cash-flow tool. The District's plan is to reduce the amount borrowed over time and eliminate, or nearly eliminate, the need for TAN borrowing by 2030.

Prepared by Dr. Andrew Offner
Falls City Public Schools Superintendent

References: IRS Form 8038-T / IRC §148 arbitrage guidance; Nebraska Rev. Stat. §79-1070.

Links: [IRS Arbitrage Rebate Guidance](#) | [Nebraska Rev. Stat. §79-1070](#)

FALLS CITY PUBLIC SCHOOLS

Public Financial Update: Brief Review and Recommended Path Forward

Where We Are

Falls City Public Schools is facing a structural budget deficit that developed over several years as recurring expenses exceeded recurring revenues. The projected cumulative financial impact from 2023-2024 through 2026-2027 is approximately **\$3.62 million**. The 2025-2026 year is projected to have the largest impact, including a repayable \$700,000 interfund loan from the Special Building Fund.

Key Financial Drivers

- Personnel costs represent approximately 86% of the General Fund budget.
- Health insurance, transportation, utilities, maintenance, and other operating costs have increased.
- Local Effort Rate funding declined from approximately \$8.6 million in 2022-2023 to an estimated \$5.0 million in 2025-2026.
- Cash reserves were used over time to maintain programs and services.

Option 3: Superintendent's Recommended Financial Recovery Plan

Immediate Stabilization

- Use the maximum allowable 6% annual property tax request authority during the recovery period.
- Issue approximately \$3.5 million in Tax Anticipation Notes (TANs).
- Use approximately \$2.7 million to restore payroll and operating cash flow.
- Repay the approximately \$700,000 owed to the Special Building Fund.

Long-Term Recovery

- Continue expenditure reductions and operational efficiencies already underway.
- No certified or classified staffing reductions are recommended at this time because current expenditure-reduction measures have improved the District's financial outlook.
- Defer any increase in certified staffing until the 2028-2029 school year.
- Defer major purchases and vehicle replacements unless necessary for safety or operations.
- Pursue grants, strategically invest liquid assets, repay TANs aggressively, and then rebuild reserves.

What This Means for Our Community

- **No certified or classified staffing cuts are recommended at this time.**
- Expenditure-reduction measures already implemented have helped improve the District's financial position and reduced the need for staffing cuts.
- **Any increase in certified staffing will be deferred until the 2028-2029 school year.**
- The District intends to preserve educational programming, athletics, fine arts, activities, and student opportunities while restoring long-term financial stability.
- The community will continue to receive regular financial updates as the recovery plan moves forward.

Thank you for your continued support of Falls City Public Schools and our students.

**ADDENDUM TO
CONTRACT OF EMPLOYMENT WITH SUPERINTENDENT**

THIS ADDENDUM to the Contract of Employment with Superintendent is made by and between the Board of Education of Falls City Public Schools, hereinafter referred to as the “Board,” and Dr. Andrew Offner, hereinafter referred to as “Superintendent,” as follows:

WHEREAS, in 2025, the Board and Superintendent executed a Contract for Employment, providing the terms and conditions of employment for the Superintendent; and

WHEREAS, the Board and Superintendent jointly desire to amend said Contract; and

NOW, THEREFORE, the Board and Superintendent jointly agree that, effective [REDACTED], 2026, Paragraph 1 of the Contract of Employment is hereby amended and completely restated to state the following:

This Contract is for a term of three (3) years beginning on the 1st day of July, 2027, and expiring on the 30th day of June, 2030. A “contract year,” for purposes of this Contract, shall be from July 1st to June 30th.

NOW, THEREFORE, the Board and Superintendent jointly agree that, effective [REDACTED], 2026, Paragraph 2 of the Contract of Employment is hereby amended and completely restated to state the following:

This Contract may be extended in one (1) year increments under the terms of this Paragraph. An extension will extend the Contract for one additional contract year (July 1st through June 30th), unless otherwise agreed to in writing by both parties. Neither party is obligated to extend this Contract. Any extension under this Contract must occur as follows:

a. Superintendent's Request to Extend. In each contract year, the Superintendent shall, by October 15th of such contract year, notify the Board President in writing if the Superintendent desires to extend this Contract for one additional year. If the Superintendent does not notify the Board President in writing by October 15th, then this Contract shall not be extended and shall end on the final day of the existing Contract, unless both parties otherwise mutually agree in writing.

b. Board Action on Request to Extend. If the Superintendent timely submits a request to extend this Contract for one additional year, then the Board shall, in each contract year, have until November 30th of such contract year to decide whether to extend the Contract. If the Board votes to extend the Contract for one year, or if the Board takes no action by November 30th, then this Contract shall automatically be extended by one contract year. If the Board decides against extending the Contract, then the Contract will not

extend and will automatically end on the last day of the existing Contract.

c. Notice of Non-Renewal. The parties agree that this Paragraph takes the place of and foregoes the need for the Board to deliver a notice of non-renewal of the Contract. Further, the Superintendent affirmatively waives the April 15th non-renewal deadline and acknowledges that this Paragraph shall have the same force and effect of a formal notice of non-renewal, if the Board votes against extending this Contract.

All other provisions of said Contract shall remain in full force and effect.

Executed this ____ day of _____, 2026.

Andrew Offner, Superintendent

Executed this ____ day of _____, 2026.

Board of Education of Richardson County School District Number 74-0056, a/k/a Falls
City Public Schools

By: _____
President

Attest: _____
Secretary or Other Authorized Officer