

Board of Education Regular Meeting
Monday, June 9, 2025 7:00 PM
HS CONFERENCE ROOM
705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
 - 2.1. Darin Hanigan with DLR
3. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3.
 - Resignations:
 - Hires: Chris Flesner, Skilled and Technical Science (STS)
 - Reassignments:
4. PRINCIPALS' REPORTS
 - 4.1. Dr. Morgan's Elementary Report
 - 4.2. Mr. Shada's Activity Report
 - 4.3. Mr. Pfingsten's Secondary Report
5. SUPERINTENDENT'S REPORT
 - 5.1. Review of NDE Program Monitoring for Federal ESSERS funds
 - 5.2. NASB and NRCSA Reports
 - 5.3. Final Legislative Report 2025
 - 5.4. Report on Superintendent Schedule for June/July
 - 5.5. Review of budget items in GF athletics v. AF athletics
 - What is shifting to General?
 - How does 2025-2026 compare to 2024-2025?
6. COMMITTEE AND REPRESENTATIVE REPORTS
 - 6.1. Buildings and Grounds/Transportation
 - 6.2. Professional Development Sharing
7. UNFINISHED BUSINESS
8. NEW BUSINESS
 - 8.1. Review Policies 5007-5104:
 - 5007- Admission Foreign Exchange
 - 5008- Attendance, Parent Release and County Attorney Policy
 - 5009- Attendance During Day
 - 5010- Census

- 5011- Parent Student Handbook
 - 5012- Military Recruiters
 - 5013- Class Size Limit and Reduction
 - removed 5101 due to new policy
 - 5102- Alternative Education
 - removed 5103 due to new policy
 - 5104- Drug Policy
- 8.2. Discuss, Consider and Take Necessary Action to Approve Camera System Upgrade
- 8.3. Discuss, Consider and Take Necessary Action to Approve iReady as the District Academic Screener and Intervention Tool
- 8.4. Discuss, Consider and Take Necessary Action to Adopt NASB's Proposed Arlington Public Schools Strategic Plan Framework 2025-2030
- 8.5. Discuss, Consider and take Necessary Action to Increase Credit Limit on Pinnacle Bank Credit Card to \$50,000
- 8.6. Discuss, Consider and Take Necessary Action to Engage with DLR for \$10,000 at the "Campus Future Plan" Level of Engagement
- 8.7. Discuss, Consider and Take Necessary Action to Adopt Policy Updates from Legislative Action:
- 1200- Anti-Harassment
 - 3131- Procurement Plan
 - 3132- Internal Controls
 - 3410- Safe Driving Record Standard for Drivers
 - 4003- Employee Anti-Discrimination and forms
 - 4009- Drug and Substance Abuse
 - 5001- Admission
 - 5004- Full-time and Part-time Enrollment
 - 5101- Student Discipline
 - 5103- Extracurricular Activity Discipline
 - 5201- Promotion and Retention
 - 5201x- Request to Repeat Grade Form (new)
 - 5202z- Notification of Rights Under FERPA
 - 5301- Association Activities
 - 5401- Equal Opportunity Students
 - 5414- Identification of Learners with High Ability
 - 5507- Foster Care Student Transportation (new)
 - 6113- Electronic Communication Devices and Cell Phones (new)
 - 6400- Parental Involvement
 - 6931- Behavioral Intervention and Classroom Management (new)
- 8.8.
- 8.9. Discuss, Consider, and Take Necessary Action to Approve Twig Science K-6 Pilot for 2025-2026 as Presented
- 8.10. Discuss, Consider, and Take Necessary Action to Approve Student Request for Early Graduation
9. ADJOURNMENT

Monday, May 12, 2025 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Chase Kratochvil called the meeting to order at 7:03pm

1.2. Roll Call

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

Principals Jacque Morgan and Aaron Pfingsten, Athletic Director James Shada, Superintendent Dawn Lewis and Recording Secretary Jennifer Arp were also present.

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

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

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

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

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

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations:

Hires:

Reassignments:

4. CURRICULUM/INSTRUCTION REPORTS

- School Improvement Visit Update

5. PRINCIPALS REPORTS

5.1. Dr. Morgan's Elementary Report

5.2. Mr. Pfingsten's Secondary Report

5.3. Mr. Shada's Activity Report

6. SUPERINTENDENTS REPORT

6.1. NASB and NRCSA Reports

6.2. Legislative Updates

Dr. Lewis updated the board on some of the impacts and bills that have currently been passed or are moving through the system. There are many bills that are falling off that will impact the school system, but there are still a few left and Dr. Lewis spoke of the possibilities and how it would affect the school.

6.3. Supt Leave Log Report

6.4. Discussion of Board Retreat May 27

- Location
- Time

Board retreat on May 27th- 5:00pm
Location to be Determined

6.5. Discussion of Cameras and Additional Security Upgrades

Upgrades on camera are out for bid currently, will have bids in June for board to approve.

6.6. Discussion of Phone System Transition to VOIP

Phone systems are a bit tricky and outdated. We are currently in the process of upgrading them. APS Tech is currently working on getting a new system in place to upgrade the phones and system for the 25-26 school year. Hopefully will come back in June with bids for the updates.

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Finance Committee

Met prior to tonight's meeting there is a future action item on the agenda for tonight.

8. UNFINISHED BUSINESS

9. NEW BUSINESS

9.1. Discuss, Consider and Take Necessary Action to Appoint Washington County Enterprise as the Official Paper of the Board of Education

This is Due to a consolidation of the local papers.

Motion to Appoint Washington County Enterprise as the Official Paper of the Board of Education Passed with a motion by Cassie Flesner and a second by Jason Arp.

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

9.2. Discuss, Consider and Take Necessary Action to Approve Purchase of School Bus

Motion to Approve Purchase of School Bus as Discussed, for a price not to Exceed \$137,000.00

Dr. Lewis presented the bus specs on both the new and used buses- the board asked questions about the differences, and what the needs are. It has been since 2020 since a new bus has been purchased.

Passed with a motion by Cassie Flesner and a second by Jason Arp.

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

9.3. Discuss, Consider and Take Necessary Action to Approve Senior Class Members to Receive High School Diplomas

Board was presented with the list of the 25-26 senior class. Mr. Pfingsten spoke the board that the class was in good standing and recommended the class for approval for graduation.

Motion to Approve Senior Class Members as Presented to Receive High School Diplomas

Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

9.4. Discuss, Consider, and Take Necessary Action to Approve District Level Budgets

Dr. Lewis presented to the board the district-level budgets and went over the concerns of some of the uptick in costs. She addressed any questions in regard to any budget items that will be or did go up in the next year. Dr. Lewis presented to the board her concerns about a few things that we may need to make some larger purchases on, including transportation, curriculum and insurance, and noted that is where the greatest number of increases lie. The budgets have consistently maintained a regular growth each year. The budgets this year have some growth, but we have absorbed a majority of the costs by being able to cut out some other things that are not being utilized in the district, or are no longer being used within the classrooms and in the district. Student computers need to be purchased, but again, the cost is absorbed by cutting in some other areas of spending that minimize the costs in general. The budget will be revisited later on, if changes are needed to cut some costs, if we do not need to utilize them. Dr. Lewis

said that currently there are some things that are placeholders in the budget. If they are not needed, those costs can be cut or reassigned to different budget areas.

Motion to Approve District Level Budgets as Presented for the 2025-2026 Year Passed with a motion by Chase Kratochvil and a second by Brian Laaker.

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

9.5. Discuss, Consider, and Take Necessary Action to Forgive Five (5) Contract Days Due to Weather Cancellations

Motion to Forgive Five (5) Contract Days Due to Weather Cancellations for the 2024-2025 School Year. Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

10. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 8:04pm

Chase Kratochvil, Board President

Dawn Lewis, Board Secretary

Date

Date

Board of Education Retreat

Tuesday, May 27, 2025 5:00 PM Central

Farmer Brown's Steakhouse
2620 River Rd Drive
Waterloo, Nebraska 68069

Jason Arp: Present

Cassie Flesner: Present

Chase Kratochvil: Present

Brian Laaker: Present

Steve Slykhuis: Absent

Shanon Willmott: Present

Present: 5, Absent: 1.

Steve called in absence due to work

1. Call to Order and Pledge of Allegiance

Meeting was called to order at 5:10 pm.

2. Discuss, Consider, and Take Necessary Action to Approve Tech Equipment Purchase

Approve 2024-25 budget computer purchase of business labs not to exceed \$29,000 and chromebooks not to exceed \$22,000 as presented Passed with a motion by Cassie Flesner and a second by Chase Kratochvil.

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

3. Review of Community Engagement Data for Strategic Planning

Board members present reviewed all guiding principals of focus presented by NASB as a result of the strategic planning process. Data from 2024 and 2025 community engagement meetings was included as well as NASB survey results. Board strategic plan will include the areas of Academic Learning and Success, District/Building Climate and Culture, District Resources, and Board Governance. Much discussion was held on expectations, communication, and future plans. Dr. Lewis will reach out to DLR to begin the engagement process for the next phase of building renovations/improvement.

The proposed NASB strategic plan as presented will be formally adopted as the Arlington Public Schools Five Year Strategic Plan at the regular June 2025 board meeting.

4. Annual Review of Board Goals

Due to time constraints, the board was unable to discuss the current board goals. Dr. Lewis will revise goals in accordance with the strategic plan framework, and presented the modified, updated goals at the June 2025 regular board of education meeting.

Meeting was adjourned at 7:54 pm.

**Arlington Public Schools
May 31, 2025**

Fund Name	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
2 Rivers Bank						
General Fund - 864	\$ 2,912,235.72	\$ 2,065,700.41	\$ 922,861.28	\$ 7,505.50	\$ 44,851.97	\$ 4,107,432.32
			\$ -	\$ -		
Activities - 109	\$ 203,335.61	\$ 52,686.86	\$ 90,457.12	\$ 323.72	\$ -	\$ 165,889.07
Hot Lunch - 487	\$ 68,651.98	\$ 40,456.38	\$ -	\$ 68.44	\$ (44,851.97)	\$ 64,324.83
Depreciation Fund	\$ 868,174.05		\$ -	\$ 2,636.61	\$ -	\$ 870,810.66
Depreciation CD - 5826	\$ 275,040.58		\$ -	\$ -	\$ -	\$ 275,040.58
				Total Depreciation:		\$ 1,145,851.24
2017 Bond Refunding	\$ 338,111.18	\$ 206,458.05	\$ -	\$ 779.79	\$ -	\$ 545,349.02
		\$ -		\$ -		
QCPUF	\$ 224,626.00	\$ 111.09	\$ -	\$ 518.06		\$ 225,255.15
		\$ -		\$ -		
Spec Bldg Fund	\$ 441,289.49	\$ 62,257.39	\$ -	\$ 1,006.22	\$ -	\$ 504,553.10
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -
				Total Spec Bldg:		\$ 504,553.10
Total Special Funds	\$ 2,142,241.30	\$ 268,826.53	\$ -	\$ 4,940.68	\$ -	\$ 2,421,008.51
Total SF minus CD's	\$ 1,872,200.71					\$ 2,145,967.93

CHECK REGISTER FOR May 2025

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Kali Agler	Reimburse mileage for Perkins Conference	\$ 233.16
Active Internet Tech	Blackboard Connect renewal	\$ 1,876.00
American Broadband	Telephone service	\$ 510.54
Airgas	Welding gas tank rental	\$ 90.00
Arbor Family Counseling	Onsite services for April	\$ 1,575.00
Blue Door Ped Therapy	OT Services May	\$ 1,377.00
Border States	Light supplies	\$ 85.76
Capital One (Wal-Mart)	Supplies for school classrooms - various	\$ 594.72
Dietze Music	Music and instrument repair	\$ 587.97
DB Nebraska	Ignition controls and motors HVAC	\$ 8,064.00
Enterprise Publishing	Legals and minutes for paper	\$ 398.54
ESU 3	Sutudent services, registration and payroll checks	\$ 11,262.61
Egan	Cleaning supplies- janitorial	\$ 3,628.26
ESU 2	Independent school & Seech Path Billing x	\$ 35,708.13
Follette Content	Books for Library- Spring backorders	\$ 554.88
Fremont Chamber of Commerce	Renewal membership	\$ 350.00
Gateway Withholdings	Envision Math Additional workbooks	\$ 1,010.88
Hireright	Drug testing	\$ 38.55
Gaggle	Gmail archiving	\$ 2,615.00
Jacob Haight	Reimburse mileage for Perkins Conference	\$ 237.18
Anna Hornung	Reimburse for purchase VISA wasn't available	\$ 7.25
Hometown Leasing	Copier Lease	\$ 1,810.93
Doug Hart	Reimburse mileage for Perkins Conference	\$ 237.18
Knudsen Oil	Fuel for bus barn	\$ 2,803.28
Shawna Koger	Reimburse mileage for Perkins Conference	\$ 302.98
Macgill & Co	Nurse Supplies	\$ 819.98
Methodist Fremont Health	Trainier services for april	\$ 2,516.00
Michael Management	Door Repairs	\$ 475.00
Menrds	Various repairs and supplies for custodial and classrooms	\$ 475.45
Martin Clausen	Pest Control services	\$ 92.64
NCS Pearson	Digital SPED testing supplies	\$ 145.75
OPPD	Electricity	\$ 10,547.23
Omaha Truck	Multitple bus parts and repairs	\$ 22.66
One Source	Background checks	\$ 58.00
O'Reilly Auto parts	Batteries for vehicles	\$ 170.39
PRO Track and Tennis	Track Resurfacing	\$ 10,700.00
Staples	Part of color paper order	\$ 608.25
School Nurse Supply	Nurse supplies	\$ 344.83
Warren Scheer	Electricity for bus	\$ 19.08
Shaw Hall and Navarrette	Services for work needed to correct AFR	\$ 398.00
Thermo King	Def and battery for buses	\$ 235.08
UNL	3rd grade science	\$ 45.00
Wood River	Natural Gas	\$ -
West Omaha WinSupply	maintenance	\$ 471.04
Unite Private	Internet Provider	\$ 558.32
Village of Arlington	Water	
Waste Connections	Trash service	\$ 848.65

Total Payables (GF checks not mailed until approved by the BOE)

\$105,511.15

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

VISA	Various supplies for classrooms	\$	3,595.21
HyVee	Missed Bill		\$42.83
Village of Arlington	Water		\$660.62
Waste Connection	Trash		\$808.65
Hireright	Missing bills (problem with emails)		\$844.50
Michele Wilmer	Payback for NPERS- incorrectly reported		\$370.49
Kristy Rollins	Lunch Refund		\$59.45
VISA	Pay for computers- to be able to use card		\$25,301.80

Total Hand payables **\$31,683.55**

Total General Fund **\$137,194.70**

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

BOKF	Bond Interest	\$23,903.75
		\$0.00

Total Special Funds **\$23,903.75**

Hot Lunch Expenses

CDW	Food order	\$5,633.63
Jackson Service	Kitchen supplies and service (Towels, aprons, mops)	\$423.25
Earthgrains	Bakery Items for hot lunch	\$239.20
Hiland	Milk and dairy products	\$2,181.92
US Foods	Food order	\$532.98
Pegler	Food Order	\$2,084.97
Lori Guffey	Senior Lunch refund	\$11.25
Jeana Hernes	Lunch Refind	\$57.05
Amy Kucera	Senior Lunch Refund	50
Nebraska School Nutrition	School Lunch Confernce	\$375.00
Amy Vanek	Senior lunch refund	\$7.90
	Hot Lunch Total	\$11,597.15

EFINANCE - POWERSCHOOL
DATE: 05/28/2025
TIME: 08:52:56

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 9/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
48284			4607 VISA		VOID: MULTI STUB CHECK	
48285	9001	05/28/25	4607 VISA	2610	AMAZON - "WHAT WOULD YOU	14.99
48285	9001	05/28/25	4607 VISA	2640	AMAZON - 100 SHEET DIPLOM	12.86
48285	9001	05/28/25	4607 VISA	2610	AMAZON - 1ST TO 2ND GRADE	10.00
48285	9001	05/28/25	4607 VISA	2610	AMAZON - 24 PACK CHEF HAT	31.66
48285	9001	05/28/25	4607 VISA	2610	AMAZON - 2ND TO 3RD GRADE	10.00
48285	9001	05/28/25	4607 VISA	2610	AMAZON - DESCRIPTIVE LANG	34.99
48285	9001	05/28/25	4607 VISA	2610	AMAZON - EXTRA HEAVY DUTY	21.98
48285	9001	05/28/25	4607 VISA	2610	AMAZON - FINGERPRINT KIT	16.90
48285	9001	05/28/25	4607 VISA	2610	AMAZON - IXL SUMMER 3RD T	15.80
48285	9001	05/28/25	4607 VISA	2610	AMAZON - K TO 1ST GRADE S	10.00
48285	9001	05/28/25	4607 VISA	2610	AMAZON - KIDS HEADPHONES	35.99
48285	9001	05/28/25	4607 VISA	2610	AMAZON - LEGO CLASSIC 106	31.99
48285	9001	05/28/25	4607 VISA	2610	AMAZON - LIVE CATERPILLAR	40.30
48285	9001	05/28/25	4607 VISA	2610	AMAZON - MONITOR STAND RI	19.89
48285	9001	05/28/25	4607 VISA	2610	AMAZON - PICTURE BOOK AND	26.73
48285	9001	05/28/25	4607 VISA	2610	AMAZON - RECORDABLE ANSWE	14.99
48285	9001	05/28/25	4607 VISA	2610	AMAZON - SCIENCE ACADEMY	23.70
48285	9001	05/28/25	4607 VISA	2610	AMAZON - SEQUENCING CARDS	33.99
48285	9001	05/28/25	4607 VISA	2610	AMAZON - SPEECH CYCLES IN	150.82
48285	9001	05/28/25	4607 VISA	2610	AMAZON - SPEECH THERAPY C	134.06
48285	9001	05/28/25	4607 VISA	2610	AMAZON - STORYMATIC KIDS	29.99
48285	9001	05/28/25	4607 VISA	2610	AMAZON - SUPER SLEUTH VOC	22.67
48285	9001	05/28/25	4607 VISA	2610	AMAZON - WOODEN RACE CAR	19.99
48285	9001	05/28/25	4607 VISA	2610	AMAZON - YOUNG SCIENTISTS	16.80
48285	9001	05/28/25	4607 VISA	2330	AMAZON-CAPS	126.06
48285	9001	05/28/25	4607 VISA	2650	AMAZON-CHARGERS	6.78
48285	9001	05/28/25	4607 VISA	2610	AMAZON-PAPER FOR CERTIFIC	61.73
48285	9001	05/28/25	4607 VISA	2610	AMAZON-PENCIL SHARPENERS	76.84
48285	9001	05/28/25	4607 VISA	2610	AMAZON-PRIME MEMBERSHIP	64.50
48285	9001	05/28/25	4607 VISA	2610	AMAZON-PRIME MEMBERSHIP	64.50
48285	9001	05/28/25	4607 VISA	2650	AMAZON-PRINTER	821.99
48285	9001	05/28/25	4607 VISA	2650	AMAZON-PRINTER	283.02
48285	9001	05/28/25	4607 VISA	2431	BALLS OUT MOTORS INV 2076	110.21
48285	9001	05/28/25	4607 VISA	2580	CITY OF LINCOLN-PARKING N	9.00
48285	9001	05/28/25	4607 VISA	2530	CLEAR LIVE PHONE BILL	119.83
48285	9001	05/28/25	4607 VISA	2610	DOLLAR TREE-CANDY FOR TEA	46.51
48285	9001	05/28/25	4607 VISA	2650	EBAY-11.6" TOUCH SCREEN G	244.95
48285	9001	05/28/25	4607 VISA	2626	FILL-RITE	42.50
48285	9001	05/28/25	4607 VISA	2626	FILL-RITE	42.50
48285	9001	05/28/25	4607 VISA	2431	INV 247310027-001 CONTROL	309.89
48285	9001	05/28/25	4607 VISA	2810	NCDA-CONFERENCE REGISTRAT	241.94
48285	9001	05/28/25	4607 VISA	2810	NCDA-DUES B. CROSLAND	125.00
48285	9001	05/28/25	4607 VISA	2610	TPT - BILL NYE GERMS BUND	1.59
48285	9001	05/28/25	4607 VISA	2610	TPT - NUMBER THE STARS BU	6.99
48285	9001	05/28/25	4607 VISA	2610	TPT - STUDENT QUIZZES LEA	5.75
48285	9001	05/28/25	4607 VISA	2610	USPS MAILINGS	2.04
TOTAL CHECK						3,595.21
TOTAL FUND						3,595.21
TOTAL REPORT						3,595.21

EFINANCE - POWERSCHOOL
DATE: 06/04/2025
TIME: 10:15:10

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 10/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
48286	9001	06/04/25	4607 VISA	2734	HP PRO TOWER DESKTOPS	23,702.00
48286	9001	06/04/25	4607 VISA	2734	SAMSUNG 22" COMPUTER MONI	1,599.80
TOTAL CHECK						25,301.80
TOTAL FUND						25,301.80
TOTAL REPORT						25,301.80

Source Code:	Activity Balances as of		5/31/2025		
	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ 2,000.52	\$0.00	\$766.72	\$ 1,233.80
702	Always For Kids ELEM	\$ 26,437.46	\$7,574.60	\$17,141.82	\$ 16,870.24
702	HS Always for Kids	\$ 2,234.61	\$1,991.49	\$1,470.91	\$ 2,755.19
703	Art Class	\$ 5,853.15	\$1,520.00	\$1,756.61	\$ 5,616.54
704	Art Club	\$ 1,632.03	\$50.00	\$85.34	\$ 1,596.69
705	Athletics	\$ (40,258.80)	\$73,761.04	\$106,820.44	\$ (73,318.20)
706	Band	\$ 4,339.15	\$5,221.35	\$5,762.42	\$ 3,798.08
708	Book Club	\$ 270.55	\$551.62	\$0.00	\$ 822.17
709	Cheerleading	\$ 1,106.90	\$16,775.95	\$23,122.91	\$ (5,240.06)
710	Welding	\$ 1,592.95	\$580.00	\$0.00	\$ 2,172.95
714	SKILLS	\$ 1,272.76	\$2,860.00	\$3,796.23	\$ 336.53
716	GIRLS WRESTLING	\$953.50	\$1,780.50	\$995.10	\$ 1,738.90
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ (884.02)	\$41,304.54	\$35,145.42	\$ 5,275.10
721	Dance Squad	\$ 3,638.52	\$3,941.51	\$5,344.77	\$ 2,235.26
722	Drama	\$ 2,084.54	\$836.30	\$675.00	\$ 2,245.84
723	MS STEM	\$ 74.75	\$244.80	\$68.99	\$ 250.56
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
725	WEIGHTS	\$ -	\$2,950.08	\$2,032.64	\$ 917.44
726	FBLA	\$ 11,841.51	\$53,050.21	\$50,689.73	\$ 14,201.99
727	Football	\$ 16,043.85	\$380.00	\$8,140.77	\$ 8,283.08
728	Reimbursement (general)	\$ 589.97	\$1,636.93	\$1,907.84	\$ 319.06
732	Fam Cons Science	\$ (1.56)	\$965.00	\$1,237.96	\$ (274.52)
733	Wrestling	\$ 567.02	\$8,293.80	\$7,088.93	\$ 1,771.89
735	Honor Society	\$ 1,059.07	\$610.00	\$99.88	\$ 1,569.19
736	Activities Interest	\$ 4,089.10	\$0.00	\$0.00	\$ 4,089.10
737	MS Student Council	\$ 2,885.61	\$798.65	\$0.00	\$ 3,684.26
739	Library Fund Elem/HS	\$ 1,538.86	\$3,688.14	\$3,898.35	\$ 1,328.65
740	Industrial Tech / Woods	\$ 2,611.82	\$6,909.52	\$6,046.13	\$ 3,475.21
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82
744	HS Lounge	\$ 119.09	\$0.00	\$0.00	\$ 119.09
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 214.17	\$0.00	\$0.00	\$ 214.17
748	Spring Musical	\$ 12,005.10	\$19,284.48	\$13,778.82	\$ 17,510.76
749	Student Council	\$ 3,775.88	\$4,458.99	\$4,502.42	\$ 3,732.45
750	Student Vending	\$ 1,403.01	\$438.00	\$2,504.10	\$ (663.09)
751	Swing Choir	\$ 3,284.13	\$2,296.00	\$1,795.81	\$ 3,784.32
753	Yearbook	\$ 1,763.65	\$11,430.00	\$12,117.57	\$ 1,076.08
756	Pepsi	\$ 793.71	\$939.73	\$657.48	\$ 1,075.96
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ -	\$0.00	\$0.00	\$ -
762	Baylor/ACT	\$ 2,993.21	\$128.00	\$0.00	\$ 3,121.21
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85
765	Class of 2028	\$ 315.00	\$952.40	\$0.00	\$ 1,267.40
766	FFA	\$ 18,888.92	\$36,564.50	\$39,261.01	\$ 16,192.41
768	RR Store	\$ 8,500.00	\$4,180.00	\$4,839.42	\$ 7,840.58
770	K3 Basketball Camp	\$ 2,504.93	\$500.00	\$3,004.93	\$ -
772	Class of 2023	\$ 1,044.36	\$0.00	\$1,044.36	\$ -
773	Class of 2024	\$ 798.81	\$0.00	\$0.00	\$ 798.81
774	Class of 2025	\$ 1,462.26	\$0.00	\$1,402.22	\$ 60.04
775	Class of 2026	\$ 2,834.50	\$3,361.40	\$3,440.31	\$ 2,755.59
776	Class of 2027	\$ 1,997.60	\$2,153.00	\$510.70	\$ 3,639.90
782	Volleyball	\$ 8,295.82	\$2,700.00	\$2,687.51	\$ 8,308.31
783	Boys Golf	\$ 4,417.67	\$0.00	\$571.82	\$ 3,845.85
784	Girls Golf	\$ 6,047.66	\$0.00	\$466.10	\$ 5,581.56
785	Cross Country	\$ 8,021.31	\$1,396.00	\$3,074.28	\$ 6,343.03
786	Track Fund	\$ 4,640.54	\$758.50	\$715.66	\$ 4,683.38
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 2,204.27	\$2,031.50	\$2,112.48	\$ 2,123.29
789	Baseball Fund	\$ 4,061.84	\$0.00	\$3,545.18	\$ 516.66
790	Boys Basketball	\$ 2,254.76	\$7,251.00	\$10,415.64	\$ (909.88)
791	Girls Basketball	\$ 3,529.80	\$6,174.75	\$7,139.31	\$ 2,565.24
792	MS Girls Basketball	\$ 23.50	\$750.00	\$592.00	\$ 181.50
793	Striv	\$ 1,559.11	\$1,550.00	\$2,023.94	\$ 1,085.17
794	Sped	\$ 626.95	\$2,408.60	\$3,392.49	\$ (356.94)
795	Wellness (District)	\$ 0.03	\$6,295.00	\$5,200.63	\$ 1,094.40
796	Elementary Activity	\$ -	\$562.34	\$562.34	\$ -
799	Girls On The Run	\$443.75	-\$443.75	\$0.00	\$ -
713	Alpaca	\$7.00	\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$0.00	\$1,626.00	\$797.89	\$ 828.11
200-800	HS Unified School	\$0.00	\$1,809.42	\$1,033.43	\$ 775.99
300-801	Hospitality	\$0.00	\$1,360.00	\$1,090.63	\$ 269.37
	Totals	\$198,491.38	\$361,191.89	\$418,375.39	\$141,307.88

General Fund
2024-2025

<u>Reciepts</u>	<u>Budgeted</u>	<u>Actual Reciepts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 7,192,766.00	\$ 5,665,655.39	78.77%	85.41%
Carline Taxes	\$ 3,000.00	\$ 1,329.74	44.32%	45.40%
Motor Vehicle	\$ 400,000.00	\$ 365,837.15	91.46%	89.01%
PreSchool Tuition	\$ 20,000.00	\$ 14,760.00	73.80%	107.33%
County Sources	\$ 40,000.00	\$ 52,481.60	131.20%	153.31%
State Aid	\$ 2,279,755.00	\$ 2,052,997.00	90.05%	90.00%
Sped SA Revenue	\$ 936,000.00	\$ 665,367.00	71.09%	158.66%
Federal & all other	\$ 390,000.00	\$ 1,065,851.12	273.30%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$9,884,279.00	87.77%	96.38%

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<u>General Fund Totals</u>				
Elementary	\$ 4,943,736.10	\$ 3,406,404.87	68.90%	73.25%
Secondary	\$ 4,433,518.09	\$ 3,200,581.96	72.19%	68.14%
District	\$ 2,449,663.01	\$ 1,350,458.63	55.33%	55.10%
Total	\$ 11,826,917.20	\$ 7,957,445.46	67.28%	67.33%

General Fund Categories of Particular Interest

<u>Transportation</u>				
Elementary	\$ 192,293.09	\$ 84,212.53	43.79%	43.29%
Elem Transportation Maint.	\$ 84,044.32	\$ 58,490.64	69.59%	47.80%
Secondary	\$ 107,789.87	\$ 78,105.01	72.46%	50.64%
HS Transportation Maint.	\$ 29,261.08	\$ 28,864.35	98.64%	171.43%

District Level Categories of Particular Interest

<u>Facilities and Operations</u>				
Operat of Building	\$ 670,084.08	\$ 356,820.31	53.25%	60.02%
Building Maint.	\$ 463,189.00	\$ 163,712.51	35.34%	34.19%
Grounds Maint	\$ 98,500.00	\$ 30,882.31	31.35%	44.07%

June Elementary Principal Board Report 2025

6th Grade Business:

The sixth grade business was once again a huge success! Below are our PROFIT amounts. Our gross revenue was even higher... over \$1,200 in just three days! Best year yet!

TOTAL PROFIT = \$796.73 (Up about \$150 from last year)

The profit goes into ALWAYS FOR KIDS and is used for field trips.

Celebration Days:

All grades celebrated their accomplishments. Some classes ventured down to the parks in town and some celebrated here at school. Grade levels celebrated with awards and snacks! As a school we celebrated the end of school with a silent disco, cotton candy, and kickball!



6th Grade Graduation:

We graduated 52 sixth-grade students. Graduates are excited and prepared for Middle School.

Move-up Day:

6th Grade students "moved up". They joined 7th graders and were able to ask questions and get answers to their burning questions. These discussions were led by the middle school staff!

Kindergarten-5th grade were able to meet teachers in the grades that they will be in next year. Students had the opportunity to meet teachers and other students that may be in their classes next year!

Third Annual Talent Show:

This event was held the last week of school and was a huge success! Arlo definitely has talent. Piano, vocal, dance, shadow puppets, and so much more! Great work to all who participated.



Track and Field Day:

Track and Field Day was a fantastic day. Students in grades K-2 participated in fun field day events such as sack races, an obstacle course, and wheelbarrow races. Students in grade 3-6 participated in a more traditional track meet! Fun was had by all! Way to work Eagles! We also honored our two retirees, Ms. Barth and Mrs. French, along with 20 years of service as a classroom teacher and substitute from Mrs. Kaup who is leaving at the end of the year for an exciting new adventure.



End Of the Year Luncheon:

The lunchroom hosted a cook out featuring two special grill masters! Students K-12 ate outside and then enjoyed games and recess time outside together!





705 N. 9th St. • P. O. Box 580 • Arlington, NE 68002 • Fax (402)478-4176 • www.apseagles.org • AA/EOE

Annual

Activities Report

2024-2025

Dr. Dawn Lewis
Superintendent
dawn.lewis@apseagles.org
(402)478-4173

Aaron Pflingsten
Secondary Principal
aaron.pflingsten@apseagles.org
(402)478-4171

James Shada
Assistant Secondary Principal / AD
james.shada@apseagles.org
(402)478-4171

Jacqueline Morgan
Elementary Principal
jacqueline.morgan@apseagles.org
(402)478-4121

Activity Board Report

(Talking Points)

1. **Activity Participation:** 9-12: Girls 79% (up 6% from last year),
Boys 67 % (down 1% from last year)

Last Year 2023-2024 Girls-73%, Boys 68%

2. **Athletic Participation:**

- a. Middle School: 85% for grades 7-8 (down 3% from last year)
(Last year 88%)
- b. High School: Grades 9-12: Girls 72% - Last year 70% (up 2%)
- c. Grades 9-12: Boys 69% - Last year 64% (up 5%)
- d. Overall: Grades 9-12 girls and boys: 70% - Last year 67% (up 3%)

Events worked by Administrative team

3. 2024-2025 we had 179 student days. The Admin Team covered 319 events. As you can see not only did, we work a lot of events, we also worked a lot of events together! Thank you, Dr. Lewis, Mrs. Morgan, and Mr. Pfingsten, for all your time and effort supporting all our students.

Activity Participation

Grades 9-12	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
-------------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------

# of Boys in Activities	65	63	97	65	79	73	76	88	64	72	72	77	84
# of Boys in School	110	110	108	95	112	112	119	123	113	117	109	113	125
Percentage Involved	61%	58%	89%	68%	70%	65%	64%	72%	57%	62%	66%	68%	67%

# of Girls in Activities	78	60	80	74	87	92	86	89	81	79	81	79	78
# of Girls in School	81	80	86	87	98	103	102	107	107	113	111	107	98
Percentage Involved	96%	75%	93%	85%	88%	89%	84%	83%	76%	70%	72%	73%	79%

Total # of Students in Activities	146	123	177	139	166	165	162	177	145	151	153	156	162
Total # of Students in School	191	190	194	182	210	215	221	230	220	230	220	220	223
Percentage Involved	76%	65%	91%	76%	79%	76%	73%	77%	66%	66%	69%	71%	72%

Total # of High School Boys in Activities

# of Boys in 7+ Activities	5	2	0	1	1	0	0	2	0	1	1	2	2
# of Boys in 5-6 Activities	5	3	6	3	9	3	4	3	3	4	4	5	8
# of Boys in 3-4 Activities	17	17	18	14	28	16	14	29	11	20	20	20	16
# of Boys in 1-2 Activities	41	41	56	47	41	54	58	54	50	47	47	50	58

Total # of High School Girls in Activities

# of Girls in 7+ Activities	5	2	1	1	4	3	1	1	1	0	1	3	2
# of Girls in 5-6 Activities	12	8	15	15	7	7	14	11	5	5	5	5	8
# of Girls in 3-4 Activities	25	19	24	23	41	46	32	26	24	28	27	26	30
# of Girls in 1-2 Activities	36	31	36	35	35	36	39	51	51	46	48	45	38

of Activities does not include Athletics

ATHLETIC PARTICIPATION

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	2024-2025
--	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-----------

Grades 7 & 8

# of boys in athletics	53	44	44	53	46	37	37	41	38	46	63	60	36
# of boys in school	54	48	49	59	59	50	51	57	53	54	72	65	45
Percentage involved	98%	92%	90%	89%	77%	74%	72%	71%	72%	85%	87%	92%	80%
# of girls in athletics	33	33	33	37	36	38	43	36	29	40	39	42	54
# of girls in school	33	38	37	45	50	52	62	50	45	52	52	50	60
Percentage involved	100%	87%	90%	82%	72%	73%	69%	72%	64%	77%	75%	84%	90%
Total # of students in athletics	86	77	77	90	82	75	80	77	67	86	102	102	90
Total # of students in school	87	86	86	104	109	102	113	107	98	106	125	115	105
Percentage involved	98%	90%	90%	86%	75%	73%	70%	72%	68%	81%	81%	88%	85%

Grades 9-12

# of boys in athletics	93	71	78	66	86	79	86	82	78	75	66	73	87
# of boys in school	110	110	108	96	112	112	119	123	113	117	109	113	125
Percentage involved	84%	65%	73%	69%	76%	70%	72%	67%	69%	64%	60%	64%	69%
# of girls in athletics	56	53	69	62	70	66	66	77	72	69	76	75	71
# of girls in school	81	80	86	87	98	103	102	107	107	113	111	107	98
Percentage involved	69%	67%	81%	71%	71%	64%	64%	72%	67%	61%	68%	70%	72%
Total # of students in athletics	149	124	147	128	156	145	152	160	150	144	142	148	158
Total # of students in school	191	190	194	182	210	215	221	230	220	230	220	220	223
Percentage involved	78%	66%	76%	70%	74%	67%	68%	70%	68%	62%	64%	67%	70%

Total # of HS boys in athletics

# of boys in 3 sports	19	24	25	25	30	23	22	23	21	22	15	17	27
# of boys in 2 sports	40	25	25	22	30	34	27	22	23	29	29	35	36
# of boys in 1 sport	34	22	28	19	26	33	37	38	34	24	22	21	24

Total # of HS girls in athletics

# of girls in 3 sports	8	10	16	16	11	11	13	13	11	15	14	16	19
# of girls in 2 sports	23	17	23	22	20	18	18	30	28	16	20	26	25
# of girls in 1 sport	25	26	30	24	39	37	35	34	33	38	42	33	27

2025-2026 Activities Sponsors
2025-2026 Coaches

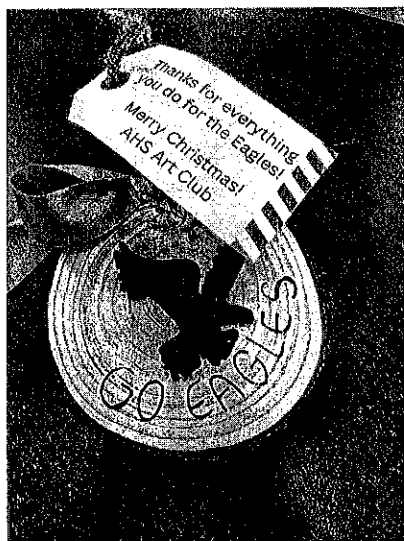
Activities Director	James Shada	Head Football	Troy Schleuter
		Asst. Football	Luke Hoelsing
Head Cheerleading	Jaden Green	Asst. Football	Connor Eurek
Asst. Cheerleading	Shawna Tierney	Asst. Football	Layne Laaker
		Asst. Football	Logan Kaup
Art Club	Erin Schaapveld	MS Football	Jake Eckhardt
		Asst. MS Football	Jeff Hallstrom
Book Club	Janelle Lorsch/Sarah Detjens	Asst. MS Football	Jake Polk
		Head Girls Golf	Cailyn Johnson
Dance Squad	Reilly Peetz	Head Volleyball	Erin Stosich
		Asst. Volleyball	Frankie Reiman
Drama Club	TBA	Asst. Volleyball	Tiffani Peitz
Asst. Drama	TBA	MS Head Volleyball	Katee Prenzlow
		Asst. MS Volleyball	Amanda Dennis
FBLA	Shawna Koger	Head Cross Country	Michaela Curran
		Asst. Cross Country	Helen Regier
Freshman Sponsor	Doug Hart	Asst. Jr. High Cross Country	Anna Hornung
Sophomore Sponsor	Nichole Kern		
Junior Sponsor	Shawna Tierney		
	Erin Schaapveld		
Senior Sponsor	Shelly Miller	Head Boys Basketball	Jake Polk
Inst. Music	Allison Mastny	Asst. Boys Basketball	Kyle Buckingham
		Asst. Boys Basketball	Gavin Larson
Multi. Media/Streaming	Scott Parson	Asst. Boys Basketball	Chad Sharp
		MS Boys Basketball	Connor Eurek
		Asst. MS Boys Basketball	Landon Walkenhorst
MS Leadership	Dawn Klein	Head Girls Basketball	Tashia Wolf
		Asst. Girls Basketball	Leslie Gubbels
Vocal Music Director	Barina Buresh Crosland	Asst. Girls Basketball	Josh Hilgenkamp
Spring Musical Director	Barina Buresh Crosland	MS Girls Basketball	Ben Dobson
Assistant Spring Musical Director	Allison Mastny	Asst. Girls Basketball	Jacob Haight
Summer Band	Allison Mastny		
		Head Boys Wrestling	Doug Hart
		Asst. Boys Wrestling	Taylor May
		Asst. Boys Wrestling	Hunter McNolly
National Honor Society	Shawna Koger/Janelle Lorsch	Asst. Wrestling	Madison Wakefield
		Head Girls Wrestling	Layne Laaker
		Asst. Girls Wrestling	Madison Pawoll
		Asst. Girls Wrestling	TBA
		Boys Head Jr. High Wrestling	Russ Vering
Newspaper	Cailyn Johnson	Asst. Jr. High Wrestling	TBA
		Girls Head Jr. High Girls Wrestling	Alex Gill
		Asst. Jr. High Girls Wrestling	Amanda Dennis
Quiz Bowl	Janelle Lorsch	Head Boys/Girls Track	Kyle Buckingham
		Asst. Boys/Girls Track	Troy Schleuter
Speech	Chris Lopez	Asst. Boys/Girls Track	Jake Eckhardt
		Asst. Boys/Girls Track	Madison Wakefield
Student Council	Cassandra Rolland	Asst. Boys/Girls Track	Carla Kaup
		Asst. Boys/Girls Track	Michaela Curran
Yearbook	Scott Parson	MS Track (head coach)	Luke Hoelsing
		Asst. MS Track	Jacob Haight
SKILLS USA	Doug Hart	Asst. MS Track	Gavin Larson
Asst. SKILLS USA	TBA	Asst. MS Track	Ben Dobson
		Head Boys Golf	Landon Walkenhorst
FFA	Kali Agler		
Asst. FFA	Erin Schaapveld	Head Softball	Janelle Lorsch
		Asst. Softball	Lisa Stork
		Asst. Softball	Alex Dobson
		Head Baseball	Justin Meyer
		Asst. Baseball	Zach Duncan
		Asst. Baseball	TJ Stosich
		Asst. Baseball	Braden Rump

Art Club 2024-2025

Member: 7 high school students

Highlights:

- Eagle ornaments for high school staff - November & December 2024



- Paint Pouring - April & May 2025



Future Business Leaders of America (FBLA)

Participation (Dues paid):

97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
54	56	57	64	59	63	81	73	74	74	108	108	105	113	100	96	96
14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25						
95	86	87	88	82	95	70	65	69	82	91						

Highlights:

- Thirteen members attended the National Leadership Conference
 - Kevin Flesner was recognized as the National Who's Who Recipient
 - Kevin Flesner received the National Distinguished Business Leader Scholarship
 - USAEL Esports team finishes 2nd at nationals
- Officers attended the Fall Leadership Conference held at Midland University
- Sixteen students attended the National Fall Leadership Conference in Columbus, OH
- Approximately \$600 was collected for the March of Dimes and the Nebraska FBLA Foundation through Vollerama
- Members assisted students in collecting over 4,000 canned goods for the Washington Food Pantry
- Students participated in a variety of additional community service amounting to over 4,000 hours
 - Summer Story Hour
 - Salvation Army Bell Ringing
 - Teens in the Driver's Seat Seatbelt Safety Campaign
 - Elementary Bank in School
- Students participated in Midland Business Day, with Arlington being the first place team of the 14 schools participating
- Students finished first in the Wayne State Business Competition with over 20 schools participating
- Fifty members attended the State Leadership Conference held in Kearney, Nebraska
 - Twenty-nine national qualifiers were selected for national conference in June
 - Finished first in five events
 - Chapter and individual students had over 70 awards received

Sponsor: **Shawna Koger**

FFA Activity Report 2024-2025

Participation Numbers

2024-2025: 86 members (16 middle, 65 high, 5 graduate) – largest in program history

Officers

President – Aaron Fuchs

Vice President – Libby Hegemann

Secretary – Peyton Timm

Treasurer – Luke Ott

Reporter – Lydia Schaapveld

Sentinel – Ethan Hilgenkamp

Parliamentarian – Erika Cruikshank

Student Advisor – John Von Behren

Highlights

- Horse Eval State Champions May 2024 – Libby Hegemann, Erika Cruikshank, Gracen Adams, Hailey O'Daniel
- National Qualifier -Horse Eval team silver rating, 17th place – Libby - gold, Erika - silver, Gracen - silver, Jake Flesner - Bronze (due to state XC for Hailey)
- Brooke Hilgenkamp – 1st State Proficiency Champion – Vet Science
- Lilly Lang and McKenna Creswell – Participated in State FFA Honor Choir – second year Arlington had participants
- First District III Livestock Judging Contest – Kora Schaapveld, Erica Fuchs, Logan Hilgenkamp and Everett Jensen competed
- State qualifier: 2nd place team: Biotechnology (Erika Cruikshank, Libby Hegemann, Ethan Hilgenkamp – 2nd place, Peyton Stuehmer)
- State qualifier: 2nd place team: Natural Resources (Luke Ott – 2nd place, Jake Flesner, Tucker Jorgensen, Luke Sharp)
- State qualifier: 2nd place team: Livestock Management (Ethan Hilgenkamp, Aaron Fuchs, Libby Hegemann, Erika Cruikshank, Addi Hilgenkamp, Lydia Schaapveld)
- State qualifier: 2nd place team: Farm & Agribusiness Management (Peyton Timm, Jake Vanek, Luke Ott, Henry Lancaster – 3rd place) Team 2 was 3rd – Joe Burns – 4th, Luke Sharp, Tate Johannes, John Von Behren – only 1 team per school at state
- State qualifier: 2nd place team: Agronomy (Aaron Fuchs – Ind. Champion, Ethan Hilgenkamp, Wes Monke, Brock Lauritsen)
- State qualifier: 3rd place team: Vet Science (Libby Stork, Lydia Schaapveld, Hailey O'Daniel, Gracen Adams)
- State Qualifier: 4th place team: Agriscience (Alexa Cruikshank, Tucker Jorgensen, Trenton Hansen, Addi Hilgenkamp)
- State Qualifier: 5th Place Team: Floriculture (Gwen Von Behren – Ind. 2nd Place, Adrianna Mincer, Gwen Bostwick, Emma Lucas)

- **District Individual Champions-**
 - Brooke Hilgenkamp – Vet Science Placement Proficiency
 - Luke Ott – Small Animal Proficiency
 - Adrianna Mincer – Ag Sales Proficiency
 - Aaron Fuchs – Agronomy
- **Proficiency Applications Completed –**
 - **15 Completed, 8 State Qualifiers – Both most in program history beating 2023-24 year**
 - Brooke Hilgenkamp - Vet Science - Gold - District Champion - State Qualifier - State Finalist, State Champion
 - Adrianna Mincer - Ag Sales Placement - Gold - District Champion - Gold at state
 - Libby Hegemann - Equine Production - Gold - State Qualifier - silver at State
 - Blaine Vogt - Diversified Ag Production - Gold - State Qualifier - State Qualifier - Silver at State
 - Luke Ott - Diversified Livestock Production - Gold - State Qualifier - Bronze at state
 - Aaron Fuchs - Grain Production - Gold - State Qualifier and silver at state
 - Henry Lancaster - Beef Production - Gold - State Qualifier - Bronze at State
 - Ethan Hilgenkamp - Goat Production - Gold - State Qualifier - Silver at State
 - John Von Behren - Diversified Ag Production - Gold
 - Lydia Schaapveld - Beef Production- Gold
 - Gracen Adams - Small Animal Production - Gold
 - Libby Stork - Small Animal Production - Gold
 - Wes Monke - Ag Sales Placement - Bronze
 - Kynlea Kleveland - Equine Science - Bronze
 - Katie Moss - Equine Science - Bronze
- **State Degree Recipients** – now 15 in program history
 - Aaron Fuchs
 - Libby Hegemann
 - Peyton Timm
 - John Von Behren
- **Individual STATE CDE/LDE Medalist/Placers**
 - Brooke Hilgenkamp – Vet Science Proficiency Finalist – State Champion
 - 1st Proficiency Champion in Program History
 - Lydia Schaapveld – Vet Science – 9th Place
 - Joe Burns – Farm and Agribusiness Management - 10th Place
 - Everett Jensen – Discovery Speaking MS – State Finalist, 3rd Place
- **Top 5 State Teams**
 - Jr. Horse Eval – 2nd Place – Alexa Cruikshank, Calvin Flesner, Naomi Nelson, Addy Beam
 - Milk Quality and Products 4th Place – Ethan Hilgenkamp, Tate Johannes, Luke Sharp, Jake Vanek
- Attend National Convention with National Qualifying Horse Eval team – Libby Hegemann, Erika Cruikshank, Gracen Adams, Jake Flesner and Haydn Hegemann alternate and travel for Jake
- Corn Challenge 1st Place, Ag Literacy and Extra Mile Champions – Aaron, Wes, Luke, Ethan, Haydn, Brock
- Ag Week Luncheon with Fremont Chamber – Ethan Hilgenkamp, Erika Cruikshank, Libby Hegemann, Peyton Timm, Lydia Schaapveld

State FFA Convention Results

Veterinary Science - BLUE - 7th out of 36

Lydia Schaapveld - 9th - Purple,
Hailey O'Daniel - 17th- blue
Libby Stork - Red
Lilly Lang

Agronomy - BLUE - 8th out of 60

Aaron Fuchs - 14th - Purple
Ethan Hilgenkamp - Blue,
Wes Monke – Blue
Brock Lauritsen

Biotechnology - WHITE - 11th out of 24

Tate Johannes – Red
Peyton Stuehmer – White
Erika Cruikshank
Libby Hegemann

Natural Resources - BLUE - 13th out of 77

Luke Sharp – Purple
Jake Vanek – Blue
Luke Ott – Blue
Jake Flesner

Agriscience - BLUE - 14th out of 133

Tucker Jorgensen – Purple
Trenton Hansen – Blue
Alexa Cruikshank – Blue
Calvin Flesner – Blue

Livestock Management - RED - 18th out of 49

Team members: Ethan Hilgenkamp, Libby Hegemann, Aaron Fuchs, Lydia Schaapveld, Erika Cruikshank, Addi Hilgenkamp (no individual awards, full team contest)

Farm & Agribusiness Management - RED - 19th out of 60 (first year this was a qualifier)

Joe Burns - Purple - 10th - Purple
Henry Lancaster - Red
John Von Behren - White
Peyton Timm - White

Floriculture – 33rd out of 60

Adrianna Mincer – Blue
Mackenzie Kugler
Gwen Bostwick
Gwen Von Behren

Extemp Speaking – Joe Burns – Silver, Tate Johannes – Silver

Cooperative Speaking – Ethan Hilgenkamp – Gold

Discovery Speaking – Everett Jensen – Gold Finalist, 3rd Place

Ag Literacy Speaking – Brantley Fullner - Silver

STATE Horse Eval – May 19, 2025 –

- Jr. Team – 2nd Place State Runner-up
 - Reasons Team – 7th
 - Performance Team – 5th
 - Halter Team – 4th

Individually

- Alexa Cruikshank – 3rd, 4th Halter, 4th performance, 12th reasons
- Calvin Flesner 12th, 12th halter
- Naomi Nelson 20th,
- Addy Beam
- Sr. Team-
 - Participants – Kynlea Kleveland and Katie Moss

Local Events

- Officer Retreat – Lake Wanahoo and Omaha – 1 Day MAP training, then 1 day of team time
- AYS/FFA Tractor Pull – set-up, concession stand, clean-up
- Pool Party – cancelled, city pool was broken
- Washington County Fair Tractor Pull – take tickets
- County Fair Ag Zone – with Washington County Farm Bureau and Blair FFA
- Kick-off meeting – August – Ballfields, sandwiches and cookies before kickball and wiffle ball
- Jacket Scholarships from Arlington FFA Alumni and Supporters – 23 recipients
- Dash for Trash – September Meeting
- Husker Harvest Days – Agronomy and Corn Challenge teams and officers
- Halloween Party – N/A due to nationals and no dates on calendar
- Canned Food Drive (participate and help FBLA)
- Land Eval Practice Pits
- CVA Oakland Hub Tour
- National Convention – 5 attendees for horse eval team
- Fruit Sales – meat, cheese, candies, and butterbraids
- Local Leadership Night – Discovery and Chapter Degrees Awarded, Jacket Recipients and LDE practice night
- Holiday Party – Gift exchange, dodge ball – Valentinos pizza and breadsticks served
- Connecting Chapters Participation and Activities with Farm Bureau
- FFA Week: - Blizzard and 3 days no school
 - Staff Appreciation– trail mix
 - ‘merica Monday - Monday
 - Official Dress - Tuesday
 - FFA t-shirt day – Thursday – SNOW DAY BLIZZARD moved to following week
 - Dress like a farmer – Wednesday – SNOW DAY BLIZZARD
 - Member Breakfast – served by alumni for members and alumni members
 - Tractor Day – 30 tractors driven
 - Hat Day
 - FFA Emblem Hunt (3 emblems hidden in High School)
 - Golden Tractor Hunt
- Washington County Cattlemen Banquet – helped serve meal
- Banquet and Silent Auction –
 - cupcakes/lemonade served 3-4 w/ auction, Program at 4 PM Sunday Afternoon in main gym
 - videos video boards
- Weekly Officer Meetings

- Officer Elections – 12 applied for the 25-26 team
- MS Rewards Trip – went bowling 30 Bowl and to DQ
- End of Year Picnic and recruitment for next year – hamburgers, hotdogs, chips, lemonade served, held corn hole tournament
- Arlington FFA Alumni and Supporters continues – Kori Jensen, Mindy Hilgenkamp, Cal Jorgensen and Joy Lauritsen exec team

Competitions

- AQHYA Horse Judging Contest in Oklahoma City
- State Crop Scouting
- HHD – Crops Challenge
- Dairy Judging
- Leadership Development Events –

MS Ag Literacy Speaking

Brantley Fullner - District runner-up, STATE QUALIFIER
 Grant Monke - Purple, Alternate to State
 Erica Fuchs - Purple

MS Discovery Speaking

Everett Jensen - District Champion, STATE QUALIFIER
 Brody Stork - Purple
 Logan Hilgenkamp - Blue

Creed Speaking

Alexa Cruikshank - Purple, finalist
 Addi Hilgenkamp - Purple
 Ethan Woods - Red

Jr. Public Speaking

Erika Cruikshank - Purple, Alternate to state
 Brock Lauritsen - Blue
 Nate Wilkins - Blue

Cooperative Speaking

Ethan Hilgenkamp - 3rd Purple, STATE QUALIFIER

Extemporaneous Speaking

Tate Johannes - District Champion, STATE CHAMPION
 Joe Burns - District runner-up, STATE QUALIFIER

Ceremonies - District runner-up, Purple

Aaron Fuchs, Libby Hegemann, Peyton Timm, John Von Behren, Lydia Schaapveld, Luke Ott,
 Ethan Hilgenkamp

Public Speaking

Gracen Adams - Purple
 Wes Monke - Purple
 Kynlea Kleveland - Red

Employment Skills

Henry Lancaster - Blue
 Adrianna Mincer - Blue

Natural Resources Speaking

Luke Sharp - Blue
 Ben Flesner - Red

Ag Demonstration - Blue

Lydia Schaapveld, Lilly Lang, Libby Stork

Career Development Events – 8 State Qualifying Teams**

1. Land Evaluation
2. Livestock Eval Jr.
3. Livestock Eval Sr.
4. Agronomy **
5. Floriculture **
6. Vet Science **
7. Poultry
8. Agriscience **
9. Natural Resources **
10. Food Science
11. Biotechnology **
12. Ag Sales
13. Ag Tech & Mech
14. Livestock Management **
15. Farm & Agribusiness Management **
16. Ag Communications
17. Nursery and Landscape
18. Milk Quality Products

Regional Envirothon

State Horse Evaluation

State Fair Livestock Shows

Corn Challenge 1st Place, Ag Literacy and Extra Mile Champions – Aaron, Wes, Luke, Ethan, Haydn, Brock

Banquet Awards

Most Active Member: Ethan Hilgenkamp 2nd Place: Aaron Fuchs

STAR Greenhand: Brock Lauritsen

STAR Chapter: Ethan Hilgenkamp and Haydn Hegemann

Top Fruit Salesman: Jack Sorensen

Scholarship Pins (Top GPA in their grade level, above a 3.0)

8th: Brantley Fullner

9th: Gatlin Campbell, Alexa Cruikshank, Addi Hilgenkamp

10th: Erika Cruikshank

11th: Luke Ott

12th: Libby Hegemann, Joe Burns

Leadership Pins (Top Point earners in each grade)

8th: Logan Hilgenkamp – Certificate – Erica Fuchs, Everett Jensen

9th: Brock Lauritsen - Certificate – Tucker Jorgensen, Addi Hilgenkamp

10th: Ethan Hilgenkamp - Certificate – Erika Cruikshank, Haydn Hegemann

11th: Luke Ott– Certificate – Lydia Schaapveld, Luke Sharp, Wes Monke, Henry Lancaster

12th: Aaron Fuchs – Certificate – Libby Hegemann, Peyton Timm

WEEKLY UPDATE LINK - <https://sites.google.com/apseagles.org/arlingtonffa24/home>

Instrumental Music

Participation:

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	11-10	11-12	12-13	13-14
HS	56	62	24	22	31	22	24	22	35	29	24
JH			25	30	31	28	20	17	17	21	20
5 th Grd	26	20	24	26	23	15	15	14	9	9	18
6 th Grd	21	32	22	17	20	14	9	13	12	21	14

	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
HS	16	19	21	20	18	24	26	30	35	35	31
MS	23	28	24	24	31	35	31	29	20	31	37
5 th	16	21	21	16	30	24	14	20	27	32	21
6 th	13	14	17	21	17	21	17	19	22	22	20
St. Paul's			4	4	3	1	3	5	4	5	4

Highlights:

Band: Summer Band Lessons, (Tues/Wed 8-3:30, 4-weeks, 28 students received one-on-one instruction)
 Washington County Fair Parade
 State Fair Parade
 1 Student Auditioned for All State
 Pep Rallys - 4
 Football Pep Band, Sr. High (4 games)
 Volleyball Pep Band, Sr. High (1 game)
 Basketball Pep Band, Sr. High (8 games)
 Trip to Girls State Basketball for Pep Band
 High School Band Performance for Veterans Day
 Village Pointe Holiday Parade Performance, MS. and Sr. High
 Winter Music Concert 5th and 6th, MS. and Sr. High
 Band Soup Supper 5th and 6th, MS. and Sr. High
 Beginning Band Orientation and Open House – 4th Grade, interested 5th and 6th graders -
 Beginning Band Concert 5th and 6th Grade
 Graduation Performance, High School Band
 Elementary Graduation Performance, 6th Grade
 Spring Music Concert, MS High
 Spring Music Concert, Sr. High
 Memorial Day Performance, MS and HS

Individual:

Doane Honor Band - Caitlyn Camp (Honor Band), Maddie Larsen, Gus Burns and Jax Tighe (Festival Band)
 Kearney Underclassman Honor Band: Honora Andreasen and Maddie Larsen
 Wayne State Honor Band: Allie Larsen and Kennedy Bennett (Middle School)/ Grace Siver, Rylie Kylo, Honora Andreasen and Maddie Larsen (High School)

IWCC Honor Band:

MS: Marissa Blake, Erica Fuchs, Everett Jensen, Aliah Rodriguez, Tyler Praus, Kerrigan Johannes and Kennedy Bennett

HS: Grace Siver, Peyton Stuehmer, Honora Andreasen, Maddie Larsen and Garrett Hager

Stanton MS Honor Band: Marissa Blake, Erica Fuchs, Kennedy Bennett, Skyler

Fastenau, Aliah Rodriguez, Ella Quinn, Isaiah Fuchs and Irie McCoy

NCC Honor Band: Grace Siver, Rylie Kylo, Caitlyn Camp, Will Ricker, Honora Andreasen, Evie

Bottger, Sofie Lewis, Cayla Dabney, Maddie Larsen, Kolby Tighe and Gus Burns

Class B All-State: Caitlyn Camp, Honora Andreasen and Maddie Larsen

Blair Middle School Honor Band: Kennedy Bennett, Ella Quin and Kerrigan Johannes

District Music Solos and Small Groups- 5 Solo and Ensemble Entries

Concert Band: 2 Superior Rating

Superior 1 Ratings:

Grace Siver: Clarinet Solo

Caitlyn Camp - Bass Clarinet Solo

Maddie Martens and Sydney Kallhoff - Flute Duet

Excellent 2 Ratings:

Honora Andreasen and Maddie Larsen - Brass Duet

Rylie Kylo and Sofie Lewis- Mixed Duet

Pender Elementary Honor Band: 25

Total Performances: 5th- 3, 6th- 4, Jr High -9, Sr. High - 26

Director: Allison Mastny

Personnel Vocal Music

Director: Barina Buresh Crosland

Participation:

	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>
HS	44	53	43	39	57	35	30	30	41	52	45	38
JH	66	52	42	49	52	52	50	51	67	73	58	70
5 th Grd	34	35	39	42	37	47	42	50	46	47	39	55
6 th Grd	42	40	35	41	40	37	45	43	50	47	46	44

	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
HS	41	42	47	41	43	51
JH	74	62	65	82	52	54
5th Grd	53			53	55	40
6th Grd	53	53	62	59	52	55

Highlights

High School Choir

Musical Production "The Music Man"
 National Anthem at Athletic Events
 • Choir sang for Boosters Pep Rally
 Conference Choral Clinic hosted @Logan View
 December concert
 Soup Supper Performance
 District Music Contest, Solos and small ensembles (9 Superior ratings, 5 Excellent ratings)
 Spring Concert and Vocal/Instrumental Showcase Recital
 Arlington High School Graduation performance

Junior High Choir

October Concert
 Winter concert, December
 Soup Supper Performance, February
 Spring Concert, April
 Middle School Show Choir All year this year
 Some participated in tech crew for the musical "The Music Man"
 Middle School recital was May 13 with vocal and instrumental performances.

High School "Soaring Sound" Show Choir (14)

Performed at Middle School October Concert
 Competed at Peru Show Choir Festival
 Winter Concert Performance
 Blair Show Choir Workshop January
 Participated in Festival of the Arts through Midland
 This included a few workshops and live critiques of our performance.
 Participated in Nebraska Choral Directors Association Competition @Omaha Skutt (canceled due to weather)
 Spring Concert Performance
 District Music Contest.

Individual Honors

Kolby Tighe, Rafa Magnino, Jax Tighe, Clayton Coe, and Lillian Lang were selected for Nebraska Allstate Choir; Lillian Lang was selected as a soloist finalist.
 10 Arlington Middle School Students were selected for Middle School Allstate Choir: Veya Boyer, Clio Flatt, Carmyn Gonzales, Sophia Melo, Addison Morgan, Cove Workman, Marissa Blake, Ali Burns, Brielle Lozo, Irie McCoy.
 Midland Vocal Festival, Lillian Lang selected for the 20 voice select group. Lillian Lang, Kolby Tighe, Jax Tighe, Clayton Coe, and Rafa Magnino were selected for mixed chorus, Grace Siver and Gabrielle Hill were selected for the women's chorus.
 Doane Honor Choir: These students were selected but we did not attend due to weather cancellation: Lillian Lang, Clayton Coe, Austin Hill, Kolby Tighe, Wyatt Flesner, Corinne Crosland, Kallan Reed
 Vocal Music received 9 superior ratings and 5 excellent ratings at District Music Contest.
 Kolby Tighe was selected as a lead role for the Midland Allstate Musical performance of "Something Rotten"

Jax Tighe was selected as an ensemble member for "Something Rotten"

10 Middle School Students were selected for the Nebraska Middle School Honor Choir: Jaxon Baxter, Veya Boyer, Skyler Fastenau, Clio Flatt, Brielle Lozo, Elizabeth Nelson, Levi Nysingh, Teagan Reed, Ronan Ruwe, Cove Workman

7 Students selected for the Wayne Mixed Honor Choir : Clayton Coe, Corinne Crosland, Garrett Hager, Lillian Lang, Rafa Magnino, Kallan Reed, Jax Tighe.

3 Students selected for Womens Wayne Honor Choir: McKenna Creswell, Kylee Huss, Grace Siver

7 Students selected for Singing Youth Honor Choir: Kylee Huss, Clio Flatt, Chloey Keen, Reid Lancaster, Jax Tighe, Dylan Rinas, Ashton Vollmer.

7 students attended Stanton Honor Choir: Clio Flatt, Cove Workman, Addison Morgan, Elizabeth Nelson, Carmyn Gonzales, Brielle Lozo, Ariana Nicholson.

3 students selected for FFA State Choir: Clayton Coe, Lillian Lang, McKenna Creswell.

Kolby Tighe selected as a call back audition for NHSTA Nebraska High School Theatre Awards.

TBA students selected to attend NCDA Middle School Honor Choir

TBA students selected to attend NCDA High School Honor Choir

8 students were selected for Sing Around Nebraska Honor Choir: 4th grade: Hayden Bebout, 5th grade: Aspen Fairhead and Olivia O'Reilly, 6th grade: Harper Taulborg, Aiden Oltjenbruns, Isaac Hansen, Camden Campbell, Amelia Villwok.

National Honor Society – 2024-2025

Participation:

	<u>98-99</u>	<u>99-00</u>	<u>00-01</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
HS	NA	24	18	27	28	27	28	20	28	29	33	27	26	43	31
	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>			
HS	24	25	25	25	20	26	22	20	24	22	22	28			

Highlights:

- Coordinated and ran blood drive in the spring- collected over 25 donations
- Participated in the recycling program through school
- Collected pop tabs for Ronald McDonald House
- Distributed programs for graduation and honors night
- Hosted stand-a-lone initiation in the fall

Goals:

The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools.

Sponsor(s): Janelle Lorsch & Shawna Koger

One Act 24/25

This year we went a little more tragic/dramatic. We performed "A Monster Calls". It is a play about a boy learning how to deal with his grief that his mother is dying of cancer. It really pulled at the heartstrings as many of know/knew someone with cancer. This year, all but one cast member eligible all season long. The students were extremely committed to our show as well as their other school activities and work. This led to our age old conflict of not having everyone there until crunch time, but somehow we pulled through for a record breaking season. We went to the first ever DC. West Triangular, and had a blast there. We received 3rd place @ NCC and 4th at districts with the TOUGHEST competition to date, and they ROCKED it! Everyone LOVED the show. Kolby Tighe won Top Performer at NCC. That is HUGE. It all came down to judges preference. We would have scored 3rd or 2nd based on points. We also had a BUNCH of new faces this year, and that was super fun!

Dr. Lewis came to ALL performances, and Mr. Pfingsten came to two of the four! The kids really appreciate them showing up and supporting them. It makes a difference.

Total Number of student participants: 22

Academic All-State Winners:

Kolby Thighe

Katy Douglas

Budget:

Beginning Balance	Expenditures- 2024	Revenues	Balance
2084.54	- \$675	\$836.30	\$2245.84

Sara O'Connell, Faye Kreikemeier

Skills U.S.A. 2024-2025

Chapter Membership:

<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
15	30	23	31	46	37	42	41	22	20	25	0	18	18	36	32

Chapter Members:

Seniors:

Zane Gerrish
Libby Hegemann
Kaylie Herman
Shane Japp
Stokely Lewis
Peyton Timm

Juniors:

Valeria Carvajal
Ben Flesner
Jake Flesner
Dianna Flores
Gabrielle Hill
Kynlea Kleveland
Emma Lage
Lillian Lang
Savannah Lang
Ashton Lisko
Katie Moss
Kallan Reed
Tessa Spivey
Libby Stork
Emme Timm
Macy Wolf

Sophomores:

Ella Chamberlain
Leah Franzluebber
Haydn Hegemann
Carter Olson
Aspen Smutz
Addison Thomas
Zackery Vogt

Freshman:

Brock Lauritsen
Winston Slykhuis

State Skills U.S.A. Participation:

On April 10-12th, 18 students attended the State Conference in Grand Island and competed in 8 different events with 1 student receiving 2nd place in their competition. Below is a list of students that attended and their competitions.

Valeria Carvajal: Job Skill Demonstration- Open & Health Knowledge Bowl

Ben Flesner: Cabinetmaking

Jake Flesner: TeamWorks

Leah Franzluebbers: Health Knowledge Bowl

Zane Gerrish: TeamWorks

Haydn Hegemann: TeamWorks

Libby Hegeman: Medical Terminology & Health Knowledge Bowl

Kaylie Herman: Medical Terminology

Gabrielle Hill: First Aid-CPR & Health Knowledge Bowl

Shane Japp: Motorcycle Service Technology

Oliver Ladehoff: Job Skill Demonstration- Open

Lillian Lang: Health Knowledge Bowl

Stokely Lewis: TeamWorks

Katie Moss: Welding Sculpture

Aspen Smutz: Health Knowledge Bowl

Addison Thomas: Health Knowledge Bowl

Peyton Timm: Medical Terminology

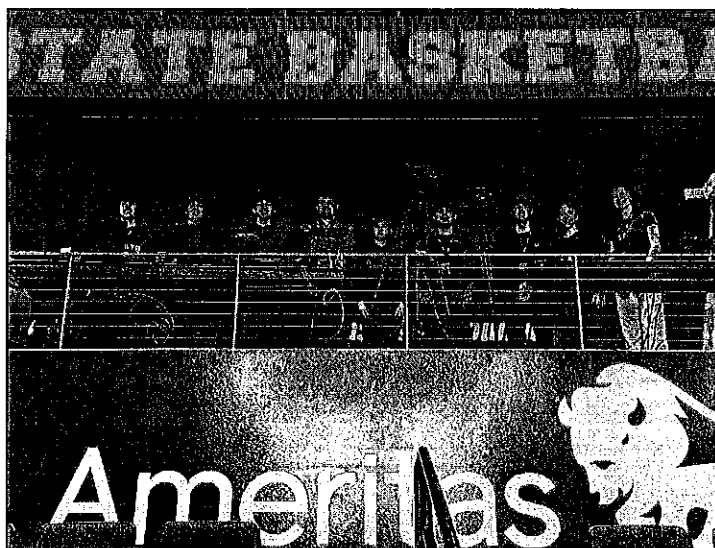
Macy Wolf: Health Knowledge Bowl

HS Students		MS / Elem Students
Joe Burns Nathan Erwin Donna Flores Aaron Fuchs Caden Hope Tate Johannes Trent Koger Emma Lage	Britt Nielsen Conner Peters Will Ricker Peyton Stuehmer Kolby Tighe Ashton Vollmer Whitney Wollberg Ethan Woods	Addy Cech Emma Halley Preston Kizeor Wesley Koehler Lilly McChesney Tyler Praus Teagan Reed Kylie Smith Carter Wimer

These students and more middle school and upper elementary students have worked in various ways to stream over 50 events this school year. For the 2024-2025 school year up today, our website analytics reported that we had almost 12,400 unique devices and users with over 500 viewers during the Girls Basketball SubDistrict Final game and over 13,000 web/mobile plays. These students have been part of learning how to run equipment, lead in a producer role, and communicate in a way that keeps viewers engaged and interested in the game or event. We have incorporated many skills that allow us to work with advertisers, student produced content, multiple camera angles that help take our production to the next level.

Our crew also got the chance to go on the road multiple times this season. An away football game at Conestoga, worked 8 games at state softball, 2 games each at state volleyball, girls and boys basketball for the Striv Education team. We supplied students for all 8 positions for volleyball and basketball: director, main camera, iso camera, floor camera, Wirecast/Scoreboard, replay, play by play, and color commentary. It was very successful and the students represented ArloStriv, APS, and Arlington very well.

Mr. Parson couldn't be more proud of the growth, maturity, and success that the senior students have shown through the years. With the addition of the video board, Mr. Parson was able to focus on that while leaving all the production work during basketball to many of these valuable ArloStriv members. Kolby with a K, Caden, Britt, Joe, Aaron, Trent and Whitney have all served in roles that helped us have an amazing production that receives many compliments from across the state.



HS STUDENT COUNCIL

ARLINGTON
PUBLIC SCHOOLS



High School Membership:

96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
NA	NA	NA	NA	NA	NA	NA	NA	40	35	33	46	60

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
62	60	52	36	31	31	39	35	40	46	34	18	22

22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32
20	19	23							

2024/2025 Highlights:

- Homecoming Spirit Week Events & Dance
- Homecoming School Pep Rally
- Homecoming Coronation Ceremony
- Locker magnets for every middle school/high school individual in every sport/activity (1230)
- Halloween Coloring Contest
- Penny War – Fundraiser for items for the room of requirement (\$1650.42 Raised)
- Candy Gram Fundraiser for Valentine's Day
- Holiday/Christmas TA Door decorating contest
- Winter Coloring Contest
- Concession Stands for additional fundraising to support expenses and donations
- Stuffed Animal Drive for Project Harmony – 202 items collected
- Candy Gram – Valentine's Day Fundraiser
- Be Kind Day/Teacher jeans day –Roots to Wings donation
- Daily Pledge of Allegiance and announcements for the high school
- Paper recycling for high school throughout the school year
- High School Teacher/Staff Appreciation Week - Cards, Snacks, Drinks, Donuts
- Walk of Fame for State and National participants – Posters
- Posters for FFA state qualifiers and FBLA state finalists --- Nationals Posters
- Small signs for all FBLA & Skills USA members attending their state leadership conference to compete
- Senior Spotlight Posters
- Awarded a \$300 scholarship
- Staff Spotlight posters
- Picture collages for each grade Jr./Sr. High

Officers:

President – Trent Koger

Secretary – Kolby Tighe

Junior Class Representative – Tanner Kylo

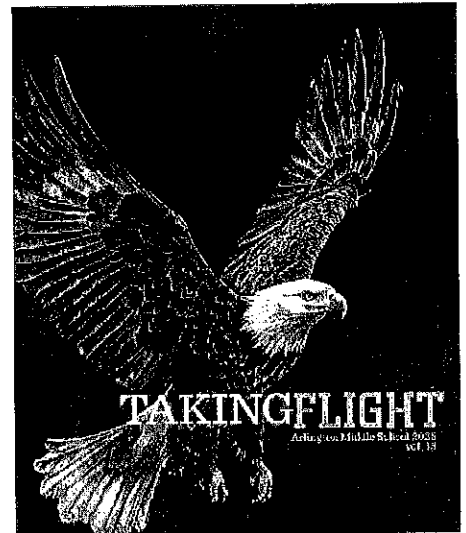
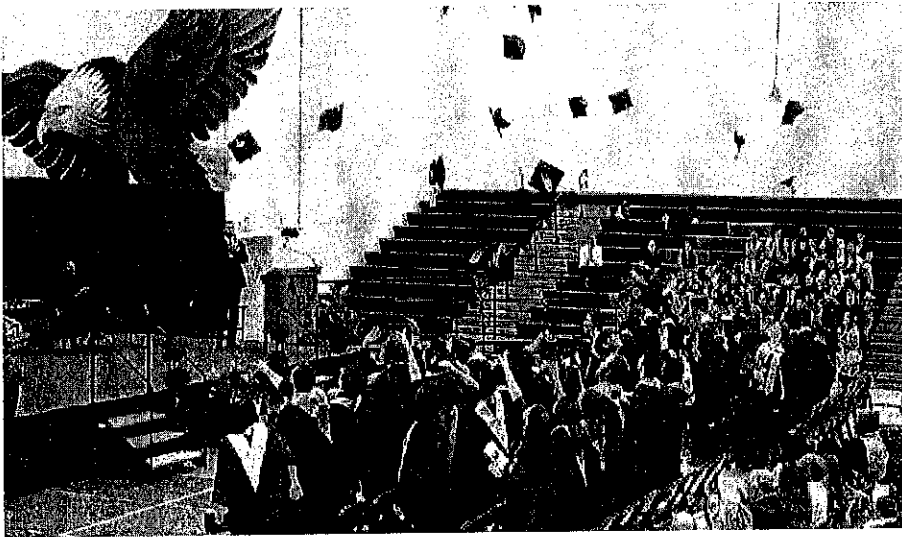
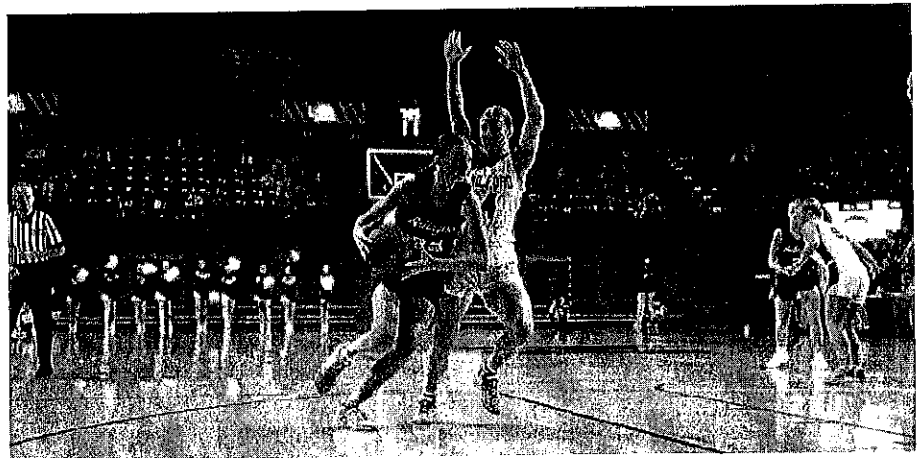
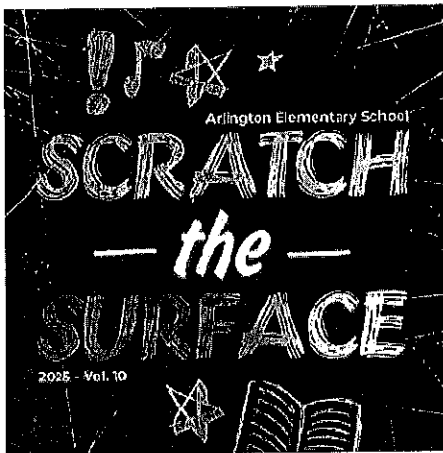
Freshman Class Representative – Lauren Pittman

Vice President – Joe Burns

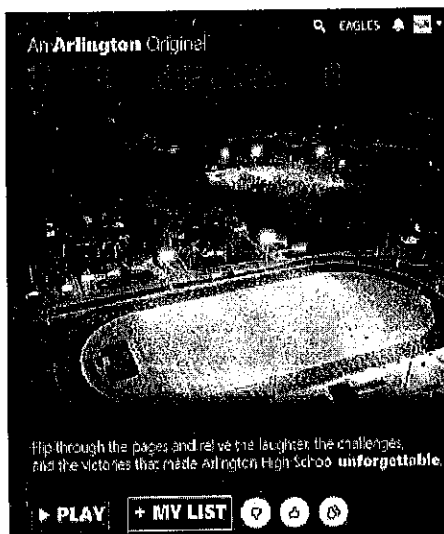
Senior Class Representative – Gus Burns

Sophomore Class Representative – Will Ricker

Sponsor: Cassondra Rolland

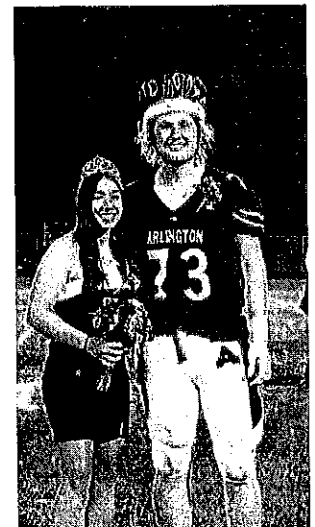


“The Eagle” Yearbook 2025



Arlington Yearbook Stats:

- 12 staff members
- 3 yearbooks - HS, MS, Elem
- 90 HS yearbooks ordered
- 39 MS yearbooks ordered
- 108 Elementary yearbooks ordered
- \$5465 in Advertising Sales



Cheerleading

Participation:

- For the 2024-25 school year 15 cheerleaders tried out and made the squad
- In March, 20 cheerleaders tried out for the 2025-26 school year and 17 made the squad

Highlights

- Attended an NCA summer camp in Ames, Iowa
- Hosted Little Girls Cheer Night with over 100 participants
- Lead the third annual homecoming pep rally

Honors and Awards

- Top Team Band Chant Award (summer camp)
- Placed 2nd in Game Day Cheer (summer camp)
- NCA Spirit Award (summer camp)
- Technical Award for Props (summer camp)
- Eliza Ricker was selected for All American (summer camp)
- 4th out of 11th place in the Traditional Performance (state)
- Academic Excellence Award (state)
- 15 letter winners
- Emmerson Timm was nominated for Booster Club Athlete of the Year by her teammates

Head Coach: Jaden Green

Assistant Coach: Shawna Tierney

Dance

Participation:

	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
HS	18	16	16	16	13	13	11	10	14	14	14
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
	14	14	14	12	12	14	10	10	11	9	11
	19-20	20-21	21-22	22-23	23-24	24-25					
	11	11.	11.	8	9.	9					

Highlights:

- Welcomed 2 new dancer to the team, both being sophomores.
- Competed in Nebraska State Cheer & Dance Competition in February (in Grand Island) we took one routine
 - Entered in C1 hip hop
- Performed at all home football games and Fall sports pep rally.
- Performed at Homecoming football game
- Performed at all home boys basketball games
- Held a "Little Girls Dance Clinic"
- Held a "Cow Pie Bingo" fundraiser and the team made enough for each girl to use \$400 towards her summer camp fee
- Attended Just For KIX Summer Dance camp in June (in Storm Lake IA)
- 9 letter winners
- Performed at halftime of the girls state basketball game at the Bob Devanney center

Arlington Cross Country 2024

The 2024 cross country season was truly one for the books! Our theme for the season was *"No Excuses."* We had 15 boys and 6 girls to fill out two full teams! This year our team captains were Hailey O'Daniel, Whitney Wollberg, Kolby Tighe, and Gus Burns. I was blessed to have such a tight-knit group of athletes, and I was always so proud of them for their grit, determination, and their desire to be successful day in and day out.

Both teams performed exceptionally this year. The girls' team earned runner-up finishes at the Arlington Invite, the Fort Calhoun Invite, and the Capitol Conference meet! The boys' team earned four runner-up finishes at Concordia, Arlington, Blair, AND the C-2 District meet! Our best performances of the season for our girls' team, as a whole, came at the district meet with 5 of 6 running personal bests or course bests! The boys' team had their best performance at the State meet! (The best time to do it!!)

At a very tough C-2 District meet, our girls finished 4th in an extremely tight team race. Hailey was district champion and Corinne May placed 7th. Both qualified for the state meet. Kolby was the district champion on the men's side, John Morrison placed 5th and Ashton Vollmer placed 7th, individually earning a ticket to the state meet! Our boys' team also qualified for the state meet, with an impressive runner-up finish... which, although was not out of the realm of possibilities, it was a bit unexpected! This was the 4th straight year our boys team has qualified for state!

The state meet was absolutely beautiful and the weather proved to help our athletes excel! Hailey ended a perfect season with a state championship and a PR of 19:26. Corinne The boys team placed 8th out of 15 teams, led by Kolby, who earned 6th place and his first state medal! John was 28th and Ashton was 39th! All of our runners either had PR's or course bests at the state meet, as well! Overall, it was another great year of ARLO CC!

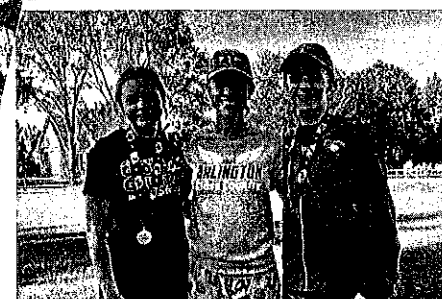
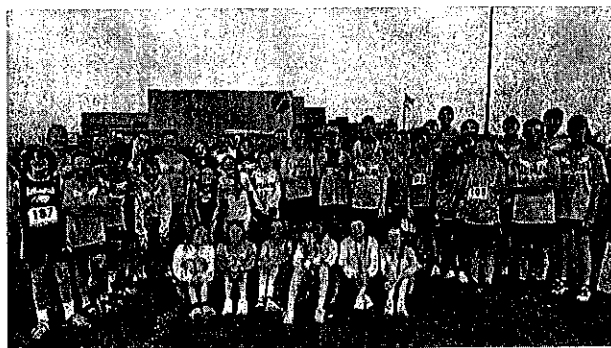
Letter Winners: 6 girls, 6 boys

NCPA Academic All-State: Whitney Wollberg, Hailey O'Daniel, Kolby Tighe, Gus Burns

B.C. Athletes of the Year: Hailey O'Daniel, Kolby Tighe

Team Awards:

- **Male Most Valuable Runner:** Kolby Tighe
- **Female Most Valuable Runner:** Hailey O'Daniel
- **Most Improved:** Rafa Magnino
- **ARLO XC Family:** Gus Burns
- **Consistency:** Corinne May
- **Rookie of the Year:** Ashton Vollmer



Participation

Year	Boys	Girls
2000	10	9
2001	10	-
2002	12	2
2003	4	3
2004	4	3
2005	6	4
2006	12	10
2007	14	10
2008	14	8
2009	21	8
2010	24	9
2011	18	6
2012	14	6
2013	14	5
2014	16	5
2015	11	3
2016	13	1
2017	16	4
2018	16	3
2019	18	4
2020	13	5
2021	11	8
2022	12	8
2023	14	6
2024	15	6

Head Coach:

Michaela Curran

Assistant Coaches:

Helen Regier, Anna Hornung

Volunteer Coach:

Laurie May



2025 Football Season in Review

High School Coaches

Connor Eurek
Jared Franzluebbbers
Steven Gubbels
Luke Hoelsing
Logan Kaup
Layne Laaker
Troy Schlueter

Junior High Coaches

Jake Eckhardt
Jeff Hallstrom
Jake Polk

Participation

HighSchool 49 Participants at the end of the season
Junior High: 24 Participants at the end of the season

Regular Season Records

Varsity 4-5; 3-2 in District Play
JV 1-5
Junior High 4-2

NCPA Academic All-State

Zane Gerrish
Luke Ott

District Honors

1st Team

Arlington DB Dallin Franzluebbbers 6-0 155 12
Arlington RB Killian McIntosh 6-0 190 12

Arlington TE Trent Koger 6-6 205 12
Arlington LB Oliver Ladehoff 6-0 195 11
Arlington LB Stokely Lewis 6-1 210 12

Honorable Mention

Arlington OL Brodie Wilkins 6-1 180 11
Arlington RB Ben Flesner 5-10 185 11

Arlington WR Luke Sharp 6-0 160 11
Arlington QB Owen Ladehoff 5-11 170 10

Letterwinners

Chappelear	Lucas
Erwin	Nate
Flesner	Ben
Flesner	Jake
Flesner	Calvin
Foust	Karson
Franzluebbers	Dallin
Gerrish	Zane
Hancock	Cameron
Hansen	Trenton
Hope	Caden
Jess	Andrew
Jorgensen	Tucker
Koger	Trent
Ladehoff	Owen
Ladehoff	Oliver
Lauritsen	Brock
Lewis	Stokely
Logemann	Ryder
Logemann	Schuyler
Marfisi	Peyton
McIntosh	Killian
Meyer	Tanner
Monke	Wes
Morgan	Jack
Moss	Ryan
Nath	Brayden
Olson	Carter

Ott	Luke
Price	Lukas
Quinn	Burke
Robinson	Parker
Rogers	Camden
Rosenbalm	Jack
Salinas	Angel
Shada	Landon
Sharp	Luke
Slykhuis	Winston
Spivey	Luke
Staats	Cooper
Wilcox	Oliver
Wilkins	Nate
Wilkins	Brodie
Wirsen	Cameron
Peters	Conner

Season Results

Fort Calhoun	L 0-13
Conestoga	W 30-7
Raymond Central	L 8-41
Norfolk Catholic	L 19-52
Aquinas Catholic	L 12-20
North Bend	W 38-14
Yutan	L 24-34
Tekamah-Herman	W 32-10
Archbishop Bergan	W 20-14

Season Records

Trent Koger 8 blocked kicks

[illegible]

Softball

Participation:	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
HS	14	16	14	21	22	16	14	19	20	20	18	20
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
HS	15	19	26	24	21	27	21	20				
Record:	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Varsity	5-15	14-12	6-14	12-10	14-14	17-10	24-7	26-7	14-12	23-9	19-9	17-15
JV		2-2	5-4	8-4	8-2-1	7-1	3-2	9-2-1	5-5	7-3	9-2	7-2
Record:	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	
Varsity	28-7	23-9	22-8	15-13	16-15	12-13	14-16	12-18				
JV	8-0-1	6-1	7-2-2	6-6	5-2-2	3-5	3-5	2-9-1				

Individual Highlights:

	Varsity	Junior Varsity
Team Captains:	Britt Nielsen & Donna Flores	
Honorary Captain:	Savannah Lang	Lauren Pittman
Offensive Player of the Year:	Kallan Reed	Lauren Pittman
Defensive Player of the Year:	Emme Timm / Tessa Spivey	Adrianna Mincer
Most Improved Player:	Emme Timm / Lilly Lang	Addy Beam
Eagle Pride Award:	Donna Flores	Gwen Bostwick
Dedication Award:	Lilly Lang / Britt Nielsen	Lauren Pittman
Teammate of the Year:	Emme Timm	Donna Flores
Lifter of the Year:	Emme Timm	Lauren Pittman / Kylee Huss
*Most Improved Lifter	Lydia Schaapveld	
Booster Club MVP	Britt Nielsen	

New School Team Record:

Record	
	none

New Individual Season or Career Records:

Player	Record	Years
Tessa Spivey	Strikeouts in a Game - 20	2024

Team Season Highlights

- NCC Regular Season (3-4)
- Runner-up Arlington Invite
- 3rd Place at Wayne Invite
- 4th at GACC Tournament, Bluejay Tournament & NCC Conference Tournament

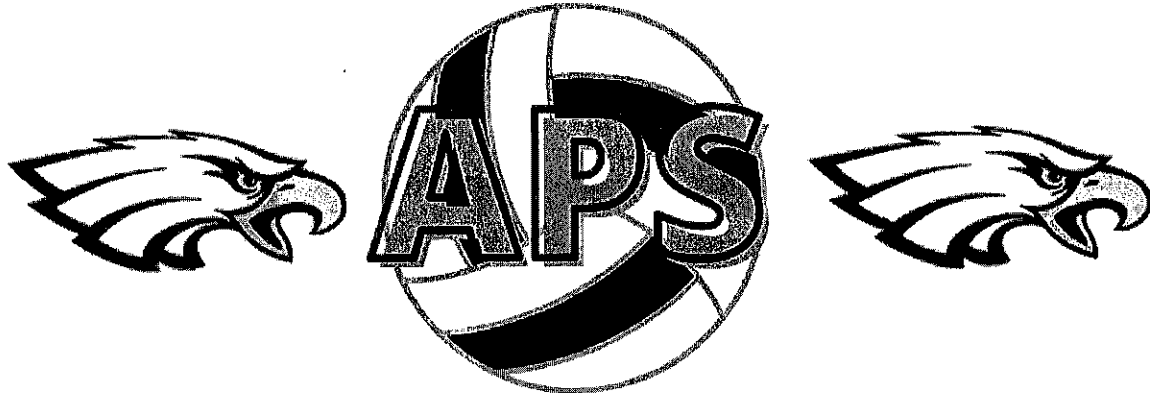
Nebraska Capital Conference Honors:

1 st Team	2 nd Team	Honorable Mention
Britt Nielsen	Lydia Schaapveld	Tessa Spivey
Kallan Reed		

Academic All-State Awards	Britt Nielsen	Lydia Schaapveld
----------------------------------	---------------	------------------

All-State Awards	Omaha World Herald	Lincoln Journal Star
1st Team	(none)	(none)
2nd Team	Britt Nielsen	Britt Nielsen
Honorable Mention	Kallan Reed, Lydia Schaapveld	Kallan Reed, Lydia Schaapveld
All-Omaha Area	none	

2024-2025 Arlington Eagles Volleyball



Participation for 2024-2025 season:

- 28 high school athletes
- 30 jr. high athletes

Records for 2024-2025 season:

- Varsity: 7-22
- JV: 5-10
- Reserve: 3-6
- JH A Team: 6-4
- JH B Team: 9-2
- JH C Team: 9-2

Coaching Staff

High School

- Head Coach – Erin Stosich
- Assistant Coaches – Megan Nissen and Tiffani Peitz

Junior High

- Head Coach – Katee Prenzlowl
- Assistant Coach – Amanda Dennis

Junior High Highlights

The 2024 junior high season was a positive one. The girls grew in their skills and knowledge of the game. The biggest highlight was the A team winning the Fort Calhoun tourney.

High School – Post Season Honors

Letter Winners

Last Name	First Name	Grade
Hilgenkamp	Addi	9
Kyllo	Rylie	10
Hadan	Mylee	10
Bosshart	Lacey	10
Arp	Hayley	10
Wolf	Macy	11
Jones	Jodi	12
Shearer	Callee	12
Herman	Kaylie	12
Timm	Peyton	12

NCPA Fall Academic All State

-

All Conference

- Honorable Mention- Macy Wolf, Peyton Timm, and Mylee Hadan

Omaha World Herald - All Conference / C1 Honorable Mention

-

Lincoln Journal Star - All Conference / C1 Honorable Mention

-

New School Records

Top Ten Personal / Team Bests

- Digs in a game- Mylee Hadan with 37
- Digs in a season- Mylee Hadan with 464
- Ace serves in a match- Peyton Timm with 6
- Assists- Addi Hilgenkamp with 424
- Team digs (top 5) 99 vs LVSS
- Team- match ace serves- 16 vs Schuyler
- Team season digs- 1437

Scholar Athletes

- Callee Shearer- Academic All-State
- Kaylie Herman- Academic All-State

2024-2025 Arlington Boys Basketball End of Year Report

Head Coach: Jake Polk

Assistant Coaches: Kyle Buckingham, Chad Sharp, Gavin Larson

Varsity Record: 13-11

JV Record: 6-8

Reserve Record: 3-10

School Records:

Career Points - Trent Koger - 1,092

Tournaments:

Lincoln Lutheran Holiday Tournament- 0-2

Nebraska Capitol Conference Tournament- 2-1

Roster:

Seniors (3)

Killian McIntosh, Schuyler Logemann, Trent Koger

Juniors: (4)

Oliver Ladehoff, John Morrison, Luke Sharp, Jackson Stosich

Sophomores: (12)

Ryder Logemann, Owen Ladehoff, Ethan Hilgenkamp, Nate Wilkins, Angel Salinas, Jeret Camden, Taevyn Elliott, Nathan Erwin, Parker Robinson, Karson Foust, Carter Olson, Chase Russell

Freshmen: (9)

Jack Morgan, Jack Rosenbalm, Andy Jess, Winston Slykhuis, Calvin Flesner, Liam Shearer, Bentley Beacom, Landon Shada, Mason Hasenauer

Letter Winners: (9)

Trent Koger, Oliver Ladehoff, Owen Ladehoff, Schuyler Logemann, Killian McIntosh, Luke Sharp, Ryder Logemann, Jack Morgan, Jack Rosenbalm

All Conference: (Nebraska Capitol Conference)

Trent Koger-1st Team.

Oliver Ladehoff-2nd Team.

Schuyler Logemann-Honorable Mention

OWH All-Area: Honorable Mention: Trent Koger, Schuyler Logemann, Oliver Ladehoff

OWH All-State: Honorable Mention: Trent Koger, Schuyler Logemann, Oliver Ladehoff

LJS All-State: 2nd Team All State: Trent Koger. Honorable Mention: Schuyler Logemann, Oliver Ladehoff

Huskerland Preps: 2nd Team All-State: Trent Koger

NCPA Academic All-State: Schuyler Logemann & Owen Ladehoff

2024-2025 Arlington Girls Basketball

(End of the Season Report)

Participation

High School: 14

Records

Varsity: 21-5

Regular Season Conference Record: 9-0

Lincoln Lutheran Holiday Tournament: 1st Place Champions

Conference Tournament: 1st Place Champions

JV: 2-13

Head Coach:Tashia Wolf

Assistants: Leslie Gubbels and Josh Hilgenkamp

Jr. High Participation: 30

Jr. High Head Coach: Ben Dobson

Assistant Jr. High Coach: Jacob Haight

Jr. High Team Records:

A Team: 6-3

B Team: 7-0

C Team: 1-3

Highlights:

- Holiday Tournament Champs @ Lincoln Lutheran Holiday Tournament
- Conference Champions
- Regular Season Conference Champions
- Subdistrict Champions
- District Final Champions
- State Tournament Qualifiers
- Emerson Timm career assist record (157 assists)
- Emerson Timm season assists record (380)
- Britt Nielsen scoring 1000+ career points
- Britt Nielsen as the WOWT Athlete of the Week —came with a \$250 check for the program
- Britt Nielsen most points in a season record (435 points)

Seniors:

Libby Hegemann: Letter winner, Scholar Athlete, Academic All-State

Hailey O'Daniel: Letter winner, Scholar Athlete, Academic All-State

Britt Nielsen: Letter winner, Scholar Athlete, Enterprise Athlete of the Week, WOWT Athlete of the Week, 2nd Team All-State Lincoln Journal Star, 2nd Team All-State Omaha, World Herald, 2nd Team, Omaha All Area Girls Team, 1000+ points, Most Points in a season record, Booster Club Athlete of the Year

Juniors:

Grace Adams: Letter winner,

Valeria Carvajal: Letter winner, Scholar Athlete

Adrianna Mincer: Letter winner, Scholar Athlete

Kallan Reed: Letter winner, Scholar Athlete

Tessa Spivey: Letter winner, Scholar Athlete

Emerson Timm: Letter winner, Scholar Athlete, Enterprise Athlete of the Week, 2nd Team All-State Lincoln Journal Star, 2nd Team All-State Omaha, World Herald, 1st Team Omaha All Area Girls Team, Most Assists in a Season record, Most Assists in a Career record

Macy Wolf: Letter winner, Scholar Athlete, Honorable Mention All-State Lincoln Journal Star, Honorable Mention All-State Omaha, World Herald, Honorable Mention Omaha All Area Girls Team

Sophomores:

Hayley Arp: Letter winner, Scholar Athlete

Freshman:

Adilynn Hilgenkamp: Letter winner, Scholar Athlete

Sienna Melo: Letter winner

Lauren Pittman: Letter winner, Scholar Athlete

Student Managers:

Addison Morgan

Finley Timm

Ainsley Wolf

Willia Wollberg

Wrestling 2024-2025

Participation

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
HS	17	15	14	20	17	22	18	16	13	13	14	11	17	21
JH	9	9	6	12	16	11	8	9	11	11	18	24	14	12

Dual Record:

HS	8-8	15-4	10-3	6-8	5-9	4-10	11-10	14-6	22-6	5-16	2-14	2-16	11-7	8-5
----	-----	------	------	-----	-----	------	-------	------	------	------	------	------	------	-----

Team Duals- Boys

Kearney Catholic	Ralston	23-56	L
	Fort Calhoun	25-48	L
	Elkhorn	38-40	L
	Adams Central	39-37	W
	Wilber-Clatonia	40-33	W
	Gibbon	42-35	W
	St. Paul	21-54	L
	York JV	60-23	W
	Oakland-Craig	54-15	W
	Stanton	39-35	W
	DC West	54-23	W
	Wisner-Pilger	54-23	W
Boys Town	Pender	33-35	L
	CANCELLED		
	CANCELLED		
	CANCELLED		
	CANCELLED		

Tournaments- Boys

	Place	Points
Columbus Lakeview	11 th	62.5
North Bend	--	--
Kearney Catholic	3 rd	
Ashland-Greenwood	4 th	150
Yutan	4 th	94.5
Arlington	9 th	72.5
NCC	5 th	86
Boone Central	12 th	47
Wakefield	5 th	96
Districts	10 th	68
State	47 th	8

State Qualifiers

120-Jake Flesner
 126- Braxton Soll
 165- Ben Flesner
 190- Tate Johannes

State Medalists

NA

Letter winners

Zane Gerrish, Stokely Lewis, Ben Flesner, Jake Flesner, Cameron Hancock, Tate Johannes, Tanner Kylo, & Braxton Soll

NCPA Academic All-State

Zane Gerrish
 Tate Johannes

Most Valuable Wrestler -- Eagle Warrior MVP

Jake Flesner

Head Coach: Doug Hart

Asst Coaches: Taylor May, Hunter McNulty, & Jake Miller

JH Coach: Russ Vering & Tie Hollandsworth

Stats: Keith Fink

Managers: Peyton Timm, Tyson Soll, & Brody Overholt

Social Media: Kaylie Herman

Girls Wrestling 2024-2025

Participation

	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
Girls	NA	9	14	15

JH GirlsNA 5 9 13

Dual Record:

Girls NA 1-0 6-2 7-2

Team Duals- Girls

- Fort Calhoun- W- 48-27
- Ralston- W- 48-36
- Elkhorn- L- 30-48
- Fort Calhoun- W- 42-35
- Logan View- W- 48-36
- Blair- L- 18-61
- Blue River- W- 36-34
- Raymond Central- W- 66-6
- Northeast Nebraska- W- 54-24

Tournaments- Girls

Columbus Lakeview- 5th Place- 72 Points
North Bend Central- Cancelled
Wahoo Invite- 8th Place- 85.5 Points
JCC Invite- 1st Place- 168 Points
Malcolm Invite- 7th Place- 88 Points
Arlington Invite- 1st Place- 177 Points
Capitol Conference Invite- 3rd- 106 Points
Boone Central- 3rd Place- 141 Points
B-1 District Invite- 2nd Place- 121
NSAA State Championships- T-30th Place- 22 Points

State Qualifiers

Rylie Kylo, Kelise Cook-Krivohlavek, Callee Shearer, Caitlyn Camp, Dianna Flores, and Addyson Beam

State Medalists

Kelise Cook-Krivohlavek- 2nd- 120lbs

Letterwinners

Kelise Cook-Krivohlavek, Callee Shearer, Dianna Flores,, Rylie Kylo, Sofie Lewis, Brooklyn Ruskamp, Mya Kitt, Jaydin Allen, Ella Chamberlain, Caitlyn Camp and Addyson Beam.

NCPA Academic All-State

Callee Shearer and Evie Bottger

Most Valuable Wrestler – Eagle Warrior MVP

Kelise Krivohlavek

Head Coach: Layne Laaker

Asst Coaches: Madison Pawoll & Kolton Gilmore

JH Coach: Alex Gill

Stats: Keith Fink

Managers: Eliza Ricker, Jaydee Overholt, & Kora Schaapveld

Social Media: Kaylie Herman

2025 Arlington Baseball Report

Participation

	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
HS	27	34	34	28	26	27	23	25	20	23	25	18	18	22	20	22

Record

	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	
V	0-18	4-8	5-12	3-6	3-13	7-11	16-4	16-7	7-10	9-10	x	9-16	9-13	11-10	
JV	3-9-1	7-0	2-8	2-6	8-7	15-2	11-7-1	10-4-1	8-7	6-6-1	x	4-9-3	7-3-2	8-4-1	
	<u>23-24</u>	<u>24-25</u>													
V	5-18	6-15													
JV	2-10	6-8-3													

Awards

- **Academic All-State**
 - Luke Ott
 - Henry Lancaster
- **All-Conference Selections**
 - Unofficial Conference
- **Booster Club Athlete of the Year**
 - Athlete of the Year: Tim Halley
- **Letter Winners**
 - Tim Halley, Luke Sharp, Tanner Kylo, Wes Monke, Jackson Stosich, Luke Ott, Henry Lancaster, Owen Ladenhoff, Burke Quinn, Peyton Marfisi, Liam Shearer, Jackson Morgan

Highlights

- 6 win season
- School Records Broken – Tim Halley; Career Steals (46), Season Steals (18)
- JV team went 6-8-3

Head Coach: Justin Meyer

Assist Coaches: Braden Rump, TJ Stosich, Zach Duncan

Arlington (6-15)

Date	Opponent	Class	W-L	Div	W/L	Score	Points	Tournament Name	Tournament Location
03/22-03/22	Opponents:		-	-		-	-	Omaha North Invite	Omaha North
03/22	Omaha North	A	14-12	2		POSTPONED	-	Omaha North Invite	Omaha North
03/24/25	Wayne	C	18-9	2	L	1-5	36		
03/27/25	Tekamah-Herman	C	1-16	4	W	9-2	41		
03/29/25	Mount Michael Benedictine	C	11-13	3	W	16-1	44	Triangular (host: Omaha Roncalli Catholic)	
03/29/25	Omaha Roncalli Catholic	C	6-15	3	W	15-4	44	Triangular (host: Omaha Roncalli Catholic)	
03/31/25	GACC-WPB	C	9-10	3	W	4-3	44		
04/01/25	@ Thurston-Cuming County	C	11-8	2	L	9-10 (9 innings)	36		
04/03/25	@ Fort Calhoun	C	17-6	2	L	0-3	36		
04/07/25	@ Plattsmouth	B	11-12	3	L	1-11	35		
04/08/25	Douglas County West	C	9-13	3	L	0-7	33		
04/12/25	@ Omaha Buena Vista	A	4-22	4	W	14-4	44		
04/14/25	Raymond Central	C	5-13	3	L	4-9	33		
04/18-04/19	Opponents:		-	-		-	-	NCC Tournament	Fort Calhoun Ball Fields
04/18	Douglas County West	C	9-13	3	L	0-1	33	NCC Tournament	Fort Calhoun Ball Fields
04/19	Raymond Central	C	5-13	3	L	0-5	33	NCC Tournament	Fort Calhoun Ball Fields
04/22/25	Fort Calhoun	C	17-6	2	L	0-11	36		
04/25/25	Malcolm	C	24-2	1	L	0-7	39		
04/26/25	@ Lincoln Lutheran	C	11-10	2	L	2-3	36		
04/28/25	@ Platteview	B	11-12	3	L	0-3	35		
04/29/25	Platte Valley	B	7-18	3	L	0-11	35		
05/02/25	@ Wahoo/Bishop Neumann	B	12-12	2		CANCELLED	-		
05/03/25	Louisville	C	5-16	4	W	10-0	41		
05/05/25	@ Omaha Gross Catholic	B	16-7	2	L	1-11	38		
05/08/25	St. Paul / Palmer	C	10-8	2	L	3-10	36	District C-4 Tournament	

Total Points: 788

Win %: 28.571%

Average Points: 37.524

Class C:

School	Record	Points Avg
1 Central City/Centura	21-1	45.4545
2 Malcolm	24-2	45.1154
3 Adams Central	21-6	43.1111
4 Lincoln Christian	13-5	43.0000
5 Fort Calhoun	17-6	42.7391
6 Wayne	18-9	42.4815
7 Mount Michael	11-13	41.7083
8 St. Paul / Palmer	10-8	41.3333
9 Auburn	13-11	40.6667
9 Lincoln Lutheran	11-10	40.6667
11 Thurston-Cuming County	11-8	40.5789
12 GACC-WPB	9-10	40.3158
13 Omaha Roncalli Catholic	6-15	40.0476
14 Douglas County West	9-13	39.5455
15 Twin River	7-9	39.3750
16 Holdrege	6-11	39.2353
17 Maxwell-St. Pat's	3-6	38.0000
18 Arlington	6-15	37.5238
19 Raymond Central	5-13	37.2222
20 Aurora	3-15	37.1667
21 Louisville	5-16	37.0476
22 Fairbury	4-18	37.0000
23 Falls City	4-17	36.8571
24 Centennial	1-14	35.4667
25 Tekamah-Herman	1-16	34.9412

2025 Boys Golf

Head Coach: Landon Walkenhorst

Participants : 9

25 Golf Meets	3/28 River Wilds	4/3 DC WEST	4/10 ASHLAND	4/15 Grctna East	4/22 PLATTEVIEW JV (72)	4/24 NBC (70)	4/25 Blair (72)	5/3 Yutan NCC (70)	5/8 Fremont	5/9 Tekamah	5/14 Districts	5/22-5/24 STATE
Schuyler Logemann	65	101	110	56	DNP	96	110	99	59	130	113	
Winston Slykhuis	59	105	88	46	DNP	91	95	94	48	95	112	
Calvin Flesner	69	DNP	118	DNP	117	111	120	DNP	56	122	DNP	
Hunter Wallace	57	106	96	52	DNP	DNP	DNP	99	71	DNP	124	
Jack Rosenbalm	71	120	DNP	DNP	109	115	115	DNP	50	137	120	
Trent Hansen	65	114	108	50	111	124	114	102	63	120	143	
Johnathan Taylor	65	DNP	DNP	60	125	DNP	DNP	DNP	DNP	DNP	DNP	
Easton Strom	59	DNP	DNP	DNP	DNP	DNP	DNP	DNP	DNP	DNP	DNP	
Nate Erwin	73	DNP	DNP	64	134	DNP	DNP	124	67	DNP	DNP	
TEAM SCORE	258	426	402	204	487	413	434	394	220	468	469	
PLACE	2/2	16/16	16/16	2/2	15/17	14/15	12/12	6/7	3/3	12/12	13/16	

Highlights

- ☐ Team score low of 394 at our conference meet @ country drive golf course.
- ☐ Both Schuyler and Winston shot career lows this season with a 99 and 88.

Booster Athlete of the Year

Schuyler Logemann

Letter Winners

Schuyler Logemann

Nate Erwin
Jack Rosenbalm
Calvin Flesner
Winston Slykhuis
Trenton Hansen
Hunter Wallace

2025 Arlington Track and Field Report

Head Coach: Kyle Buckingham (HJ & Sprints)

Assistant Coaches: Troy Schlueter (Sprints), Michaela Curran (Distance), Carla Kaup (LJ & TJ), Maddie Wakefield (Pole Vault), Jake Eckhardt (Throws)

Participation Numbers:

Boys: 30 Girls: 23 Total 53

Letter Winners:

Boys: (9)

Seniors: Gus Burns, Dallin Franzluebbbers, Zane Gerrish, Stokely Lewis, Cooper Staats, Kolby Tighe

Juniors: Cameron Hancock

Sophomores: None.

Freshmen: Landon Shada, Ashton Vollmer

Girls: (7)

Seniors: Kelise Cook-Krivohlavek, Britt Nielsen, Hailey O'Daniel, Whitney Wollberg

Juniors: None.

Sophomores: Hayley Arp, Rylie Kylo

Freshmen: Corrine May

Team Results:

Concordia Indoor:	Girls-	Boys-
DC West Indoor:	Girls-5th	Boys-9th
DC West Invite:	Girls-7th	Boys-5th
Wahoo Invite:	Girls-4th	Boys-9th
Platteview Invite:	Girls-short	Boys-short
Lakeview Invite:	Girls-5th	Boys-3rd
NCC:	Girls-3rd	Boys-6th
Districts:	Girls-3rd	Boys-6th
State:	Girls-7th	Boys-2nd

State Qualifiers:

Boys:

Dallin Franzluebbbers: 200, 400

Kolby Tighe: 1600, 3200

Girls:

Hayley Arp: Shot Put

Kelise Cook-Krivolahvek: 4x800 and 4x400

Rylie Kylo: Pole Vault

Corrine May: 4x400, 1600, 4x400

Hailey O'Daniel: 4x800, 800, 1600, 4x400
Whitney Wollberg: Pole Vault, 4x800 and 4x400

Conference Champions:

Boys:
Kolby Tighe: 3200

Girls:
Corrine May: 1600, 3200
Hayley Arp: Shot Put, Discus

State Placers:

Boys:
Dallin Franzluebbbers - 400 5th

Girls:
Hayley Arp - Shot Put 5th
Hailey O'Daniel- 800 and 1600 2nd in both

Tops 10 All-Time

Boys:
Dallin Franzluebbbers: 200m 22.52 #6
Dallin Franzluebbbers: 400m 49.95 #2
Dallin Franluebbbers: 300H 40.62 #3

Girls:
Whitney Wollberg: Pole Vault 10-3 #1
Whitney Wollberg: 400m 61.31 #7
Girls 4x800: 9:57.84 #2 Whitney Wollberg, Kelise Cook-Krivohlavek, Corrine May, Hailey O'Daniel
Rylie Kylo: Pole Vault: 9-0 4th
Sofie Lewis: Pole Vault: 7-6 T-10th
Girls 4x400: 4:14.79 #7 Whitney Wollberg, Kelise Cook-Krivohlavek, Corrine May, Hailey O'Daniel

Secondary Principal's Report For the June 2025 Board Meeting

FBLA - Nationals

We are sending a record number of Arlington FBLA students (29) to their national convention this summer in Anaheim June 29 - July 2.

Summer School - June 2 - June 26

This summer we are once again excited to offer selected courses for students to recover credit. We have four students taking advantage of this opportunity.

Cell Phone Policy - Updated

In response to LB140, and after approval of Policy 6113, I will include a revised cell phone policy in the 2025-26 Student Handbook for approval in July.

JAG - Year One Highlights (Jobs for America's Graduates)

- 39 students impacted
- 8 employer engagements (speakers)
- 80+ hours of community service
- Enhanced the development of marketable job skills:
 - Leadership
 - Public Speaking
 - Teamwork
 - Problem Solving
- Growth of Program - 90+ students for the 2025-26 school year

Early Graduation Application

We have an early graduation application for approval later in the agenda.



April 21, 2025

Dawn Lewis, Superintendent
Arlington Public Schools (89-0024-000)
705 North 9th
Arlington, NE 68002-0580

Dear Superintendent Lewis:

A monitoring review of the Elementary and Secondary School Emergency Relief Fund (ESSER) grant programs for your district was conducted on April 21, 2025. The following programs were reviewed:

- CARES Act ESSER I
- CRRSA Act ESSER II
- ARP Act ESSER III

This monitoring focused on the grant requirements, their impact on student achievement, and the COVID related recovery efforts in your district. The ESSER Monitoring process was designed to ensure that school districts complied with the ESSER programmatic requirements. As a result of this ESSER monitoring review there are no corrective actions required.

The completed ESSER Programmatic Monitoring Self Review, ESSER Programmatic Monitoring Rubric, and other supporting documents you provided for this review will be placed in the 2024-2025 ESSER Monitoring review file at the Nebraska Department of Education in Lincoln.

If you have questions or concerns regarding the review of this report, please contact me by email at beth.wooster@nebraska.gov or by phone at 402-310-1390.

Sincerely,

Beth Wooster
Federal Programs Team



Nebraska Rural Community Schools Association

Member Update

June 5, 2025



Photo Credit: Doniphan-Trumbull Public Schools



www.nrcsa.net



[www.twitter.com/NRCSA1980](https://twitter.com/NRCSA1980)



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA Golf Tournament

July 22, 2025

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

NRCSA New Superintendent Lunch

July 23, 2025

At Administrator Days

Time & location TBD

NRCSA District Meetings

August to October 2025

Dates, times, & locations TBD

NRCSA Legislative Forum

February 26, 2026

Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

March 18 & 20, 2026

Crowne Plaza & Younes North Convention Center in
Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

June 18, 2025, 10:00 AM Mountain Time

Ogallala Public Schools

2025-26 NRCSA Executive Committee

July 23, 2025

At Administrator Days

Time & Location TBD



NRCSA Search Service

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



Boyd County Schools
Search Complete



Lawrence-Nelson Public Schools
Search Complete



Pawnee City Public Schools
Search Complete



Shelton Public Schools
Search Complete

Access the Members area of www.nrcsa.net anytime.
Login: member Password: learning

NRCSA Updates



The 2025 regular session of the Unicameral is now completed. The legislature adjourned sine die on Monday, June 2. While there were passed bills still needing the Governor's signature, he indicated he would not veto any of the remaining adopted bills. NRCSA's final summary may be accessed here:

[NRCSA's Bill Summaries](#)

We had several leadership positions that needed to be filled for the 2025-26 school year. Some positions are elected, while some committee positions are appointed. Positions that were filled via elections:

PRESIDENT-ELECT Stephanie Kaczor of Riverside was chosen as the President-Elect.

SECRETARY Jeremy Braden of Doniphan-Trumbull was elected as Secretary to the Executive Committee.

SOUTHEAST DISTRICT REPRESENTATIVE Andy Havelka of Freeman was elected as the Southeast District Representative to the Executive Committee..

WEST DISTRICT REPRESENTATIVE Ginger Meyer, of Chadron was elected as the West District Representative to the Executive Committee.

We will also be filling vacancies that come about in the Legislative Committee, Scholarship and Recognition Committee, Closing the Achievement Gap Committee, and Rural Teacher Committee. Executive Director Jack Moles will recommend people to fill positions based on interest expressed by potential candidates. The Executive Committee will approve appointments at its June meeting.

NRCSA's annual membership drive will begin in July. Annual Dues remain at \$850. Notices will be sent in time for July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 224 school districts, ESU's, and State colleges and we expect to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success,

NRCSA Leadership

Dr. Heather Nebesniak, President.
Ord Public Schools

Mark Lenihan, Past President.
Wayne Community Schools

Chris Kuncel, Pres-Elect.
Mullen Public Schools

Chris Prososki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schunk, Northeast
Randolph Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

whether passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

NRCSA SPRING CONFERENCE

We continue to celebrate the recipients of the NRCSA “Outstanding Awards” who were recognized at the NRCSA Spring Conference. They were:

- OUTSTANDING ELEMENTARY TEACHER: Kari Schroeder, Syracuse-Dunbar-Avoca
- OUTSTANDING SECONDARY TEACHER: Kimberly Bender, Humphrey
- OUTSTANDING MUSIC TEACHER: Kim Hammer, Weeping Water
- OUTSTANDING ESU STAFF MEMBER: Scott Jones, ESU 16
- OUTSTANDING CLASSIFIED STAFF MEMBER: Juli Klingelhoef, Amherst
- OUTSTANDING PRINCIPAL: Keri Homan, Crawford
- OUTSTANDING BOARD OF EDUCATION MEMBER: Mike Stracke, Stuart
- OUTSTANDING SUPERINTENDENT: Dale Hafer, Ainsworth



DALE HAFER



KERI HOMAN



SCOTT JONES



JULI KLINGELHOEFER



KIM HAMMER



*KARI SCHROEDER (ALSO GARY ANDERSON,
2000 NRCSA OUTSTANDING PRINCIPAL)*



KIMBERLY BENDER



MIKE STRACKE

Also at the NRCSA Spring Conference, KSB School Law and the Perry Law Firm were honored as the 2025 NRCSA Friend of Rural Education Award recipients.



REPRESENTATIVES OF KSB SCHOOL LAW & PERRY LAW FIRM—RECIPIENTS OF THE FRIEND OF RURAL EDUCATION AWARD

SUPERINTENDENT SEARCH & PLANNING

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

This year we have already assisted the Boards of Education at Lawrence-Nelson, Boyd County, Pawnee City, and

Shelton in their Superintendent searches.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education.

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

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

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

2025 NRCSA Joe Toczek Golf Tournament

The 2025 NRCSA Joe Toczek Golf Tournament will be held on Tuesday, July 22, 2025 at Meadowlark Hills Golf Course in Kearney. The event is open to administrators, both active and retired, board members and vendors. Registration opened in late May. We are planning for up to 50 teams (200 golfers) to participate in the tournament. Registration materials were sent via email later this month.

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years.

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

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

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

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

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

Dear friends,

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

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

1. *A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
2. *A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

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

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

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

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

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

*Onward,
Rebecca*

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

One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon. The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average, and students with a "C" average compete against other students with a "C" average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This past year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

Each year there is a central theme for the Academic Decathlon curriculum. For the 2025-25 school year, the theme is "The Roaring 20's". Music, art, and literature will cover the Jazz Age.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles or one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody ardis.moody@gmail.com

Cris Hay-Merchant chaymerchant@bellevue.edu



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Application materials for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Applications for the 2026 Spring semester scholarships will be open in the fall, at a date to be determined.

NRCSA Executive Director Jack Moles visited Fairbury, Harvard, and Summerland to make the scholarship presentations of the Fall scholarships. The three recipients are Mary LeFave of Fairbury, Ryan Kile of Harvard, and Shayna Strobe of Summerland.

Ryan Kile is currently a paraeducator at Harvard High School. He is working on a teaching certificate in Secondary Business Education through Chadron State College.

Mary LeFave is currently a paraeducator at Fairbury High School. She is working on a teaching certificate in 7-12 Biology through the University of Nebraska-Kearney.

Shayna Strobe is currently a paraeducator at Summerland Elementary School. She is working on a teaching certificate in Elementary Education through Chadron State College.



FAIRBURY SUPT DEVIN EMBRAY, MARY LEFAVE, JACK MOLES



HARVARD SUPT MICHAEL DERR, RYAN KILE, JACK MOLES



SUMMERLANDE SUPT. MOLLY ASCHOFF, ELEM PRINCIPAL CATHY COOPER, SHAYNA STROPE, JACK MOLES

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

[NRCSA School Programs](#)

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

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 128 such meetings. I most recently attended the Board meetings at Wakefield and Allen on May 12.

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

Wednesday, June 11: Emerson-Hubbard

Monday, June 16: Perkins County

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

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



WAKEFIELD BOARD OF EDUCATION AND ADMINISTRATION



ALLEN BOARD OF EDUCATION AND ADMINISTRATION



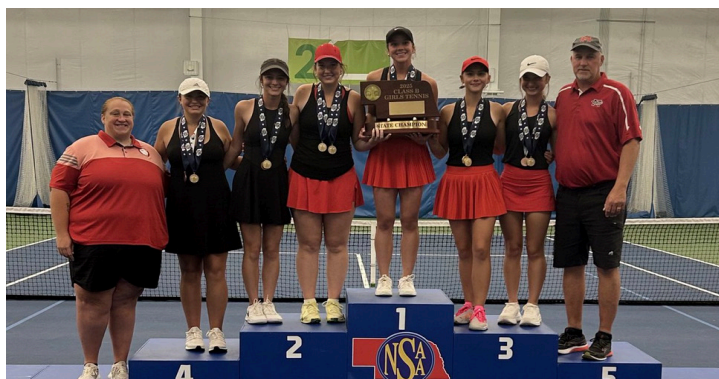
NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

June 2025:

*** Several seniors from NRCSA-member schools were recognized in the Omaha World-Herald's All-Academic Recognitions. Among the more highly recognized:**

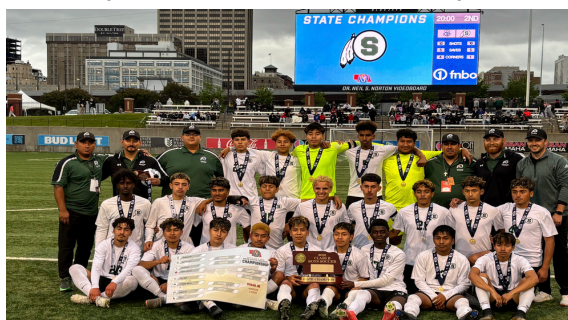
- ALL EASTERN ACADEMIC FIRST TEAM: Jordyn Clinchard of Wayne.
- ALL WEST-CENTRAL ACADEMIC FIRST TEAM: Kit Brooks of Central City, Taylor Burge of Gothenburg, Patrick Bursaw of Ravenna, George Colton of Chase County, Ryder Potts of Perkins County, Austin Schmidt of Heartland, Logan Spence of Boone Central, Nicholas Weides of Holdrege
- ALL EASTERN ACADEMIC SECOND TEAM: Norah Armstrong of Wayne, Olivia Hanson of Wayne, Joe Burns of Arlington, Sarah Lange of Raymond Central
- ALL WEST-CENTRAL ACADEMIC FIRST TEAM: Katie Abbott of Hershey, Caleb Rowe of Central City, Parker Walahoski of Overton, Elliott Balcom of Northwest

*** McCook won the Class B Girls Tennis State Championship. Brooklynn Gillen of McCook was the Class B #2 Singles State Champion. Isabelle Clause and Roslyn Wiemers of McCook were the Class B #1 Doubles Champions.**



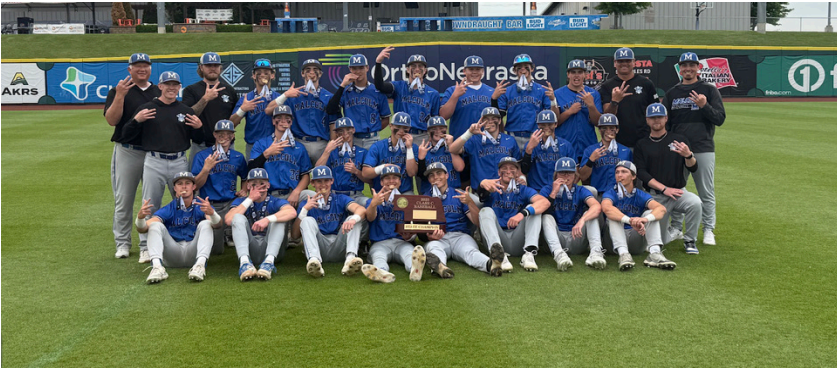
MCCOOK GIRLS TENNIS TEAM

*** Schuyler won the Class B Boys Soccer Championship.**



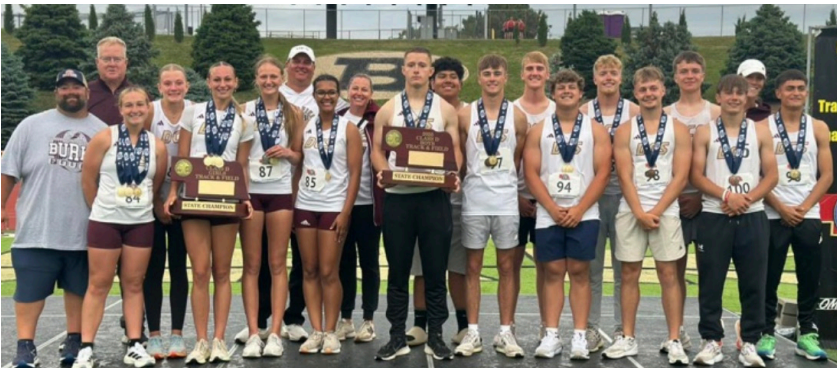
SCHUYLER BOYS SOCCER TEAM—1ST TIME STATE CHAMPIONS!

*** Malcolm won the Class C State Baseball Championship. The co-op of Central City and Centura finished as Runner-up.**



MALCOLM BASEBALL—THIRD CONSECUTIVE CLASS C STATE CHAMPIONSHIP!

*** Dundy County Stratton was the Class D State Champion in both Girls and Boys Track.**



DUNDY COUNTY STRATTON GIRLS AND BOYS TRACK TEAMS—BOTH CLASS D STATE CHAMPS!

*** Perkins County won the Class C Boys State Track championship. West Holt was the Runner-up.**



PERKINS COUNTY BOYS TRACK TEAM

*** Syracuse was the Class C Girls State Track Runner-up.**

*** Axtell was the Class D Boys State Track Runner-up.**

*** Athletes from NRCSA-member schools had great success at the State Track Meet. Individual and relay champions were:**

- ALL CLASS GOLD MEDALS: Boys Discus-Noah Rau, Chase County; Girls Shot Put-Kennedy Bailey, Dundy County Stratton; Boys High Jump-Isaac Cronin, Valentine; Boys Pole Vault-Boston Irish, Cozad, Girls 300

Hurdles-Addison Darnell, Auburn

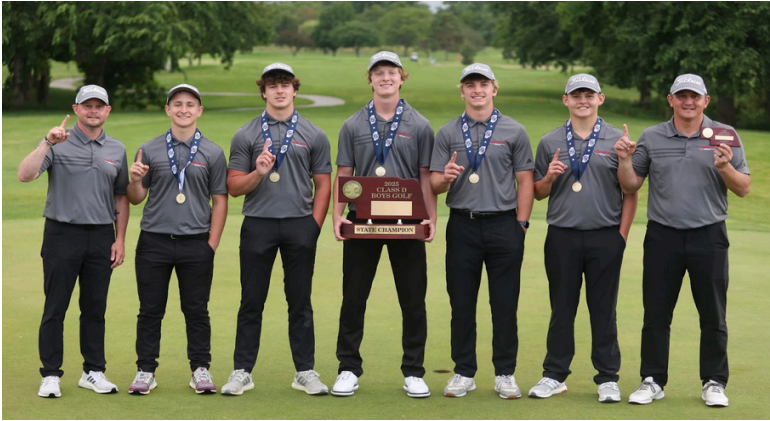
- CLASS B GIRLS: Discus-Erinn Briggs, Lakeview; 400-Story Rasby, Ogallala; 100-Kyra Ray, Northwest; 300 IH-Addison Darnell, Auburn; Boys High Jump-Isaac Cronin, Valentine; Boys Pole Vault-Boston Irish, Cozad; Girls 300 Hurdles-Addison Darnell, Auburn
- CLASS B BOYS: Triple Jump-Bryce Larsen, DC West; 100-Wyatt Dent, Central City; 4 x 100-Central City; Discus-Noah Rau, Chase County; Long Jump-Jonathon Reiners, Adams Central; Pole Vault-Boston Irish, Cozad;
- CLASS C GIRLS: 300 IH-Ashlynn Vestal, Syracuse; 800-Jayden Meyer, Syracuse; 1600-Madison Shaw, Sandy Creek; 4 x 100-West Holt; 4 x 400-West Holt; 4 x 800-Sandy Creek; Discus-Hallee Nickels, Johnson-Brock; High Jump-Trinity Chatfield, Ord; Shot Put-Jaid Wehrle, Battle Creek;
- CLASS C BOYS: 100-Tyrell Fennell, EMF; 200-Andy Ricchio, Battle Creek; 300 IH-Collin Hillman, Palmyra; 400-Brody Galyen, West Holt; 800-Nolan Gartner, Syracuse; 1600-Mason McGreer, Perkins County; 3200-Mason McGreer, Perkins County; 4 x 100-West Holt; 4 x 400-West Holt; Discus-Barrett Wilke, Stanton; High Jump-Isaac Cronin, Valentine; Long Jump-Zavier Mitchell, Alma; Pole Vault-Griffin Jordan, Madison; Shot Put-Barrett Wilke, Stanton; Triple Jump-Nash Morgan, Pender
- CLASS D GIRLS: 100-Clara Spargo, Dundy County Stratton; 200-Clara Spargo, Dundy County Stratton; 300 LH-Abigael Spargo, Dundy County Stratton; 400-Clara Spargo, Dundy County Stratton; 800-Myleigh Weers, Diller-Odell; 1600-Ashley Robertson, Wallace; 3200-Leah Dawson, McCool Junction; 4 x 100-Dundy County Stratton; 4 x 400-Maywood-Hayes Center; 4 x 800-Maywood-Hayes Center; Discus-Kennedy Bailey, Dundy County Stratton; High Jump-Marlea Donahey, Palmer; Pole Vault-Janna Roberts, Osceola; Shot Put-Kennedy Bailey, Dundy County Stratton; Triple Jump-Taylor McIntyre, Central Valley
- CLASS D BOYS: 100-Laken Wissink, Dundy County Stratton; 110 HH-Jake Halvorsen, Axtell; 200-Laken Wissink, Dundy County Stratton; 300 IH-Luke Bailey, Ansley-Litchfield; 400-Will Cacy, Arapahoe; 800-Luc Lopez, Axtell; 1600-Kael Garrett, Medicine Valley; 4 x 100-Dundy County Stratton; 4 x 400-Central Valley; 4 x 800-East Butler; Discus-Brock Bailey, Dundy County Stratton; High Jump-Brock McCarter, Overton; Long Jump-Maddox Wagoner, Kenesaw; Pole Vault-Gage Hammond, Southwest; Shot Put-Brock Bailey, Dundy County Stratton; Triple Jump-Brodey Spurling, High Plains

*** Several State and State Meet track records were set this year. Athletes from NRCSA-member schools had a hand in many of them. Included were:**

- Girls 100–Taylor McIntyre, Central Valley (Class D State and Class D State Meet records)
- Girls 200–Clara Spargo, Dundy County Stratton (Class D State and Class D State Meet records)
- Girls 400-Clara Spargo, Dundy County Stratton (Class D State and Class D State Meet record)
- Girls 300 Hurdles-Shaydyn Rasby, Ogallala (Class B State record)
- Girls 300 Hurdles-Addison Darnell, Auburn (Class B State Meet record)
- Girls 300 Hurdles-Abigael Spargo, Dundy County Stratton (Class D State Meet record)
- Boys 4 x 100 Relay-West Holt (Class C State and Class C State Meet records)
- Girls 4 x 100 Relay-Dundy County Stratton (Class D State Meet record)
- Boys 4 x 100 Relay–Dundy County Stratton (Class D State and Class D State Meet records)
- Boys 4 x 400 Relay-Central Valley (Class D State and Class D State Meet records)
- Boys 4 x 400 Relay-West Holt (Class C State and Class C State Meet records)
- Girls 4 x 400 Relay-West Holt (Class C State and Class C State Meet records)

- Boys Discus-Noah Rau, Chase County (All Class State, All Class State Meet, Class B State and Class B State Meet records)
- Boys Shot Put-Barrett Wilke, Stanton (Class C State and Class C State Meet records)
- Boys High Jump–Isaac Cronin, Valentine (Class C State Meet record)

*** Creighton won the Class D Boys State Golf Championship. Loomis finished as the Class D Runner-up. Calvin Wilmes of Creighton won the Class D Boys State Golf individual championship.**



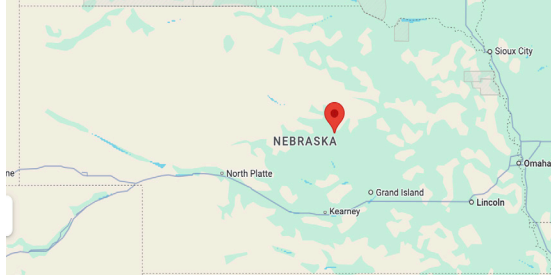
CREIGHTON BOYS GOLF TEAM

*** The Omaha World-Herald (OWH) and Lincoln Journal-Star (LJS) recently announced their All-State Teams for girls and boys soccer. Athletes from NRCSA-member districts who received 1st Team All-State recognition were:**

- BOYS ALL CLASS ALL-STATE: Obed Benazo, Schuyler (OWH, LJS)
- BOYS CLASS B: Obed Benazo, Schuyler (OWH, LJS), David Arciga, Schuyler (OWH, LJS), Edyn Cruz-Lima, Lexington (OWH, LJS), Gasper Juarez, Schuyler (LJS)
- GIRLS CLASS B: Lupe Sanchez, Northwest (OWH, LJS), Evie Keller, Northwest (LJS)

MEMBER SPOTLIGHT

Ord Public Schools



Mascots: Chanticleers

Enrollment: 570

Location(s): Ord, NE

Interesting Fact: Ord's Chanticleer mascot is the only high school mascot of its kind. We only share with Coastal Carolina University (and who has ever heard of a turquoise rooster!?!).

We recently were featured in a nationwide high school mascot challenge and made it to the Final Four challenge. This was pretty impressive considering it was based solely on votes and The Chanticleers were up against mascots from across the United States. In one of the challenges, Ord Chanticleers received over 325,00 votes. It was a neat way to help put Ord on the map!



Superintendent: Dr. Heather Nebesniak

Principals: Doug Smith, Elementary
Aaron Snyder Jr/Sr High

Board of Education: (L to R) Jake Sikyta, Dan Beran, Jay Knapp, Dawn Skibinski, Heidi Proskocil, Tom Thompson



This spring, Ord High School was selected as the site for the University of Nebraska Husker Spring Volleyball Match. It was a very exciting time for our community! We were the smallest school that they had selected for their on-the-road spring game and it was an honor to roll out the red carpet for the Huskers! The match sold out in 27 minutes and we packed the gym on May 3rd with over 1600 fans for this event. The town was painted red as there were local events throughout the downtown, the area Young Farmers Association provided tractor shuttle rides from the fairgrounds to help with parking, and we hosted a coaching clinic along with the event so our Junior High volleyball athletes got to participate. It was a true community event and it wouldn't have happened if our community hadn't supported the bond initiative in 2010 so that we were able to update and expand our facility. Go Chants! Go Big Red!



Chanticleer Gym all decked out for the Huskers!



Dr. Nebesniak with the UNL Husker Volleyball Team



Rebekah Allick on the ChantVision Screen!

Programs:

A recent success that we have had is with our FCS/FCCLA program. In the 2021-22 school year, we added a Family and Consumer Science Teacher to our staff. The position had been vacant for about 10 years and there was an increasing interest in having FCS classes back in both the Junior and Senior High schedule. Our first year of the program, we had eleven students qualify for the National FCCLA Conference and have been going strong since. By adding back in this program, we have witnessed an increased engagement with our students and have also contributed to our community by hosting a wide variety of community events. Rachel Hornickel is the FCS Teacher and FCCLA sponsor.



The Ord FFA is a program that has been a foundation of our District for a long time. One unique detail about our FFA program is that we have a FFA Farm. We enter into an annual lease for land that is adjacent to the local ethanol plant. Seed is donated and students work on the planting and then irrigation throughout the summer. Local farmers help with the harvesting and teach our students about the latest technology that farmers and ranchers use. After the harvest is sold, the Ord FFA receives a check for a portion of the profit. It is a great experience for our students to see the complete business cycle from planting to harvesting to planning for the next year. Dave Ference is the Head FFA Sponsor and Chrisinda Ritz is the Assistant FFA Sponsor. Recently Mr. Ference was a finalist for the Nebraska Golden Owl award.



Updates from Members & Other Entities

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

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



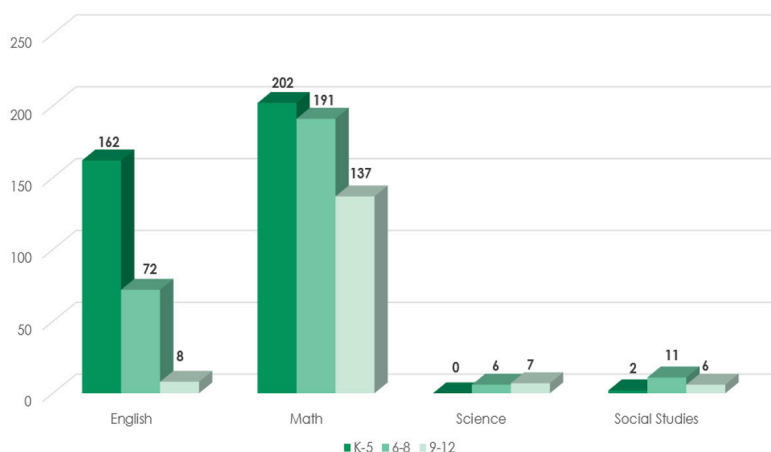
Nebraska SMART Free Online Tutoring for K-12 Students

.Spring 2025 Semester Impact

Tutoring has concluded for the Spring 2025 Semester. Throughout the Spring 2025 Semester, over **810 tutoring sessions** were conducted, providing more than **450 hours of tutoring** to K-12 students across rural Nebraska. This represents an increase over the Fall 2024 Semester, which recorded 735 sessions and over 405 hours of tutoring.

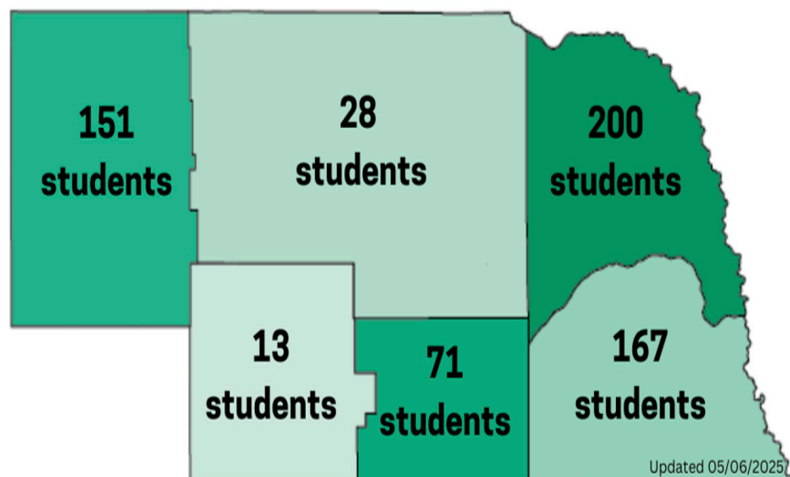
Of the sessions completed during the Spring 2025 Semester, **75% were for students attending an NRCSA member school district.**

The graph below illustrates the number of tutoring sessions completed by subject and grade level during the Spring 2025 Semester.



Tutoring will resume in August. Stay tuned for updates throughout the summer about Nebraska SMART.

Currently, **630 students have registered** since February 2024, with **74% attending an NRCSA member school district**. The map below shows the NRCSA districts where each student is registered.



Parent Feedback

Parents have shared their experiences about the impact the tutoring program:

Testimonial 1:

"My son scored 49 points higher on his NSCAS test for the spring. He's started working with [a Tutor] right around Christmas time! He was so proud of that growth and so am I!!!"

Testimonial 2:

"My daughter's comprehension at school has improved a lot and also her math scores went up!"

Testimonial 3:

"His tutor has such patience as he works through word decoding and reading. His tutor is very good at motivating him and keeping him engaged."

Testimonial 4:

"Being able to have one-on-one teaching and tutoring. My son was able to actually understand the information that he could not learn at school. He was able to master and actually understand the concept when working for 15 minutes 1-on-1 with [the Tutor]."

Testimonial 5:

"Repetition is key. Reassurance and patience, kindness and camaraderie. NSCAS Math score went up!! My student said, 'because of my tutor.'"

Testimonial 6:

"[The Tutor] was able to connect with [my son] and keep [my son] engaged while helping him to catch up in math. He was able to introduce new skills and go back and work with [my son] on not only his current homework but skills he was behind on. [My son's] grades and confidence have gone up in all subjects at school since he began this tutoring program."

How can school districts help?

New promotional posters will be mailed to each school district this summer for use in the upcoming school year. To request additional materials, such as bookmarks, please complete the Nebraska SMART [Promotional Material Request Form](#).

Your help in reaching out to parents within your district is essential to increasing awareness of this program. Here are a few ways you can assist:

Share about Nebraska SMART

- In school/district/classroom parent newsletters
- During Parent/Teacher Conferences
- With Teachers, Counselors, Parent/Teacher Associations, and district staff
- Link [Nebraska SMART](#) as a student resource on school district websites
- Distribute bookmarks to each K-12 student in school/district
- Connect with Nebraska SMART on social media: [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share with district technology team the domain [allowlist guide](#)

For more information, visit:

www.nscs.edu/nebraskasmart

Email for inquiries or to request promotional supplies: nebraskasmart@nscs.edu

Thank you for your support in raising awareness of Nebraska SMART!

Julie Dickerson; Nebraska SMART Director, nebraskasmart@nscs.edu

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

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

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

[Strengthening Rural Communities Through Public Education](#)

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

[State by State Fact Sheet](#)

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

[Superintendent Check List](#)

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

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

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

[Board Member Onboarding](#)

From Rebecca Vogt, UNL

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

[Well Being of Rural Nebraskans](#)

From Jay Martin, NDE Director of School Safety & Security

Hello All,

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

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

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

Thanks for all you do in school safety.

[School Safety Newsletter Spring 2025](#)

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

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

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

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

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

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

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

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS. The report “looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support”. The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters](#)

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

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

[Understanding REAP](#)

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

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

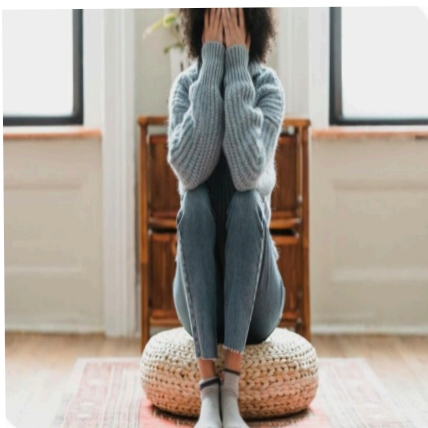
NRCSA recently hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

[New Leaf PowerPoint Presentation](#)

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



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



[Read the Full Blog](#)

The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:

Tobacco Free Schools. Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are [here](#).

Improving Cardiac Response in Schools. Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop [Cardiac Emergency Response Plans](#). These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: Tim.Nikolai@heart.org.

[Learn CPR in 60 Seconds](#)

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning. Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football**. Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually**. For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional*

resources, so please let us know!

Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I'm happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.

Finally, at the risk of sharing too much – a few other notes I wanted to highlight.

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

[American Heart Association Service Summary](#)



PROACTIVE
COACHING

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

Book your School's
Presentation

Parent Meetings
or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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



Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

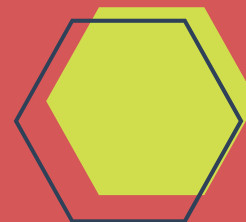


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1



Nebraska School Administrators & School Board Members,

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

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

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



The National Rural Education Association's Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level. NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA Federal Legislative Summit in Washington DC on April 6-8.



JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL



NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSEN WITH NEBRASKA SENATOR DEB FISCHER (1999 NRCSA Outstanding Board of Education Member)

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- Full funding of IDEA was stressed. This would bring about \$171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring almost \$200,000 to school districts surrounded by tax-exempt public lands.

NREAs Legislative Agenda for 2025 is as follows:

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.

1. **RURAL SCHOOL FUNDING** • NREA urges Congress to sustain and, where possible, increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School program. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. **RURAL EDUCATION DATA AND RESEARCH** • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. **RURAL TEACHER EDUCATION AND**

WORKFORCE INVESTMENTS • NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. • NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. • NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with.

Sarah Abernathy, CEF's Executive Director, provided an update following in November's elections. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

FROM SARAH:

I. The election and CEF's mission to support investments in education

Dear CEF Members:

As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.

Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and

how likely they are to happen. Key things to keep in mind:

Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.

It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.

Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.

Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission

policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next?

Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.

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

[NRCSA Principal Search Brochure](#)

UNL Tuition Discount & GOLD Grant

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency)– or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at nick.pace@unl.edu

Big Red Leader Website

Big Red Leadership Flyer

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

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

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

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

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one

section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

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

Things for your consideration:

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

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

The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an

appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

<https://cehs.unl.edu/edpsych/clinic/>

A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax

problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district’s story as that is the most powerful way to get this message across.

[NRCSA Spending Study](#)

[A Look at School Spending in NE from Open Sky](#)

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

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

Why Nebraska's Rural School Districts Choose D.A. Davidson for Public Finance:

At D.A. Davidson, we understand the heart of Nebraska, where strong communities are built around local schools, and every dollar must go further. As a trusted public finance partner, we don't just facilitate funding, we help shape futures.



Who We Are:

We are more than investment bankers. We are strategic allies for Nebraska's rural school districts, dedicated to delivering exceptional results through customized financial solutions. Whether your district is expanding a classroom wing or building an entirely new school, our team brings deep experience, insightful strategy, and unwavering commitment.

Our Public Finance division is a cornerstone of D.A. Davidson, with 54 investment bankers in 28 offices nationwide, including four right here in Nebraska. This local presence, paired with national reach, allows us to offer big-picture thinking with a homegrown understanding of your unique challenges and opportunities.

As the #1 underwriter for Nebraska K-12 Schools, by par and/or number of negotiated transactions since 2017 and consistently top ten nationwide, our ranking reflects what our clients already know: D.A. Davidson delivers.

What Sets Us Apart:

- Specialized Expertise – From small-scale improvements to multi-million-dollar construction projects, we've seen it all, and structured it all.
- Responsive, Local Service – Our Nebraska-based bankers are accessible, knowledgeable, and genuinely invested in your success.
- Powerful Market Presence – Our Fixed Income Trading Operations are among the most active in the country, giving your district strong market leverage.
- Personalized Solutions – No cookie-cutter strategies. We listen, and build a plan that fits your vision and your voters.

Proven Results for Rural Schools:

Since 2010, we've completed over 220 bond transactions

for more than 80 Nebraska Rural Community School Districts. These long-standing partnerships speak volumes:

- Alliance Public Schools | 11 transactions | \$25.9 million
- Centennial Public Schools | 9 transactions | \$33 million
- Fort Calhoun Community Schools | 11 transactions | \$40.8 million
- Hershey Public Schools | 11 transactions | \$24.3 million
- Minden Public Schools | 7 transactions | \$47 million
- Sidney Public Schools | 9 transactions | \$45.2 million

These aren't just numbers, they're gymnasiums built, classrooms renovated, and futures enhanced.

Big or Small, We're with You All the Way:

From a \$500,000 lease for building upgrades to a \$40 million bond for a new school facility, D.A. Davidson brings the same level of passion, precision, and partnership.

Let us help turn your district's vision into reality, because when Nebraska schools succeed, communities thrive.

Contact our Nebraska public finance team today.

Paul Grieger, Managing Director

402.392.7986 | pgrieger@dadco.com

Cody Wickham, Senior Vice President

402.392.7989 | cwickham@dadco.com

Andy Forney, Senior Vice President

402.392.7988 | aforney@dadco.com

Source: Refinitiv, Date 1/03/2025

This material is being provided for educational and informational purposes only. The information contained herein is believed to be reliable, however; we can make no guarantee as to its accuracy or completeness. The information in this publication is not investment or securities advice and does not constitute an offer. Neither the information nor any opinion in the publication constitutes a solicitation or offer by D.A. Davidson & Co. member SIPC or its affiliates to buy or sell any securities, options, or other financial instruments or provide any investment advice or service.



Purple Ribbon Partners



Apptegy

Emily Milnamow
2201 Brookwood Dr, Suite 115
Little Rock, AR 72202
Phone: (317) 219-8686
conferenceteam@apptegy.com



CORNHUSKER
INTERNATIONAL
TRUCKS

Cornhusker International Trucks

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



Cheever Construction

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



DA Davidson

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



Clark Enersen Partners

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



DLR Group

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



CMBA Architects

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



Facility Advocates

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



Purple Ribbon Partners



FARRIS ENGINEERING

Farris Engineering

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



construction | the people you build with

MCL Construction

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



Network For Educator Effectiveness (NEE)

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

PIPER | SANDLER

Piper Sandler & Co

Scott Keene
2900 S 70th St, Suite 310
Lincoln, NE 68506
Phone: (402) 440-7734
scott.keene@psc.com



RMV Construction

Curtis Baetz
1515 E 11th St
Kearney, NE 68847
Phone: (308) 893-2010
curtis@rmvconst.com



TRANE

TRANE
TECHNOLOGIES

Trane Technologies

Jonathan Hoesch
11937 Portal Rd
La Vista, NE 68128
Phone: (402) 499-8468
jonathan.hoesch@trane.com



TREMCO™

Roofing and Building Maintenance

Tremco Roofing

Tyler Petersen
3735 Green Road
Beachwood, OH 44122
Phone: (909) 302-0617
tpetersen@tremcoinc.com

VOSS.

Voss Lighting

Randy Herrick
4624 S 140th St
Omaha, NE 68137
Phone: (402) 850-9789
randy.herrick@vosslighting.com



WILKINS

ARCHITECTURE | DESIGN | PLANNING

Wilkins Architecture, Design, Planning

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

Contact Information

NRCSA

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

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

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[John Fredrickson, Dist 20](#)

[Dunixi Guereca, Dist 7](#)

[Bob Hallstrom, Dist 1](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holdcroft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

[Dan Lonowski, Dist 33](#)

[Dan McKeon, Dist 41](#)

[Terrell McKinney, Dist 11](#)

[Glen Meyer, Dist 17](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jason Prokop, Dist 27](#)

[Dan Quick, Dist 35](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Victor Roundtree, Dist 3](#)

[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)



NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program



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



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

JUNE
2025

NASB BOARD QUICKS

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

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

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

JOIN
US!

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

Where Will NASBe This Month?*



Ainsworth
Atlanta, GA
Cozad
Dundy Co Stratton
ESU 6
Hitchcock County
Kearney
Lincoln
Logan View
Portland, OR
Schuyler
St. Petersburg, FL
Wauneta-Palisade
West Holt
Wynot

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

*Items currently scheduled

Now Hiring - Part-time, Events & Engagement Assistant

Visit the ABOUT US page for more information!

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



Final Day of the 2025 Legislative Session was Monday, June 2

NASB Member Golf Outing - Wednesday, June 11 - Kearney

Email sendorf@NASBonline.org for more information

School Law Seminar - June 11-12 - Kearney

NASB Networking & Legislative Lunch - Tuesday, June 17 - Logan View

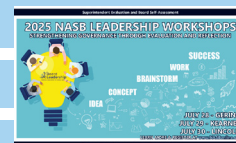
Board Academy Collaboration Lunch & Learn - Wednesday, June 18 - Webinar



Leadership Workshop - Monday, July 28 - Gering

Leadership Workshop - Tuesday, July 29 - Kearney

Leadership Workshop - Wednesday, July 30 - Lincoln



Continued on Page 2



Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

JUNE
2025

NASB BOARD QUICKS

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

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

PAGE 2



Area Membership Meetings run Tuesday, August 19 through Wednesday, September 24

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont



Labor Relations - Board Academy Collaboration Lunch & Learn
State Education Conference - New Board Member Workshop

YOUR 2025 PLATINUM AFFILIATES

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

ALICAP

AMERICAN FIDELITY
a different opinion

BCDM
architects

Boyd Jones

BVH
ARCHITECTURE

CWP CARLSON
WEST POVONDRA
ARCHITECTS

**CLARK &
ENERSEN**

CMBA
ARCHITECTS

D|A DAVIDSON
FIXED INCOME CAPITAL MARKETS
D.A. Davidson & Co. member SIPC and FINRA

envise

**Facility
Advocates**
Dave Raymond

HAMILTON

HAUSMANN
construction

**NEBRASKA
LIQUID
ASSET FUND**

① northland
A First National
of Nebraska Company

PIPER | SANDLER

prm
PUBLIC RISK
MANAGEMENT
INCORPORATED

Sampson
Construction

SPARQ DATA
SOLUTIONS

**THIRD RAIL
CONTENT**

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

Nebraska Council of School Administrators

NCSA Final Legislative Report

109th Legislature, First Session

Convened, January 8, 2025

Adjournment sine die, June 2, 2025

*Prepared by
Dr. Michael Dulaney
NCSA Executive Director
June 5, 2025*

I. Legislation Passed and Signed into Law	1
or Became Law without Signature	
II. Interim Study Resolutions	42

**I. Legislation Passed and Signed into Law
or Became Law without Signature**

<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>	<i>Pg.</i>
LB 48	McKinney	Health	McKinney	Establish a Family Resource and Juvenile Assessment Center Pilot Program	3
LB 84	Rountree	Health	None	Adopt the School Psychologist Interstate Licensure Compact	5
LB 89	Kauth	Government	Kauth	Adopt the Stand With Women Act	6
LB 123	Sanders	Government	None	Change provisions relating to withholding money due to noncompliance with budget limits and annual audits for political subdivisions	8
LB 126	Holdcroft	Government	None	Change provisions relating to redemption of bonds of political subdivisions	8
LB 140	Sanders	Education	None	Require school policies relating to use of electronic communication devices by students	9
LB 143	Rountree	Education	None	Change provisions relating to student enrollment	10
LB 150	Bosn	Judiciary	Judiciary Com.	Omnibus Criminal Code measure	10
LB 192	Quick	Health	Cavanaugh, J.	Eliminate a sunset date under the Supplemental Nutrition Assistance Program	11

<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>	<i>Pg.</i>
LB 197	Storm	Business and Labor	None	Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law	12
LB 241	Hallstrom	Banking	None	Provide immunity from liability for cybersecurity events	12
LB 245	Dekay	Agriculture	Agriculture	Change provisions of the Nebraska Pure Food Act and the Weights and Measures Act	13
LB 261	Spkr Arch	Appropriations	None	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027	14
LB 264	Spkr Arch	Appropriations	None	Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various programs	15
LB 295	Retirement Com.	Retirement	Retirement Com.	Change provisions relating to the County, Judges, State Patrol, School Employees, Class V Plans, and the Public Employees Retirement Board	16
LB 296	Arch	Education	None	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements	18
LB 297	Ibach	Business and Labor	None	Change provisions relating to the combined tax rate under the Employment Security Law	20
LB 298	Arch	Executive Board	Arch	Provide for the Division of Legislative Oversight, the Legislative Oversight Committee and change provisions relating to the Public Counsel	21
LB 303	Hughes	Education	Hughes	Create the School Financing Review Commission	23
LB 306	Education Com.	Education	Education Com.	Change provisions relating to admission to elementary and secondary schools, the Nebraska Career Scholarship Act, and the Door to College Scholarship Act, and require a database of financial information regarding school districts and reporting regarding funding from foreign adversarial sources	26
LB 346	Arch	Government	Speaker	Provide for termination of boards, commissions, committees, councils, funds, groups, panels, and task forces and change and eliminate funds and powers and duties of departments and agencies	28
LB 376	Health Com.	Health	Health Com.	Change and eliminate programs and services administered by the Department of Health and Human Services and eliminate various reporting requirements	29
LB 383	Storer	Judiciary	Storer	Adopt the Parental Rights in Social Media Act	30
LB 390	Murman	Education	None	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information	31

based solutions that address underlying issues contributing to juvenile delinquency, including family dynamics, mental health, substance abuse, and educational challenges.

Each family resource and juvenile assessment center must:

- (1) have a youth advisory council and parent advisory board composed of community members to provide ongoing feedback to ensure services remain relevant, effective, and responsive,
- (2) host regular outreach events, workshops, and open houses in partnership with schools, faith-based groups, and community organizations, to create a bridge for preventive engagement with at-risk youth and their families, and
- (3) employ individuals with established community ties and lived experience to guide youth and families through available services, act as mentors, and assist with follow-up to ensure sustained engagement.

The pilot program must:

- (1) Provide comprehensive support resources to prevent youth from entering or escalating within the juvenile justice system;
- (2) Minimize individual and community harm by addressing issues before they lead to greater involvement with social services, family services, and adult criminal justice systems; and
- (3) Foster community trust and engagement by integrating culturally relevant services delivered by, and for, the communities served.

To receive designation as a center, an applicant must meet the following criteria:

- (1) Offer a range of core services, including parenting support, youth counseling, economic success initiatives, early childhood programs, conflict resolution, mental health services, and substance abuse prevention;
- (2) employ professionals trained in family support principles, cultural competency, trauma-informed care, and the strengthening families framework;
- (3) develop partnerships with local grassroots organizations to provide culturally relevant services, outreach, and trust-building within the community;
- (4) demonstrate a clear, effective organizational framework that supports service delivery, continuous quality improvement, and sustainable operations; and
- (5) implement data collection processes to assess service impact and outcomes for youth and families, ensuring program adjustments based on feedback.

Each center must provide assessments and services free of charge to families and maintain active membership in the National Assessment Center Association.

Each center must integrate culturally relevant and trauma-informed services, including:

- (a) tutoring,
- (b) mentoring from community leaders, including those with lived experience in the justice system,
- (c) conflict resolution and anger management training,
- (d) mental health and wellness services provided by culturally sensitive professionals,
- (e) social skills and job-readiness training,
- (f) financial literacy programs,
- (g) youth and family counseling,
- (h) cognitive behavioral therapy,
- (i) drug and substance abuse prevention and intervention, and
- (j) food and clothing assistance and resource navigation.

LB 84	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Rountree	Health	None	Adopt the School Psychologist Interstate Licensure Compact

Approved by Governor: April 14, 2025
Passed on Final Reading: 46-0-3 on April 10, 2025
Effective Date: September 3, 2025

LB 84 is the model legislation promoted by the National Center for Interstate Compacts for the School Psychologist Interstate Licensure Compact. Once seven states enact the ICSP model legislation, the compact member states can begin the process of making the Compact operational. Only West Virginia and Colorado had adopted the Compact prior to Nebraska under LB 84.

The purpose of this Compact is to facilitate the interstate practice of School Psychology in educational or school settings, and, in so doing, to improve the availability of School Psychological Services to the public. The Compact is intended to establish a pathway to allow School Psychologists to obtain equivalent licenses to provide School Psychological Services in any Member State. In this way, this Compact would enable the member states to ensure that safe and effective School Psychological Services are available and delivered by appropriately qualified professionals in their educational settings.

The objectives of the Compact are to:

- A. Enable School Psychologists who qualify for receipt of an Equivalent License to practice in other Member States without first satisfying burdensome and duplicative requirements;
- B. Promote the mobility of School Psychologists between and among the Member States in order to address workforce shortages and to ensure that safe and reliable School Psychological Services are available in each Member State;
- C. Enhance the public accessibility of School Psychological Services by increasing the availability of qualified, licensed School Psychologists through the establishment of an efficient and streamlined pathway for Licensees to practice in other Member States;

- D. Preserve and respect the authority of each Member State to protect the health and safety of its residents by ensuring that only qualified, licensed professionals are authorized to provide School Psychological Services within that State;
- E. Require School Psychologists practicing within a Member State to comply with the Scope of Practice laws present in the State where the School Psychological Services are being provided;
- F. Promote cooperation between the Member States in regulating the practice of School Psychology within those States; and
- G. Facilitate the relocation of military members and their spouses who are licensed to provide School Psychological Services.

Under LB 84, “School Psychological Services” means academic, mental, and behavioral health services, including assessment, prevention, consultation and collaboration, intervention, and evaluation provided by a School Psychologist in a school, as outlined in applicable professional standards as determined by Commission Rule.

“School Psychologist” means an individual who has met the requirements to obtain a Home State License that legally conveys the professional title of School Psychologist or its equivalent as determined by the Rules of the Commission.

LB 89	<i>Sponsor</i> Kauth	<i>Committee</i> Government	<i>Priority</i> Kauth	<i>Subject</i> Adopt the Stand With Women Act
--------------	-------------------------	--------------------------------	--------------------------	--

Approved by Governor: June 4, 2025
Passed on Final Reading: 33-16 on May 28, 2025
Effective Date: September 3, 2025

LB 89 creates the Stand With Women Act. As amended, LB 89 does not include provisions related to school restrooms and locker rooms, nor does the measure pertain to state agencies as it did originally. The measure applies to public and private K-12 schools and postsecondary institutions.

As it relates to K-12 education, LB 89 would essentially mirror those policies already adopted by NSAA and published in the NSAA Constitution and Bylaws.

Interscholastic Athletic Teams

LB 89 provides that a team or sport must be expressly designated as one of the following based on sex:

- (a) Males, men, or boys;
- (b) Females, women, or girls; or
- (c) Coed or mixed.

A team or sport designated for females, women, or girls may not be open to a male student.

A team or sport designated for males, men, or boys may not be open to a female student unless there is no female team offered or available for such sport for the female student.

Documentation

In order to participate in an interscholastic athletic team or sport, a student must provide to such school confirmation of the student's sex on a document signed by a doctor or signed under the authority of a doctor.

Coed or Mixed

The measure would not restrict the eligibility of any student to participate in any interscholastic athletic teams or sports designated as coed or mixed.

Policy Requirement

The governing body of each public and private school must adopt a policy implementing the Stand With Women Act. The policy must include provisions regarding the conduct of visitors and the public.

Legal Protections

The measure provides that an individual born with a diagnosis of a disorder or difference in sex development would have the relevant legal protections and accommodations afforded under the federal ADA of 1990, as amended.

Severability Clause

LB 89 includes the severability clause so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

Definitions

- (a) “Boy” means an adolescent human male;
- (b) “Female” means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization. Female includes a woman and a girl;
- (c) “Girl” means an adolescent human female;
- (d) “Male” means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes sperm for fertilization. Male includes a man and a boy;
- (e) “Man” means an adult human male; and
- (f) “Woman” means an adult human female.

LB 123	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Sanders	Government	None	Change provisions relating to withholding money due to noncompliance with budget limits and annual audits for political subdivisions

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 on March 20, 2025
Effective Date: September 3, 2025

LB 123 relates to noncompliance with budget limitations and duties of the Auditor of Public Accounts and State Treasurer.

Under LB 123, political subdivisions that are non-compliant would “continue to forfeit state aid until the governmental unit reaches compliance...” All state aid that is forfeited would remain forfeited and be redistributed in the non-compliant governmental unit’s county or, if there is no eligible recipient, be returned to the Highway Allocation Fund. If the governmental unit remains non-compliant within 12 months after the original delinquency order is given, that governmental unit would be ineligible for future distributions of state aid.

Upon becoming compliant, the governmental unit would be eligible for future distributions of state aid.

LB 126	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Holdcroft	Government	None	Change provisions relating to redemption of bonds of political subdivisions

Approved by Governor: February 25, 2025
Passed on Final Reading: 48-0-1 on February 21, 2025
Effective Date: September 3, 2025

LB 126 proposes changes to a single section of statute relating to bonding by political subdivisions. The current statute provides that such bonds must be redeemable “at any time on or after five years from the date of issuance.” LB 126 provides an exception to that rule for county bonds “sold to an underwriting firm pursuant to a competitive sale.”

The measure would also modify the standard procedure for calling and prepayments. Currently, where there is no specified special procedure, the governing body is required to issue a resolution to that effect. LB 126 would make that authority permissive instead of compulsory, and would also provide authority for either resolutions or ordinances for this purpose.

LB 140	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Sanders	Education	None	Require school policies relating to use of electronic communication devices by students

Approved by Governor: May 20, 2025
Passed on Final Reading: 48-1-0 with E-clause on May 14, 2025
Effective Date: May 21, 2025

LB 140 was introduced at the request of the Governor.

School District Policy

LB 140 requires that, prior to the 2025-26 school year, each school board of a public school district must adopt a policy that establishes rules and standards concerning the use of “electronic communication devices” by students while on school property or attending a school instructional function.

The development of the policy must include stakeholder participation to ensure that such policies are responsive to the unique needs and desires of students, parents, and educators in each community. The policy:

- (a) Must prohibit the use of an electronic communication device by students while on school property or attending a school instructional function; and
- (b) May include student discipline and enforcement mechanisms that limit access to electronic communication devices by students only if the school board adopts the policy as part of the rules and standards adopted in accordance with the requirements of the Nebraska Student Discipline Act (§ 79-262).

A policy adopted may not prohibit a student from using an electronic communication device while on school property or attending a school instructional function under any of the following circumstances:

- (a) When required by a student's IEP developed under the Special Education Act and any rules and regulations adopted or promulgated pursuant to the act or a plan developed under section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794;
- (b) When authorized by the school district for educational purposes during instructional time;
- (c) In the case of an emergency or perceived threat of danger;
- (d) When necessary to monitor or manage a student's health care; or
- (e) When determined appropriate by the school board or otherwise allowed by an appropriate school employee.

Prohibited Actions

Nothing in LB 140 may be interpreted to authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Definitions

“Electronic communication device” is defined as any device that transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication device includes a cell phone.

“Cell phone” is defined as a mobile or cellular telephone.

LB 143	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Rountree	Education	None	Change provisions relating to student enrollment

Approved by Governor: April 7, 2025
Passed on Final Reading: 47-0-2 on April 2, 2025
Effective Date: September 3, 2025

Under existing law (§ 79-215), in order to carry out the provisions of the Interstate Compact on Educational Opportunity for Military Children, a school board must permit children of military families to enroll “preliminarily” in a school district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year.

LB 143 provides that the preliminary enrollment and any advanced enrollment policies related to a child of a military family must also apply if the child has an individualized family service plan, has an IEP, or receives special education.

LB 150	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Bosn	Judiciary	Judiciary Com.	Omnibus Criminal Code measure

Approved by Governor: June 4, 2025
Passed on Final Reading: 43-5-1 with E clause on May 30, 2025
Effective Date: June 5, 2025; Section 26 becomes operative September 3, 2025

LB 150 was advanced from committee as a lengthy omnibus criminal justice measure, which contained technical and substantive revisions to a series of criminal laws and added new sections of law.

As passed and signed into law, LB 150 included modified provisions from LB 329 (von Gillern) relating to sexual abuse by a school employee. In his statement of intent, Senator von Gillern explains that his bill, “[E]xpands the criminal offense of sexual abuse by a school employee to include individuals of at least nineteen years of age who work in a school environment without being employed directly by such school.”

Accordingly, section 26 modifies section 28-316.01 in the Criminal Code regarding the following definitions:

- “School” means a public, private, denominational, or parochial school approved or accredited by the State Department of Education;
- “School contract worker” means a person nineteen years of age or older who, as part of such person's employment, is assigned to work at a school and works in proximity to students of such school, but who is not employed by such school;
- “School employee” means a person nineteen years of age or older who is employed by a school; and
- “School worker” means a school contract worker or a school employee.

LB 192	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Quick	Health	Cavanaugh, J.	Eliminate a sunset date under the Supplemental Nutrition Assistance Program

Approved by Governor: June 2, 2025
Passed on Final Reading: 41-8 on May 28, 2025
Effective Date: September 3, 2025

LB 192 changes provisions for the Supplemental Nutrition Assistance Program (SNAP). The measure extends the SNAP gross income eligibility threshold of 165% of the federal poverty level (FPL) indefinitely. Currently, the gross income threshold is set to revert to 130% FPL on October 1, 2025. The net income eligibility threshold is 100% FPL. Gross is the total amount before deductions, while net is the amount after deductions. Only qualifying individuals whose income after deductions is under 100% FPL receive SNAP benefits. DHHS estimates over 4,000 families who would otherwise fail to qualify for SNAP benefits due to their gross income may remain on SNAP under the provisions of the measure.

SNAP benefits, aid received by individuals and spent on qualifying purchases at SNAP retailers, are 100% federally funded. SNAP administrative costs are split 50/50 between the state and federal partner, Food and Nutrition Services, a subagency of the U.S. Department of Agriculture (USDA). DHHS indicates potential administrative savings, a decreased need for staff, which would be initiated through the budget process if the current sunset is realized.

LB 197	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Storm	Business and Labor	None	Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law

Approved by Governor: March 11, 2025
Passed on Final Reading: 47-0-2 on March 6, 2025
Effective Date: September 3, 2025

The Employment Security Law was created to protect the rights of employers and employees. The law was designed to define employment and what constituted unfair labor practices. The law also defines who is eligible for unemployment insurance benefits and what those benefits entail.

LB 197 allows the Nebraska Department of Labor to adjudicate claims for unemployment insurance benefits through other means than by a claim adjudicator. LB 197 also allows the Nebraska Department of Labor to reconsider a determination of benefits if an audit conducted as part of the benefit accuracy measurement program finds an error in the original determination of benefits.

LB 241	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Hallstrom	Banking	None	Provide immunity from liability for cybersecurity events

Approved by Governor: March 17, 2025
Passed on Final Reading: 36-10-3 on March 13, 2025
Effective Date: September 3, 2025

LB 241 seeks to establish liability protections for private entities in the event of a cybersecurity breach. Specifically, it aims to limit liability for private entities facing class action lawsuits stemming from cybersecurity events unless the breach was caused by willful, wanton, or gross negligence.

Definitions

- (a) “Cybersecurity event” means an event resulting in unauthorized access to, or disruption or misuse of, an information system or nonpublic information stored on an information system;
- (b) “Information system” means:
 - (1) A discrete set of electronic information resources organized for the collection, processing, maintenance, use, sharing, dissemination, or disposition of electronic nonpublic information; or

- (2) A specialized system, including an industrial or process control system, a telephone switching and private branch exchange system, and an environmental control system;
- (c) “Nonpublic information” means information that is not publicly available and concerns a person that, because of a name, number, personal mark, or other identifier, can be used to identify such person, in combination with the following:
 - (1) A social security number;
 - (2) A driver's license number or state identification card number;
 - (3) A financial account number or credit or debit card number;
 - (4) A security code, access code, or password that would permit access to such person's financial accounts; or
 - (5) Any biometric record;
- (d) “Private entity” means a corporation, religious or charitable organization, association, partnership, limited liability company, limited liability partnership, or other private business entity, whether organized for-profit or not-for-profit; and
- (e) “Publicly available information” means information that is lawfully made available through federal, state, or local government records or information that a private entity has a reasonable basis to believe is lawfully made available to the general public.

LB 245	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Dekay	Agriculture	Agriculture	Change provisions of the Nebraska Pure Food Act and the Weights and Measures Act

Approved by Governor: April 29, 2025
Passed on Final Reading: 38-7-4 with E clause on April 25, 2025
Effective Date: April 30, 2025

LB 245 amends the Nebraska Pure Food Act to incorporate the 2022 recommendations of the Food Code, a publication of the federal Food and Drug Administration, which sets forth model regulations for sanitation, storage, preparation, serving, and presentation of foods to mitigate risks of foodborne illness from foods sold or served by commercial food establishments. Previously, Nebraska incorporated the 2017 edition of the Food Code. LB 245 also revises the schedule of license and inspection fees with the intent to fully cash fund the Department of Agriculture's licensure and inspection program under the Act.

Section 8 of LB 245 amends section 81-2,270 of the Nebraska Pure Food Act as it relates to food establishments, food processing plants, permits, and fees. Currently, this section of law exempts (i) educational institutions, (ii) health care facilities, (iii) nursing homes, and (iv) governmental organizations operating any type of food establishment, other than mobile food units or pushcarts, from the fee requirements. LB 245 maintains this fee exemption.

However, the measure prescribes that if any entity noted above utilizes an outside food service provider, the outside food service provider must pay any applicable fees regardless of whether the entity noted above is listed as the owner on the permit.

LB 261	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Spkr Arch	Appropriations	None	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027, and appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021

Becomes Law without Signature: May 21, 2025

Passed on Final Reading: 37-11-1 with E-clause on May 15, 2025

Effective Date: May 22, 2025

LB 261 represents the mainline budget bill as initially submitted by the Governor and modified by the Appropriations Committee and further amended on the floor of the Legislature. The total biennium budget from July 2025 to June 2027 is \$11.1 billion.

Notes: The Education Future Fund was appropriated \$242 million on or after July 1, 2026.

Aid to community colleges includes \$111,054,477 for each FY2025-26 and FY2026-27 and, by virtue of LB 173 (Prokop), the dual enrollment appropriation was increased to \$8,062,234 for each FY2025-26 and FY2026-27.

	FY2025-26	FY2026-27
TEEOSA.....	\$1,036,453,304.....	\$1,024,467,449
Foundation Aid ¹	\$112,977,519.....	\$113,571,200
Special Education Reimbursement ²	\$527,115,254.....	\$545,564,287
Textbook Loan Program	\$1,465,500.....	\$1,465,500
ESU Core Service	\$9,632,419.....	\$9,632,419
ESU Technology Infrastructure	\$3,170,927.....	\$3,170,927
ESU Distance Education	\$281,654.....	\$281,654
ESU regional coaches/job-embedded training	\$1,851,467.....	\$1,851,467
School Breakfast Program.....	\$617,898.....	\$617,898
School Lunch Program	\$392,032.....	\$392,032
Summer Food Service	\$90,000.....	\$90,000
Adult Basic Education Programs.....	\$214,664.....	\$214,664
Aid for High School Equivalency Programs	\$750,000.....	\$750,000
Early Childhood Education Projects.....	\$3,619,357.....	\$3,619,357
Early Childhood Education Grant Program ³	\$7,500,000.....	\$7,500,000
Scholarships for Early Childhood Education Providers	\$100,000.....	\$100,000
Nurturing Healthy Behaviors program	\$400,000.....	\$400,000
Learning Community Aid	\$470,000.....	\$470,000
Learners with High Ability	\$2,342,962.....	\$2,342,962

	FY2025-26	FY2026-27
Career and Technical Education ⁴	\$4,809,040.....	\$4,809,040
Nebraska Teacher Apprenticeship Program.....	\$1,000,000.....	\$1,000,000
Extraordinary Increase in SPED Expenditures Act	\$2,500,000.....	\$2,500,000
Nebraska Teacher Recruitment and Retention Act.....	\$5,000,000.....	\$5,000,000
Student Loan Forgiveness	\$5,000,000.....	\$5,000,000
Statewide Assessment and Reporting	\$7,149,939.....	\$7,149,939

¹ To provide 24% to public school districts under TEEOSA.

² Total from General Funds and Cash Funds.

³ The Legislature provided intent language that a maximum of 5% of General Funds appropriated each fiscal year for the Early Childhood Education Grant Program for at-risk children from birth to age three may be used for evaluation and technical assistance.

⁴ To be distributed between secondary and postsecondary schools according to the formula used for federal Perkins funds as such formula existed on January 1, 2025. Each school district will receive no less than \$7,500 for each fiscal year.

LB 264	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Spkr Arch	Appropriations	None	Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various statutory programs

Becomes Law without Signature: May 21, 2025

Passed on Final Reading: 35-13-1 with E-clause on May 15, 2025

Effective Date: May 22, 2025

LB 264 provides for fund transfers, changes provisions governing the administration and the use of funds, and repeals previous expansions to aid and incentive programs.

On May 7th, during Select File debate, Senator Hughes offered an amendment (AM1298) to LB 264, which was adopted on a 34-0 vote after a lengthy debate. The amendment modifies sections 79-1142 and 79-1145 of the Special Education Act (sections 167-168 of LB 264).

The amendment corrects the intent with regard to the 80% special education cost reimbursement established under LB 583 (2023).

As described by Bryce Wilson (NDE):

The language in AM1298 to LB 264 is to make a technical correction to the language originally included in LB 583 (2023) that increased the special education reimbursement to 80%. The original language in LB 583 created an issue as the amount originally submitted in the final financial reports includes some unallowable expenditures that can't be reimbursed which resulted in an audit finding for NDE, and the original language could cause maintenance of fiscal support issues with the federal government in future years. This

proposed language change would require the full amount appropriated to be paid out but would change the language of the appropriation to be 80% of the original submission of expenditures on the final financial report minus the (eighty percent) three-year average of unallowable expenditures or what is required to meet maintenance of fiscal support whichever is greater.

This change should allow us to clear an audit finding and provide reimbursement to schools of approximately 80% of the school-age special education expenditures submitted on the AFR as was originally intended in LB 583.

Education Future Fund

Section 153 of LB 264 amends section 72-232.02 to direct investment earnings from the Board of Educational Lands and Funds cash fund to the Education Future Fund beginning July 1, 2025. In fact, a number of sections within LB 264 provide for transfer of funds to the Education Future Fund going forward. This may be a sign that the Legislature anticipates funding issues for the Education Future Fund in the coming years.

LB 295	<i>Sponsor</i> Retirement Committee	<i>Committee</i> Retirement	<i>Priority</i> Retirement Committee	<i>Subject</i> Change provisions relating to the County, Judges, State Patrol, School Employees, Class V Plans, and the Public Employees Retirement Board
---------------	---	--------------------------------	--	---

Approved by Governor: April 30, 2025
Passed on Final Reading: 46-0-3 with E-clause on April 25, 2025
Effective Date: May 1, 2025

LB 295 makes technical and substantive changes to all five state-sponsored retirement plans (School Employees, Judges, State Patrol, State Employees, and County), but it also includes provisions related to the Class V (OPS) Plan.

As it relates to the School Employees Plan, the following changes are proposed.

Application Deadline

LB 295 extends the retirement application deadline under the School Employees Retirement Act from 120 days prior to the effective date of the member's initial benefit to 270 days prior to the effective date of the member's initial benefit.

Definition of Compensation

Currently, “compensation” is defined as gross wages or salaries payable to the member for personal services performed during the plan year and includes:

- (i) overtime pay,

- (ii) member retirement contributions,
- (iii) retroactive salary payments paid pursuant to court order, arbitration, or litigation and grievance settlements, and
- (iv) amounts contributed by the member to plans under sections 125, 403(b), and 457 of the IRS Code or any other section of the code which defers or excludes such amounts from income.

LB 295 would add a fifth item, which is leave of absence pay.

Regular Employee

The current definition of “regular employee” is an employee hired by a public school or under contract in a regular full-time or part-time position who works a full-time or part-time schedule on an ongoing basis for 20 or more hours per week. An employee hired to provide service for less than 20 hours per week but who provides service for an average of 20 or more per week in each calendar month of any three calendar months of a plan year must, beginning with the next full payroll period, commence contributions and would be deemed a regular employee for all future employment with the same employer.

LB 295 specifies that the 20-hour-per-week threshold would be calculated by dividing the total number of hours of service provided for the same employer in a calendar month by the total number of calendar days in the month and multiplying such number by seven.

Repayment of Benefit

Currently, if the Public Employees Retirement Board (PERB) determines that termination of employment has not occurred and a retirement benefit has been paid to a member of the Plan, the member must repay the benefit to the retirement system.

LB 295 stipulates that the PERB may determine that all or any portion of such benefit was the result of an inadvertent benefit overpayment and repayment of the benefit would create a significant hardship.

Lawfully Present Employees

Currently, no school employee would be authorized to participate in the Plan unless the employee is a U.S. citizen or is lawfully present in the U.S.

The law requires the employing public school and the school employee to maintain at least one of the documents listed below, which must be unexpired. LB 295 provides that the document is still valid if it has an expiration date that has been extended by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services.

Currently, the permitted documents, include:

- (a) A state-issued driver's license;
- (b) A state-issued identification card;
- (c) A certified copy of a birth certificate or delayed birth certificate issued in any state, territory, or possession of the U.S.;

- (d) A Consular Report of Birth Abroad issued by the U.S. Department of State;
- (e) A U.S. passport;
- (f) A foreign passport with a U.S. visa;
- (g) A U.S. Certificate of Naturalization;
- (h) A U.S. Certificate of Citizenship;
- (i) A tribal certificate of Native American blood or similar document;
- (j) A U.S. Citizenship and Immigration Services Employment Authorization Document, Form I-766;
- (k) A U.S. Citizenship and Immigration Services Permanent Resident Card, Form I-551; or
- (l) Any other document issued by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services granting employment authorization in the U.S. and approved by the retirement board.

LB 295 would add an additional permitted document type: A state-issued motor vehicle learner's permit.

LB 296	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Arch	Education	None	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements

Approved by Governor: March 11, 2025
Passed on Final Reading: 48-0-1 on March 6, 2025
Effective Date: September 3, 2025

Background: LB 705 (2023) required NDE, DHHS, the Office of Probation Administration, and the State Court Administrator to enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court. The purpose of the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students.

The memorandum would include the intent for NDE to contract with an outside consultant with expertise in the education of court-involved students to assist in the development of the policies and procedures.

In accordance with this directive, NDE contracted with Bellwether, which is a national nonprofit organization.

The “Bellwether Report,” entitled, “Data Sharing for Youth Under the Jurisdiction of the Juvenile Court,” was issued in September 2024. The executive summary of the report states that:

In Nebraska, students under the jurisdiction of the juvenile court are educated in diverse settings such as public schools, interim-program schools, special purpose schools, and non-public schools. Historically, these students have underperformed academically compared to their non-juvenile-court-involved peers and are disproportionately students of color, students with disabilities, and students from low-income families.

A key condition for positive educational outcomes for youth under the jurisdiction of the juvenile court is the efficient transfer of education records between placements. Currently, Nebraska faces significant challenges in this area, as identified through extensive interviews, focus groups, and stakeholder meetings. The obstacles to effective data sharing include delays, mistrust, lack of system integration, reliance on low-tech solutions, privacy concerns, and inadequate knowledge. These inefficiencies contribute to negative outcomes for youth, causing them to miss crucial instructional time or be subjected to redundant coursework. This often results in disengagement, frustration, and drop-out.

To address these issues, Bellwether, in collaboration with a team of state leaders, has developed a comprehensive set of recommendations that propose establishing a centralized records service under the Nebraska Department of Education (NDE). This system aims to centralize education data collection and distribution using highly trained registrars to ensure data accuracy, resolve discrepancies, and create comprehensive student records. This centralized service would streamline the data-sharing process and ensure compliance with privacy regulations. Beyond the centralization of records, the recommendations also advocate for improvements in governance design to enhance efficiency, consistency, and accountability. Additionally, the introduction of a statewide basic high school diploma aims to increase graduation rates for youth under the jurisdiction of the juvenile court.

If enacted comprehensively, these reforms will make Nebraska a national model for education data sharing that will positively impact the educational experiences and outcomes of youth under the jurisdiction of the juvenile court, providing them with a more cohesive educational experience.

LB 296 would implement the suggestions contained within the Bellwether Report along with the original directives contained within LB 705 (2023).

Centralized Education Records System

By July 1, 2026, NDE must maintain a centralized education records system for students under the jurisdiction of a juvenile court. The system must allow for the immediate transfer of education records as appropriate. Each approved or accredited school must share education records with the department for inclusion in the centralized education records system *immediately upon request* for any student under the jurisdiction of a juvenile court.

The Commissioner of Education is directed to employ registrars who would be responsible for ensuring the education records of students under the jurisdiction of a juvenile court are maintained in an accurate and timely manner in the centralized education records system.

Registrars would also analyze the education records of high school students under the jurisdiction of a juvenile court to determine if additional credit hours should be awarded by the Commissioner of Education for academic work that has been completed by the students.

The Commissioner of Education must, either upon request or in response to an analysis conducted by a registrar, award credit hours pursuant to rules adopted by the State Board to any high school student who is or was under the jurisdiction of a juvenile court and has evidence of the completion of academic work that would generally be required for the credit hours. Any credit hours awarded by the commissioner must be recognized by any approved or accredited school and must count toward meeting any graduation requirements related to the subject area of the credit hours.

The cost of the centralized education records system and registrars would be paid from the State Department of Education Improvement Grant Fund.

Diploma

Current law (§ 79-729) requires that each high school student must complete a minimum of 200 high school credit hours prior to graduation. At least 80% of the minimum credit hours must be core curriculum courses prescribed by the State Board.

LB 296 provides that, beginning with the 2026-27 school year, for a student who meets the above requirement and who was at any point during high school under the jurisdiction of a juvenile court and residing in an out-of-home placement under such jurisdiction:

- (i) A public high school must, upon request, allow such student to graduate with a high school diploma from such school without any additional requirements if the student was enrolled at any point in such high school; or
- (ii) If such student does not graduate from an approved or accredited high school, the Commissioner of Education must, upon request, award a state high school diploma.

The bill provides that no student, parent, or guardian may make any request that would result in a student receiving more than one high school diploma.

LB 297	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Ibach	Business and Labor	None	Change provisions relating to the combined tax rate under the Employment Security Law

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 with E clause on March 20, 2025
Effective Date: March 26, 2025

Background: LB 297 was brought by Senator Ibach on behalf of the Department of Labor with the goal of reducing Nebraska's unemployment combined tax. This tax is paid by employers, and funds the payment of unemployment benefits. Most of the combined tax collected goes directly to the Unemployment Insurance Trust Fund (UI). The UI Trust Fund can only be used for the payment of unemployment benefits, and Nebraska has one of the healthiest UI trust funds in the country.

The current balance of the UI trust fund far exceeds the amount necessary to fund the payments of benefits during a recession, or even a pandemic. The current balance of the trust fund is approximately \$544 million, whereas the Nebraska Department of Labor paid out approximately \$95 million in UI benefits in 2024.

LB 297 adjusts the combined tax rate calculation used to set tax rates for unemployment insurance taxes to immediately lower the 2025 tax rate, and reduce the calculation for planned collection of

the UI combined tax for future years, with the goal of reducing the overall UI Trust Fund balance to a more reasonable reserve.

Additionally, LB 297 grants the Commissioner of Labor the authority to make informed decisions to lower the UI tax rate for employers. LB 297 lessens the tax burden on employers while still maintaining a sufficient unemployment trust fund balance to pay unemployment benefits.

Summary of Changes: In tax year 2025 only, the category twelve rate will be 0.48. Also, the Commissioner of Labor may adjust the yield factor to a lower scheduled yield factor if the state's reserve ratio is .7% or greater rather than the current 1% or greater.

LB 298	Sponsor	Committee	Priority	Subject
	Arch	Executive Board	Arch	Provide for the Division of Legislative Oversight, the Legislative Oversight Committee and change provisions relating to the Public Counsel

Approved by Governor: June 4, 2025
Passed on Final Reading: 46-2-1 with the E clause on May 30, 2025
Effective Date: June 5, 2025

LB 298 is a lengthy measure that addresses legislative oversight. The legislation creates the Division of Legislative Oversight within the Legislative Council as well as the Legislative Oversight Committee, a special committee that replaces the current Performance Audit Committee, to oversee the new division.

The director of the new division will be appointed by the Legislature and require a two-thirds vote for appointment and for removal. The director will serve a 6-year term. The director would then appoint an Inspector General for a 5-year term.

The current offices of the Legislative Audit Office, the Office of Inspector General of Nebraska Child Welfare, and the Office of Inspector General of the Nebraska Correctional System would be moved to the Division of Legislative Oversight.

Division of Legislative Oversight

The Division of Legislative Oversight is created within the Legislative Council. The division would be responsible for conducting assessments, investigations, audits, inspections, and other reviews of Nebraska state government to ensure the Legislature is able to carry out its responsibilities to secure needed information to legislate and appropriate.

Division Director

The Director of Legislative Oversight would:

- (a) Develop key performance indicators, with the approval of the Legislative Oversight Committee, for both short-term and long-term legislative oversight of state agencies and programs;
- (b) Make recommendations to the Legislative Oversight Committee and the Executive Board of the Legislative Council regarding the duties, responsibilities, and activities of the division and division staff;
- (c) Ensure that all assessments, investigations, audits, inspections, and other reviews are conducted by the division without regard to special or partisan interest and in accordance with relevant standards or guidelines; and
- (d) Carry out the director's duties under the Legislative Performance Audit Act, the Office of Inspector General of Nebraska Child Welfare Act, and the Office of Inspector General of the Nebraska Correctional System Act.

Legislative Oversight Committee

The Legislative Oversight Committee is created as a special legislative committee to exercise the authority and perform the duties provided for in the:

- (a) Legislative Performance Audit Act,
- (b) the Office of Inspector General of Nebraska Child Welfare Act, and
- (c) the Office of Inspector General of the Nebraska Correctional System Act.

The committee would be composed of nine members of the Legislature, including:

- (a) Speaker of the Legislature,
- (b) chairperson of the Executive Board,
- (c) chairperson of the Appropriations Committee,
- (d) chairperson of the Judiciary Committee,
- (e) chairperson of the Health and Human Services Committee, and
- (f) four other members of the Legislature chosen by the Executive Board.

The chairperson and vice-chairperson of the Legislative Oversight Committee would be elected by a majority vote of the committee.

For purposes of tax incentive performance audits, the committee must also include as nonvoting members the chairperson of the Revenue Committee or his/her designee and one other member of the Revenue Committee, as selected by the Revenue Committee.

The Legislative Oversight Committee would oversee all aspects of the Division of Legislative Oversight without regard to special or partisan interests and in accordance with relevant standards and guidelines.

Legislative Audit Office

The Legislative Audit Office is created within the Division of Legislative Oversight. The office would conduct performance audits. The Legislative Auditor would be appointed by the Director

of Legislative Oversight with approval from the chairperson of the Executive Board and the chairperson of the Legislative Oversight Committee.

The Legislative Auditor must employ the staff as deems necessary to carry out the duties of the office within the amount available by appropriation through the Division of Legislative Oversight for the Legislative Audit Office.

LB 303	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Hughes	Education	Hughes	Create the School Financing Review Commission

Approved by Governor: June 4, 2025
Passed on Final Reading: 48-0-1 with E clause on May 30, 2025
Effective Date: June 5, 2025

LB 303 was originally introduced at the request of the Governor and provided for comprehensive school finance modifications. It also called for the creation of a “School Finance Reform Commission.”

As passed and signed into law, the measure no longer incorporated modifications to the existing school finance system. However, it did call for the creation of the “School Financing Review Commission.”

Composition of Commission

The commission would consist of 18 members, including:

- (a) The Commissioner of Education or designee;
- (b) The Property Tax Administrator or designee;
- (c) One representative of the Governor appointed by the Governor;
- (d) Three members of the Legislature, who will be nonvoting members of the commission, including (1) the Chairperson of the Education Committee or designee, (2) the Chairperson of the Revenue Committee or designee, and (3) one member appointed by the Executive Board in January of each odd-numbered year for a two-year term, except that the initial member will be appointed within 30 days after the effective date of LB 303 and will serve until a successor is appointed in January 2027. No more than two members may be affiliated with the same political party;
- (e) One member who is a representative of postsecondary education with expertise in school finance;
- (f) Four members who are superintendents or school board members representing a Class I, II, or III school district. At least one member is appointed representing each class of school district. No more than two members may represent the same class of school district, no

more than three members may be superintendents, and no more than three members may be school board members;

- (g) One member that is a representative of a Class IV school district and one member that is a representative of a Class V school district. One member appointed must be a school board member of the school district being represented and the other member must be a school administrator in the other school district being represented; and
- (h) Five members appointed from the state at large, which must include (i) at least one individual having experience in business, (ii) at least one individual having experience in farming, (iii) at least one individual teaching as a certified teacher in a public school, and (iv) two other individuals. These members may be retired.

The members outlined in (a) through (c) would serve as ex officio members of the commission.

The members outlined in (e) through (h) would be appointed by the Governor within 30 days after the effective date of the legislation. Initial appointees would serve terms as described below. Thereafter, members would serve terms of three years, and any vacancy would be filled by the Governor for the remainder of the vacated term. For purposes of determining term length and expiration of terms, the initial terms for members would begin 30 days after the effective date of the legislation.

The Governor must, upon appointment, designate the initial term for the members appointed except the initial terms for members described in (e) through (h) would be as follows:

- (1) The member appointed under (e), one member described in (g), and one member described in (h) would serve a three-year term;
- (2) Two members described in (f), one member described in (g), and one member described in (h) would serve an initial term of two years; and
- (3) Two members described in (f) and three members described in (h) would serve an initial term of one year.

If at any point a member no longer meets the qualification for such member's position on the commission, the member must vacate membership on the commission. Any vacancy in the commission would be filled in the same manner and same qualification as the original appointment.

Purpose of Commission

The purpose of the School Financing Review Commission is to study and provide advisory recommendations relating to school funding in Nebraska. The commission must:

- (a) Evaluate the school funding formula for education under the Tax Equity and Educational Opportunities Support Act (TEEOSA) and make recommendations for adjustments or changes to such formula that may be necessary to help prevent the increase of property taxes;
- (b) Regularly review the resources side of the formula under TEEOSA;

- (c) Regularly review the needs side of the formula under TEEOSA;
- (d) Analyze options for how to minimize the negative impact on schools during times when the state may be unable to fully fund the formula under TEEOSA;
- (e) Analyze the impact of funding for education on student achievement and outcomes, focusing on, but not limited to:
 - Access to early childhood education;
 - student attendance;
 - literacy;
 - graduation rate;
 - college-going rate; and
 - postsecondary workforce participation.
- (f) Analyze the impact of funding for education on issues and resources impacting students with relatively high needs, including:
 - students who live in areas of high concentrations of poverty,
 - students with an individualized education program, and
 - students with limited English proficiency.

The commission, to the extent it is practical, must compare findings to similar policies from other states.

Report

By December 1, 2025, and by November 1 of each year thereafter, the commission must prepare and deliver to the Clerk of the Legislature an annual report with its observations and recommendations.

Other Provisions Related to the Commission

- The Commissioner of Education or designee would serve as the chairperson of the commission, and the commission must elect a vice-chairperson from among its members.
- The commission would meet at least four times a year and at least once per calendar quarter.
- NDE may provide staff to assist the commission as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission. The commission may also obtain assistance from NDE, the Department of Revenue, and the Legislative Fiscal Office in acquiring the data needed to carry out its duties.
- The commission would be housed within NDE.

Spending Lid Exception

Prior to passage, Senator Ballard successfully amended LB 303 to include a change to an existing spending lid exception (§ 79-1028.01). The current lid exception, relating to employer contributions for the School Employees Retirement Plan, provides that a school district may exceed its budget authority by a specific dollar amount for expenditures to pay for employer contributions above 7.35%. The current employer rate is 9.88%. On July 1, 2025, the employer rate will be 8.08%.

The Ballard amendment creates a new subsection to this lid exception providing that, for school fiscal years 2025-26 and 2026-27, the lid exception would permit the amount of expenditures for school fiscal year 2024-25 to be carried over and included in the budget authority for school fiscal years 2025-26 and 2026-27.

LB 306	<i>Sponsor</i> Education Com.	<i>Committee</i> Education	<i>Priority</i> Education Com.	<i>Subject</i> Change provisions relating to admission to elementary and secondary schools, and require a database of financial information regarding school districts and reporting regarding funding from foreign adversarial sources
---------------	-------------------------------------	-------------------------------	--------------------------------------	--

Approved by Governor: June 4, 2025
Passed on Final Reading: 41-8 with E clause on June 2, 2025
Effective Date: June 5, 2025

Participation in Extracurricular Activities (Sections 1 and 2 of LB 306)

Background: The provisions in sections 1 and 2 derive from LB 497 (Murman), which was never advanced from committee but was nevertheless successfully merged into LB 306. LB 497 was supported by the Nebraska Christian Home Educators Association and the Lincoln Home School Orchestras, among others.

LB 306 amends section 79-215 to provide that a school board must admit a student upon request without charge for part-time enrollment for purposes of participating in extracurricular activities if:

- (a) the student is also enrolled in a private school or in a home school and
- (b) either –
 - (i) the school district where the student or the student's parent resides does not offer the extracurricular activity in which the student desires to participate and the school district that the student is requesting to attend is the closest school district to the residence of the student or the student's parent that offers such extracurricular activity or

- (ii) the school district where the student or the student's parent resides does offer the extracurricular activity in which the student desires to participate but the school district the student is requesting to attend includes the closest school to the residence of the student or the student's parent that offers such extracurricular activity.

Policy Update: LB 306 also amends section 79-2,136 relating to part-time enrollment and extracurricular activities.

LB 306 provides that school board policies and procedures must require any student desiring to participate in extracurricular activities *regulated by an athletics or activities association* (i.e., NSAA), to which the school is a member, to be enrolled five credit hours offered by the school district in any semester *in order to participate in such extracurricular activities, but may not prohibit a student from enrolling in more than five credit hours.*

The measure further stipulates that both the compulsory attendance law (§ 79-201) and laws relating to habitual truancy would apply to such students.

Effective: Sections 1 and 2 become effective September 3, 2025

Database of Financial Information (Section 11 of LB 306)

Background: As amended prior to passage, LB 306 includes the modified provisions of LB 625 (Dover) relating to the creation of a database of financial information. LB 625 was advanced to General File by a 7-1 vote, but no one other than Senator Dover testified on the bill.

Website Database: LB 306 requires the Department of Administrative Services (DAS) to develop, maintain, and make available for public inspection on its website a database of financial information from all school districts in the state. The required information must include, at a minimum, revenue sources, expenditures, and a balance sheet that contains all assets and liabilities for each school district from the most recent audit reports filed with the Commissioner of Education.

The budget administrator of the budget division of DAS is required to designate an implementation date for the database, but must be no later than January 1, 2026.

Required Information: School districts are required to provide to DAS such information from the school district's most recent audit report filed with the Commissioner of Education as is necessary to develop and maintain the database.

School districts must provide updated information to DAS on an annual basis, and DAS must update the database no later than 30 days after receiving any such information.

School districts are also required to provide historical financial information beginning with calendar year 2005 to DAS. Such information must be collected and added to the database if available as soon as practicable.

The data requirement does not include disclosure of information that is considered confidential under state or federal law or is not a public record.

Effective: Section 11 becomes effective September 3, 2025

Scholarship Qualifications (Sections 7-9 of LB 306)

One of the more controversial amendments ultimately adopted to LB 306 prior to passage was championed by Senator Hallstrom and opposed by Senator Murman.

LB 306 provides that the minimum test score qualification for a scholarship under the Nebraska Career Scholarship Act is met either from a composite score on a standard college admission test or the equivalent score on the SAT.

Effective: Sections 7-9 become effective September 3, 2025

LB 346	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Arch	Government	Speaker	Provide for termination of boards, commissions, committees, councils, funds, groups, panels, and task forces and change and eliminate funds and powers and duties of departments and agencies

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 on May 28, 2025
Effective Date: September 3, 2025

Background

In 2000, the Legislature created the Early Childhood Interagency Coordinating Council to advise and assist the collaborating agencies in carrying out the provisions of the:

- Early Intervention Act,
- Quality Child Care Act,
- Early Childhood Training Center,
- Early Childhood Education Grant Program,
- Before-and-after-school or prekindergarten services, and
- other early childhood care and education initiatives under state supervision.

Operational Efficiencies

LB 346 was brought at the request of the governor and proposes combining or outright repealing several boards and commissions. The proposal is intended to find operational efficiencies and to reduce the complexity of the Nebraska government.

Within LB 346, section 23 modified provisions related to the Early Childhood Interagency Coordinating Council. The legislation limits the council to 16 members beginning July 1, 2026, all of whom would be appointed by the Governor. The council had previously included over 30 members and there was no limit on the number of members prior to LB 346.

Upon introduction of LB 346, First Five Nebraska and other interested groups, argued that the measure would have inadvertently made Nebraska noncompliant with federal requirements by making changes to the membership composition of the Early Childhood Interagency Coordinating Council. As noted by First Five Nebraska, the council was created in order to:

[A]ssist state agencies in complying with the Individuals with Disabilities Education Act (IDEA) and the Head Start for School Readiness Act. It is unique from most other states in that it consolidates two federally required state advisory councils into one.

First Five Nebraska worked closely with the Governor's office to maintain membership compliance pursuant to federal law, while still realizing efficiencies by reducing the number of statutorily required membership from over 30 to 16 members. These changes helped to ensure that the state's yearly allocation of \$3.3 million for IDEA Part C funds and \$80 million for Head Start funds were preserved.

LB 376	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Health Committee	Health Committee	Health Committee	Change and eliminate programs and services administered by DHHS and eliminate various reporting requirements

Approved by Governor: June 4, 2025
Passed on Final Reading: 47-1-1 on May 30, 2025
Effective Date: September 3, 2025

LB 376 modifies statutes pertaining to reports required by DHHS. Several sections within this legislation are noteworthy for public education.

Screening

Current law, section 71-4741, requires DHHS to determine which birthing facilities are administering hearing screening tests to newborns and infants on a voluntary basis and the number of newborns and infants screened. The department is required to submit electronically an annual report to the Legislature stating the number of:

- (a) Birthing facilities administering voluntary hearing screening tests during birth admission;
- (b) Newborns screened as compared to the total number of newborns born in such facilities;
- (c) Newborns who passed a hearing screening test during birth admission if administered;
- (d) Newborns who did not pass a hearing screening test during birth admission if administered;
- and
- (e) Newborns recommended for follow-up care.

This reporting requirement is eliminated under LB 376.

What remains in this statute is the requirement that DHHS, in consultation with NDE, along with birthing facilities, and other providers, develop approved screening methods and protocols for statewide hearing screening tests of substantially all newborns and infants.

DHHS Office Space

Another section of LB 376 sunsets the requirement that counties maintain DHHS office space at no charge to the state as of June 30, 2028.

This estimated future cost to the state is somewhere between \$2.5 million and \$4 million. The added cost would not be realized until FY2029.

LB 383	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Storer	Judiciary	Storer	Adopt the Parental Rights in Social Media Act

Approved by Governor: May 20, 2025
Passed on Final Reading: 46-3-0 on May 14, 2025
Effective Date: July 1, 2026 for Sections 26-30

LB 383 creates the Parental Rights in Social Media Act (sections 26-30). The measure prohibits a social media company from permitting a minor to become an account holder. A social media platform must use a reasonable age verification method to verify the age of an individual seeking to become an account holder on the company's social media platform.

A social media company or third-party vendor conducting the verification may not retain any identifying information of an individual after verification is complete.

Exception

A social media company may allow a minor to become an account holder if the parent of the minor provides express parental consent authorizing the minor to become an account holder. A social media company or third-party vendor must verify the express parental consent, which must include:

- (a) Age verification of the parent through a reasonable age verification method; and
- (b) An oath, affirmation, or form signed by the parent and returned to the social media company or third-party vendor by common carrier, facsimile, or electronic scan stating that the consenting adult is the minor user's parent and authorizes such minor to become an account holder.

Once age and parental consent, if applicable, are verified, the social media company may permit the minor to become an account holder. Reverification of an account holder is not required unless parental consent is revoked by a parent.

Revocation

A social media company must develop a method for a parent to revoke consent for a minor to be an account holder. If consent is revoked, a social media company must remove the account of the parent's minor and prohibit the minor from becoming an account holder until additional express parental consent is provided.

Supervision

A social media company must provide a parent of a minor account holder with methods for the parent to supervise the minor's account. The methods must include options for the parent to:

- (a) View all posts the minor account holder makes under the social media platform account;
- (b) View all responses and messages sent to or by the minor account holder in the social media platform account;
- (c) Control the minor's privacy and account settings; and
- (d) Monitor and limit the amount of time the minor account holder spends using the social media platform.

Enforcement

The Nebraska Attorney General is required to enforce the Parental Rights in Social Media Act and may impose a penalty of up to \$2,500 per violation.

LB 390	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Murman	Education	None	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information

Approved by Governor: April 14, 2025
Passed on Final Reading: 34-14-1 on April 10, 2025
Effective Date: September 3, 2025

Policy Requirement

LB 390 requires that each school board of a public school district adopt a policy for implementation at the beginning of the 2026-27 school year, relating to the rights of a parent, guardian, or educational decisionmaker to access school library materials.

The policy must:

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

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

- (1) The title of the book checked out by the student;
- (2) The name of the author of the book checked out by the student; and
- (3) The date the book checked out by the student is due to be returned to the school library.

This would only apply to a school library that is located on school district property and will not apply to any other public library regardless if the library contracts with a school district for use by students.

“Educational decisionmaker” is defined as a person designated or ordered by a court to make educational decisions on behalf of a child (§ 79-530).

LB 391	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Murman	Revenue	Speaker	Adopt the Give to Enable Scholarship Act and provide for certain income tax adjustments

Approved by Governor: June 4, 2025
Passed on Final Reading: 45-3-1 on May 30, 2025
Effective Date: September 3, 2025

LB 391 creates the Give to Enable Support Act and the Give to Enable Support Cash Fund.

The fund would be administered by the State Treasurer, who would accept contributions from any private individual or private entity and credit all contributions to the Give to Enable Support Cash Fund. No General Funds would be transferred to this Fund.

The Program would begin on January 1, 2026. The purpose of the program is to promote access to accounts by establishing accounts using distributions from the Give to Enable Support Cash Fund. The accounts may then be used to pay the qualified disability expenses of qualified individuals.

In order to participate in the Program, a qualified individual would submit an application to the State Treasurer. The State Treasurer would accept applications from January 1 to June 1 of each year beginning in 2026. The application must include:

- (a) Information necessary to certify the applicant's status as a qualified individual;
- (b) The applicant's personal information necessary to establish an account; and
- (c) Any other information required by the State Treasurer.

A “qualified individual” is defined as an individual with a disability as defined in IRS Code 529A who does not have an account at the time he/she is approved to become a participant in the Program.

If the State Treasurer determines that the applicant qualifies to have an account established under the Program, the State Treasurer would notify the applicant of the approval. The State Treasurer may approve as many applications as funding for the program allows for each calendar year.

A qualified and approved individual would have an account established for the individual. The account would be established by April 1 of the year following the year the application is approved and would be funded with no less than the minimum amount required to open an account or such greater amount as determined by the State Treasurer.

LB 428	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Murman	Education	None	Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools

Approved by Governor: April 29, 2025
Passed on Final Reading: 41-5-3 on April 25, 2025
Effective Date: September 3, 2025

LB 428 amends the Parental Involvement Act (§ 79-532). This Act has been the subject of significant controversy in the Legislature for the past several years.

The current Parental Involvement Act requires school districts to adopt a policy, which includes a number of provisions. LB 428 proposes additional requirements for the policy relating to surveys.

School Policy Modification

School district policy is required to be modified to provide a requirement that:

IF the school administers

- (a) a survey requesting that students provide sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature OR
- (b) a nonanonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use,

THEN the school district must, at least 15 days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive the survey.

The notice must be made through the school's electronic notification system or by physical mail to the address on file for the student. The notice must:

- describe the nature and types of questions included in the survey,
- the purposes and age-appropriateness of the survey,
- how information collected by the survey will be used,
- who will have access to such information,
- the steps that will be taken to protect student privacy, and
- whether and how any findings or results of such survey will be disclosed.

Parents, guardians, and educational decisionmakers have the right to:

- (a) Request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student,
- (b) review the survey in person at the school, and
- (c) exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey may not disclose personally identifiable information of a child.

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

Limitation

The bill states that nothing in the provisions of the measure may be construed to require disclosure of information in violation of:

- (a) the federal Family Educational Rights and Privacy Act of 1974, as amended, 20 U.S.C. 1232g, or any federal regulations and applicable guidelines adopted in accordance with such act, as such act, regulations, and guidelines existed on January 1, 2024;
- (b) the federal Protection of Pupil Rights Amendment of 1978, 20 U.S.C. 1232h, as such section existed on January 1, 2025;
- (c) the federal Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 et seq., as such act existed on January 1, 2025; and
- (d) the federal Children's Internet Protection Act, 47 C.F.R. 54.520, as such regulation existed on January 1, 2025.

LB 457	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Bostar	Banking	None	Require anaphylaxis policies for school districts

Approved by Governor: April 14, 2025
Passed on Final Reading: 47-1-1 on April 10, 2025
Effective Date: September 3, 2025

LB 457 requires DHHS, in consultation with NDE, to develop model anaphylaxis policies available for use in school districts and licensed child care programs setting forth guidelines and procedures to be followed for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.

The policies may be developed with input from representatives of (i) allergy medicine, (ii) pediatric physicians, (iii) school nurses and other health care providers with expertise in treating children with anaphylaxis, (iv) parents of children with severe allergies, (v) school administrators, (vi) teachers, (vii) school food service directors, and (viii) other appropriate entities.

The policies must include:

- (a) A procedure and treatment plan, including emergency protocols and responsibilities for staff members of licensed child care programs, school nurses, and other appropriate school personnel, for responding to anaphylaxis;
- (b) A procedure and appropriate guidelines for the development and implementation of an individualized health care plan for children with a food or other allergy that could result in anaphylaxis;
- (c) A communication plan for the intake and dissemination of information provided by the state regarding children with a food or other allergy that could result in anaphylaxis, including a discussion of methods, treatments, and therapies to reduce the risk of allergic reactions, including anaphylaxis;
- (d) Strategies for the reduction of the risk of exposure to anaphylactic causative agents, including food and other allergens; and
- (e) A communication plan for discussion with children who have developed adequate verbal communication and comprehension skills and with the parents, guardians, and educational decisionmakers of all children attending the school district or licensed child care program about foods that are safe and unsafe and about strategies to avoid exposure to unsafe food.

The policies must be reexamined and updated as needed at least once every three years to be consistent with best practices relating to anaphylaxis prevention, treatment, and emergency response methods.

A model policy developed or updated must be made available on the applicable department's website (presumably both the DHHS and NDE websites).

Required Policy

LB 457 provides that, by July 1, 2026, each school district must adopt a written policy to address incidents of anaphylaxis involving students at school. A school board may use the model policy in school districts as a guide. The policy may not conflict with or hinder the implementation of an individualized anaphylaxis plan of a student and must be consistent with existing law (§ 79-224) relating to self-management by a student.

A school district must publish the policy in any school district handbook, manual, or similar publication that sets forth the comprehensive rules, procedures, and standards of conduct for students at school.

A school district with a policy to address incidents of anaphylaxis involving students at school that is in effect prior to the effective date of the bill may remain in effect and must satisfy the requirements noted above.

LB 521	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Sanders	Government	Government	Change and eliminate provisions relating to the Election Act and change notice requirements under the Open Meetings Act

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 with E clause on May 28, 2025
Effective Date: May 31, 2025

LB 521 was originally meant to carry various changes to the Election Act. As the measure emerged from committee, it also included changes to the Open Meetings Act (section 82 of LB 521).

Current provisions of the Open Meetings Act (§ 84-1411) provide that in case of refusal, neglect, or inability of the newspaper to publish the notice, the public body must:

- (a) post such notice on its website, if available,
- (b) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and
- (c) post such notice in a conspicuous public place in such public body's jurisdiction.

LB 521 stipulates that the public body must “request the newspaper” submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers.

The bill also requires that the public body maintain a written record of the request to the newspaper.

LB 521 provides that, in addition to a method of notice required by the Act, such notice may also be provided by any other appropriate method designated by the public body or the advisory committee.

Each public body is required to record the methods and dates of such notice in its minutes.

The bill requires that the notice must contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda (which must be kept continually current) must be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items must be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda may not be altered later than: (i) 24 hours before the scheduled commencement of the meeting or

(ii) 48 hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body must have the right to modify the agenda to include items of an emergency nature only at the public meeting.

LB 645	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Ballard	Retirement	Retirement Committee	Change provisions relating to the School Retirement Fund

Approved by Governor: May 6, 2025
Passed on Final Reading: 45-2-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 645 was introduced on behalf of the Governor to reduce the state's liability for the School Employees Retirement Plan. The savings to the state are intended to help fill the existing budget shortfall. The measure is projected to reduce the state's funding responsibility by over \$83 million in the next biennium.

The current contribution rates are based on employee compensation as follows:

- Employee rate: 9.78%
- Employer rate: 9.88% (101% of the employee rate)
- State rate: 2%

These rates have been in place since 2013.

Under LB 645, the rates would be determined by the current funding ratio on the actuarial value of assets in the School Retirement Fund.

Beginning on July 1, 2025, and each July 1st thereafter, the new system would be based on the most recent previous year as reported in the annual actuarial valuation report, which is released in November of each year. The current funding ratio is 99.91%, which was established by the state's actuary in November 2024.

If the funded ratio is less than 96%

- Employee rate: 9.75%
- Employer rate: 9.85% (101% of the employee rate)
- State rate: 2%

If the funded ratio is 96% or greater and less than 98%

- Employee rate: 8.75%
- Employer rate: 8.84% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 98% or greater and less than 100%

- Employee rate: 8%
- Employer rate: 8.08% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 100% or greater

- Employee rate: 7.25%
- Employer rate: 7.32% (101% of the employee rate)
- State rate: no contribution required

LB 647	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	Revenue Com.	Revenue	Revenue Com.	Omnibus revenue measure that includes changes relating to budget limitations, property tax request authority, the Property Tax Request Act, and the Nebraska educational savings plan trust

Approved by Governor: May 30, 2025
Passed on Final Reading: 35-13-1 with E clause on May 30, 2025
Effective Date: Various

LB 647 was introduced as a Revenue Committee shell bill. It was advanced from committee as an omnibus revenue-related measure, which included provisions from LB 131 (529 Plans), LB 709 (adoption expenses), and LB 566 (purchase of property in blighted areas).

529 Plans

The most controversial of these provisions related to expanding the bounds of the Nebraska Educational Savings Trust (NEST). NEST is currently a 529 college savings plan providing a tax-advantaged account for education expenses. Its name stems from Section 529 of the IRS tax code, which gives these plans special tax breaks to encourage saving for education.

The NEST-related provisions of LB 647 derive from LB 131 (Sorrentino), which proposes to expand the current NEST to be available to all eligible educational institutions (public and private), to include elementary and secondary schools, as well as postsecondary institutions. The bill removes elementary and secondary education payments from the nonqualified withdrawal list.

Beginning January 1, 2029, expenses for (private school) tuition in connection with enrollment or attendance at an elementary or secondary school would be permitted up to \$10,000 per beneficiary per taxable year.

Contributions to 529 accounts grow tax-deferred, and withdrawals are exempt from state and federal taxes as long as they are used for a beneficiary's qualified education expenses, including tuition, room and board at an eligible postsecondary educational institution.

Individuals may claim a state income tax deduction equal to contributions they make to an account, up to \$5,000 for those married filing separately and \$10,000 for other filers.

Adoption Expenses

The provisions of LB 709 (Bostar) were included in LB 647. LB 709 would create a refundable state income tax credit equal to 10% of the federal adoption expenses tax credit allowed to a taxpayer in the same taxable year. This portion of LB 647 (sections 7-9) will become operative September 3, 2025.

Purchase of Property in Blighted Areas

The provisions of LB 566 (Quick) were included in LB 647. LB 566 amends existing law permitting individuals to claim a nonrefundable \$5,000 income tax credit if they purchase a primary residence located in an area that has been declared extremely blighted. The credit is scheduled to sunset on January 1, 2026. LB 566 would extend the sunset to January 1, 2032.

Recreational Trail Easements

LB 647 includes the provisions of LB 628 (Dover) to establish the Recreational Trail Easement Property Tax Exemption Act. The Act provides that a taxpayer who encumbers their property with a perpetual recreational trail easement may apply for a property tax exemption for the portion of the property that has been encumbered with the easement. This portion of LB 647 (sections 1-6) becomes operative on January 1, 2026.

The Legislative Fiscal Office reports that property tax exemptions would occur when property owners qualify and utilize easements and are estimated to decrease a political subdivision's property tax base. "A change in the taxable base for schools due to the exemption of property could have an impact on state aid under TEEOSA, but any such amount is indeterminate."

LB 650	<i>Sponsor</i>	<i>Committee</i>	<i>Priority</i>	<i>Subject</i>
	von Gillern	Revenue	Revenue Committee	Adopt the Community Development Assistance Act and change provisions relating to land banks, property tax exemptions, motor vehicle tax provisions, and certain tax credits

Approved by Governor: May 6, 2025
Passed on Final Reading: 40-7-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 650 was introduced at the request of the Governor.

The legislation is an omnibus revenue-related measure containing a variety of provisions. As it relates to public education, the most notable provision of LB 650 is a change in motor vehicle tax revenue.

These provisions derive from LB 547 (Rountree), which intended to expand the exemption for disabled veterans from the state motor vehicle tax.

The bill amends current definitions of a disabled veteran and a blind veteran as found in section 77-202.23, to align with the more expansive federal definition found in 5 U.S.C. 2108, as the section existed on January 1, 2025. Accordingly, a disabled veteran would mean:

- (a) An individual who has served on active duty in the armed forces, been separated therefrom under honorable conditions, and has established the present existence of a service-connected disability; or
- (b) An individual who is receiving compensation, disability retirement benefits, or pension because of a public statute administered by the Department of Veterans Affairs or a military department.

This provision of LB 650 becomes operative on January 1, 2026.

The Nebraska DMV has estimated the total reduction in motor vehicle tax to be \$28.8 million (a loss of \$10.8 million in 2025-26 and \$18 million in 2026-27 in revenue for the DMV and local governments). The revenue loss would be a result of an increase in the number of disabled veterans and blind veterans eligible for the motor vehicle tax exemption. The DMV approximates 40,000 of the 43,465 veterans (as estimated by the U.S. Dept. of Veterans Affairs) would utilize the motor vehicle tax exemption. The average motor vehicle tax savings per veteran is estimated to be \$450.

For public schools, the loss in revenue from the motor vehicle tax is estimated to be \$6,350,400 in 2025-26 and \$10,584,000 in 2026-27.

Estimated Motor Vehicle Revenue Losses	FY2025-26 (6 months, beginning January 1, 2026)	FY2026-27 (full 12 months of the yearly revenue)
DMV Vehicle Title Registration Modernization Fund (1%)	(\$108,000)	(\$180,000)
Motor Vehicle Tax – Commission to County (1%)	(\$108,000)	(\$180,000)
Motor Vehicle Tax – Cities and Counties (40% of remainder)	(\$4,233,600)	(\$7,056,000)
Motor Vehicle Tax – Schools (60% of remainder)	(\$6,350,400)	(\$10,584,000)
Motor Vehicle Tax Impact under LB 650	(\$10,800,000)	(\$18,000,000)

LR 19CA	<i>Sponsor</i> Dover	<i>Committee</i> Executive Board	<i>Priority</i> Dover	<i>Subject</i> Constitutional amendment to change legislative term limits to three consecutive terms
----------------	-------------------------	--	--------------------------	---

Delivered to Secretary of State: May 28, 2025

Passed on Final Reading: 39-10 on May 28, 2025

LR 19CA was introduced by Senator Dover and 22 co-sponsors. The constitutional amendment would change current provisions in the Nebraska Constitution so that a state lawmaker could serve three rather than two (4-year) terms of office.

The measure will appear on the November 2026 General Election ballot.

Note: On November 7, 2000, Nebraska voters approved a measure (415) as an initiated constitutional amendment. It was approved by a 56% to 44% margin.

II. Interim Study Resolutions

Education Committee

LR144 (Kauth) Interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for persons seeking to transition into teaching grades kindergarten through twelve

Purpose: The purpose of this resolution is to propose an interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for individuals with equivalent education and professional experience who seek to transition into kindergarten through grade twelve teaching.

Nebraska faces ongoing challenges in attracting and retaining qualified educators, particularly in rural and high-need school districts, and the traditional teacher certification process may present barriers for individuals with equivalent education and professional experience in other fields who seek to transition into the teaching profession later in their careers. Alternative pathways to certification, including onsite apprenticeship programs conducted by school districts, may provide opportunities to increase the number of qualified teachers while maintaining high-quality standards for Nebraska schools. Such apprenticeship programs would focus on pedagogical training, classroom management, and other essential instructional skills to ensure competency and effectiveness in teaching. The State Board of Education plays a critical role in establishing standards and oversight mechanisms for teacher certification programs, including alternative pathways such as school district led apprenticeships.

This interim study is meant to examine potential changes to Nebraska's teacher certification requirements to allow individuals with equivalent education and experience to enter the teaching profession through an apprenticeship-based pathway conducted by school districts. Such study shall include, but need not be limited to:

- (1) An evaluation of existing barriers within Nebraska's current teacher certification process that may hinder professionals from transitioning into teaching;
- (2) An examination of best practices from other states that have implemented alternative certification pathways, including apprenticeship programs;
- (3) An assessment of the pedagogical and classroom management training necessary to maintain high-quality instructional standards in an apprenticeship program;
- (4) A determination of the role of school districts in designing and implementing apprenticeship programs for prospective teachers;
- (5) An examination of the process by which the State Board of Education would approve school district apprenticeship programs and ensure alignment of such programs with state educational standards;
- (6) An investigation of the criteria and process by which individuals completing an apprenticeship program would be certified as teachers in Nebraska;

- (7) Consideration of the potential impact of an apprenticeship pathway on addressing teacher shortages in critical subject areas and geographic regions;
- (8) An identification of any statutory or regulatory changes necessary to implement such an apprenticeship pathway; and
- (9) Input from relevant stakeholders, including representatives from the State Department of Education, the State Board of Education, school district administrators, teacher preparation programs, educators, and other interested parties.

LR164 (McKinney) Interim study to examine to what extent inmates between five and twenty-one years of age, under the care of the Department of Correctional Services, are being provided educational services

Purpose: The purpose of this resolution is to propose an interim study to examine to what extent inmates between five and twenty-one years of age, that are under the care of the Department of Correctional Services, are being provided educational services and what statutory or regulatory changes are necessary to ensure these inmates receive educational instruction. This study shall include, but is not limited to, determining how many such incarcerated individuals are participating in educational programs, including a General Educational Development program to earn their high school equivalency diploma, offered by the department as well as through partnerships with educational institutions such as Southeast Community College.

LR189 (Dorn) Interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska. The study may review ways to increase the amount of state aid committed to schools to offset property tax use and reduce property taxes as a share of total state and local taxes.

This study shall include, but not be limited to, examining:

- (1) Fairness and equity for public school students in all parts of the state;
- (2) Efficiencies and effectiveness in the use of tax resources to educate public school students in Nebraska; and
- (3) Stability in the resources available to school districts, particularly in times of economic volatility.

LR196 (Kauth) Interim study to study truancy in Nebraska schools

Purpose: The purpose of this resolution is to propose an interim study to study truancy in Nebraska schools.

LR202 (Sorrentino) Interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state

Purpose: The purpose of this resolution is to propose an interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state, campus by campus, to see how future teachers are being prepared to teach literacy.

LR204 (Juarez) Interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students

Purpose: The purpose of this resolution is to propose an interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students. The study shall include, but need not be limited to, an examination of the following factors: Educational mandates, administrative burdens, classroom discipline issues, educational funding, emotional demands, workloads, safety issues, salaries, and staff shortages. The study shall also examine what the state can do to mitigate teacher burnout and incentivize retention.

LR205 (Strommen) Interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System

Purpose: The purpose of this resolution is to propose an interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System.

This study shall include, but not be limited to, the following:

- (1) Describing the Early Childhood Integrated Data System as it currently exists and the historical context for its development;
- (2) Examining the use of the Early Childhood Integrated Data System to maximize efficiencies for participating state agencies to meet legislatively mandated reporting requirements, providing accountability for public dollars, and supporting parental choice in early childhood settings;
- (3) Analyzing the statutory barriers to interagency data sharing and potential solutions;
- (4) Examining data privacy procedures and data access rules maintained in the Early Childhood Integrated Data System;
- (5) Analyzing the infrastructure necessary to improve the Early Childhood Integrated Data System, including funding; and
- (6) Reviewing early childhood integrated data systems in other states.

LR228 (Cavanaugh, J.) Interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions

Purpose: The purpose of this resolution is to propose an interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions. This study will identify disparities, analyze competitive salary structures, and explore potential policy solutions to ensure faculty members receive fair and competitive compensation. The study shall include, but need not be limited to, an examination of the following:

- (1) A review of current salary levels and compensation structures for faculty in Nebraska's public higher education institutions;
- (2) A comparison of Nebraska's public higher education faculty salaries with those at peer institutions in surrounding states;
- (3) An examination of salary disparities across disciplines and the impact of those disparities on recruitment and retention;
- (4) An analysis of the impact of faculty compensation on student outcomes, including retention and graduation rates;
- (5) A review of potential funding mechanisms or policy changes to enhance faculty compensation in a sustainable manner; and
- (6) Consideration of alternative compensation models, including cost-of-living increases, performance-based pay, benefits enhancements, and other incentives.

In conducting this interim study, the Education Committee of the Legislature may confer with the Coordinating Commission for Postsecondary Education, the University of Nebraska, state colleges, community colleges, faculty organizations, faculty members, administrators, students, policy experts, other relevant entities, and stakeholders.

LR259 (Armendariz) Interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs to foster cross-regional learning, cultural exchange, and deeper appreciation for Nebraska's agricultural heritage and rural life.

The study shall include, but need not be limited to, the following:

- (1) The feasibility and structure of such a program, including exchange duration, school credit recognition, and housing arrangements;
- (2) The potential for collaboration with local school districts, the State Department of Education, the Department of Agriculture, the Cooperative Extension Service of the University of Nebraska, including the state 4-H program, and Future Farmers of America;

- (3) The benefits to student participants, host communities, and Nebraska's agricultural education system;
- (4) Potential models, including urban-to-rural exchanges within Nebraska, as well as interstate exchanges with other agricultural regions;
- (5) Considerations to ensure student participation from low-income urban areas; and
- (6) Potential funding sources, including state appropriations, federal grants, and private sponsorships.

In conducting this interim study, the Education Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, and other stakeholders.

Executive Board

LR174 (DeBoer) Interim study to provide a comprehensive analysis of the standing committee system of the Legislature

Purpose: The purpose of this resolution is to propose an interim study for a comprehensive analysis of the standing committee system of the Legislature to determine if any improvements or changes to that system would be warranted. This study shall include, but need not be limited to, an examination of the following:

- (1) The creation of new standing committees to reflect contemporary needs of Nebraska and the elimination or consolidation of current committees associated with the creation of any new standing committees;
- (2) Standing committee subject matter jurisdiction;
- (3) The legislative bill load of each standing committee; and
- (4) Other issues relating to standing committees.

LR249 (Cavanaugh, M.) Interim study to examine the feasibility and benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee and the Appropriations Committee of the Legislature

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility and potential benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, in order to create a more integrated and balanced approach to the state's budgeting process.

The study shall include, but not be limited to, the following:

- (1) Examining the current roles and responsibilities of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, including areas of jurisdictional overlap and how these affect the efficiency and transparency of the budget process;

- (2) Examining the timing and alignment of revenue forecasting and budget setting processes, including the interaction between the Nebraska Economic Forecasting Advisory Board's schedule and the legislative appropriations timeline;
- (3) Studying best practices from other states and governmental bodies, particularly those with a functioning ways and means committee or equivalent structures that integrate tax policy, revenue forecasting, and appropriations oversight;
- (4) Determining potential duties and scope of a ways and means committee, including recommendations on how such a body could improve coordination, policy alignment, and strategic planning in budget matters;
- (5) Examining opportunities to improve procedures related to revenue estimation, budget development, and legislative oversight of appropriations; and
- (6) Considering recommendations for a model budget process for the Legislature, including proposed reforms that align with nationally recognized public finance standards and government accountability best practices. In conducting this interim study, the Executive Board of the Legislative Council may confer with legislative staff, policy experts, representatives of the Department of Administrative Services and the Legislative Fiscal Office, and other stakeholders with relevant expertise in public finance, legislative budgeting, and tax policy.

The Executive Board of the Legislative Council may consult with and request the assistance of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, the Legislative Fiscal Office, and other legislative committees as appropriate.

The Executive Board of the Legislative Council shall prepare and submit a report with its findings and recommendations to the Legislature or the Executive Board by December 15, 2025.

Government Committee

LR192 (Sanders) Interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act

Purpose: The purpose of this resolution is to propose an interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act.

LR206 (Strommen) Interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists

Purpose: The purpose of this resolution is to propose an interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists. The study shall include, but need not be limited to, an examination of the following:

- (1) Recent proposed statutory or constitutional changes to initiative and referendum petition processes, including changes to signature requirements, circulation periods, initiative content, circulator requirements, signer requirements, petition requirements, ballot language, election requirements, withdrawing signatures, and campaign finance requirements;
- (2) Whether all Nebraskans, including individuals in low-population areas, are fairly and properly represented in the initiative petition process; and
- (3) Spending on initiative petition measures in Nebraska over the last fifteen years, including names of funding entities, dollar amounts, and where such entities are located.

LR233 (Quick) Interim study to examine issues relating to state agency guidance documents, rules, and regulations

Purpose: The purpose of this resolution is to propose an interim study to examine issues relating to state agency guidance documents, rules, and regulations. The study shall include, but need not be limited to, an examination of the following:

- (1) The process used by state agencies to issue guidance documents under section 84-901.03 and the opportunity for public involvement and stakeholder input before the issuance of such guidance documents;
- (2) The difference in purpose and effect between guidance documents and rules and regulations; and
- (3) Whether guidance documents issued by state agencies have imposed greater burdens on Nebraska nonprofits and businesses than required under federal law or federal regulation.

Health Committee

LR220 (Fredrickson) Interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children

Purpose: The purpose of this resolution is to propose an interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children. Children and students receiving Level 3 care require the highest level of intervention and support due to the severity of their behavioral or emotional challenges. Level 3 care providers offer specialized and intensive care for children exhibiting significant behavioral issues, such as aggression, self-harm, severe defiance, and disruptions to their living environments. The effectiveness of Level 3 care is directly influenced by staffing levels, access to therapeutic services, facility safety and structure, and the implementation of innovative care models tailored to the unique needs of residents. Additional resources may be necessary to enhance staffing, expand therapeutic services, improve facility infrastructure, and support program evaluation to better address the needs of children in Level 3 care. Ensuring transparency and evaluating effectiveness of such resources is critical to determining their impact and justifying future needs.

This study shall include, but not be limited to, the following:

- (1) Assessing current funding levels and their utilization by Level 3 care providers;
- (2) Evaluating the adequacy of staffing levels, including staff-to-student ratios and training programs for managing severe behavioral challenges;
- (3) Analyzing the availability and quality of therapeutic services, such as individualized and group counseling, trauma-informed care, and crisis intervention strategies;
- (4) Examining the state of facility infrastructure, including safety features and therapeutic environments;
- (5) Reviewing existing program development efforts and their outcomes; and
- (6) Identifying potential funding gaps and recommending strategies to ensure adequate support for these facilities.

Retirement Committee

LR96 (Retirement Committee) Interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board

Purpose: The purpose of this resolution is to propose an interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board, including the State Employees Retirement System of the State of Nebraska, the Retirement System for Nebraska Counties, the School Employees Retirement System of the State of Nebraska, the Nebraska State Patrol Retirement System, the Nebraska Judges Retirement System, and the retirement system administered under the Class V School Employees Retirement Act. The study shall examine issues as they relate to the funding needs, benefits, contributions, and administration of each retirement system.

LR97 (Retirement Committee) Interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions

Purpose: The purpose of this resolution is to propose an interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions. The study shall include a public hearing for the presentation of reports by political subdivisions with underfunded defined benefit plans.

LR98 (Retirement Committee) Interim study to examine issues within the jurisdiction of the Nebraska Retirement Systems Committee

Purpose: The purpose of this resolution is to propose an interim study to examine any issues within the jurisdiction of the Nebraska Retirement Systems Committee of the Legislature that may arise during the interim.

LR230 (Lonowski) Interim study to examine options for allowing retired teachers to return to intermittent work at a school

Purpose: The purpose of this resolution is to propose an interim study to examine options for allowing retired teachers to return to intermittent work at a school for more than eight days per month during their bona fide one hundred eighty-day separation period from their employer.

Revenue Committee

LR126 (von Gillern) Interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska

Purpose: The purpose of this resolution is to conduct an interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska. The study shall evaluate the Nebraska Advantage Act and ImagiNE Nebraska Act in terms of their function, impact upon Nebraska's economy and communities, as well as business and industrial sectors, and influence upon overall tax receipts and the state's budgeting process. The study shall include, but is not limited to, an examination of the following:

- (1) The impact of the Nebraska Advantage Act and ImagiNE Nebraska Act on state revenue;
- (2) The utilization of tax credits under the Nebraska Advantage Act and ImagiNE Nebraska Act since their passage;
- (3) The effectiveness of the Nebraska Advantage Act and ImagiNE Nebraska Act in promoting growth in business, industry, and employment in Nebraska; and
- (4) The future of a cohesive and sustainable economic development and business attraction strategy to drive growth in Nebraska. In conducting this interim study, the Revenue Committee may confer with state agencies, other standing committees of the Legislature, and relevant stakeholders, including, but not limited to, representatives from the business community, economic development community, and local municipalities.

LR255 (Andersen) Interim study to examine the fiscal, constitutional, and administrative implications of adopting LR12CA, 2025, which proposes reforms to Nebraska's property tax system

Purpose: The purpose of this resolution is to propose an interim study to examine the fiscal, constitutional, and administrative implications of adopting Legislative Resolution 12CA, One Hundred Ninth Legislature, First Session, 2025, as amended by proposed amendment AM1101, which proposes significant reforms to Nebraska's property tax system and underlying constitutional language. The study shall include, but need not be limited to, an examination of the following:

- (1) The fiscal and distributional impacts of capping the annual increase in property taxes levied on any parcel of real property by the allowable growth percentage, defined as the lesser of three percent or the Consumer Price Index for All Urban Consumers;

- (2) The legal and constitutional implications of substituting the current uniform and proportional clause of Article VIII, section 1, of the Constitution of Nebraska, with a system that establishes full taxable value based on the 2025 assessed value or purchase price following a change of ownership;
- (3) The practical challenges and administrative viability of implementing a static assessed value system for real property, including mechanisms for adjustment upon sale or new construction;
- (4) The impact of such a system on taxpayer equity, particularly among similarly situated properties with different ownership timelines, and the resultant tax disparities;
- (5) The implications of the proposed valuation structure on revenue predictability and budgeting processes for schools, counties, municipalities, and other local political subdivisions;
- (6) The definition clarity and scope of terms, including, but not limited to, "purchase", "change of ownership", and "new construction", and the exemption for spousal transfers;
- (7) The comparative evaluation of similar models in other states, such as California's Proposition 13, Florida's Save Our Homes amendment, and Oklahoma's property tax limitations, and the lessons they may offer for Nebraska;
- (8) The potential impact on housing affordability and accessibility for young people, first-time homebuyers, fixed-income homeowners, and individuals attempting to enter the housing market during a period of high home prices and limited supply;
- (9) The effects on agricultural producers and rural landowners, particularly regarding the classification, valuation, and long-term tax obligations for farmland and horticultural property; and
- (10) Stakeholder concerns and input from assessors, local governments, school districts, taxpayer advocacy organizations, and the Department of Revenue regarding feasibility and unintended consequences. In conducting this interim study, the Revenue Committee may consult with legal experts, tax policy professionals, economists, state agencies, and relevant stakeholders to ensure a comprehensive evaluation of the proposed reforms.

Transportation Committee

LR157 (DeBoer) Interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska. This study shall include, but need not be limited to, an examination of the following:

- (1) Projects being undertaken as a part of any state or federal effort for the expansion of broadband availability in Nebraska, including, but not limited to, an examination of changing federal requirements for various programs and any delays such changes may cause;

- (2) Cooperation across jurisdictions on the shared goal of ensuring broadband is available for all Nebraskans;
- (3) Resiliency and redundancy in the broadband networks being built to ensure Nebraskans have consistent access to broadband services;
- (4) The changing regulatory landscape with regard to broadband services, the necessity of the state to provide oversight to protect the interests of Nebraska consumers, the necessity of related regulations in Nebraska, and where efficiencies can be found to speed up the deployment of broadband services; and
- (5) Other issues relating to broadband expansion in Nebraska.

LR254 (Clements) Interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax

Purpose: The purpose of this resolution is to propose an interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax. The study shall include, but need not be limited to, an examination of the following:

- (1) The current motor vehicle tax distribution, motor vehicle fees and distribution, civil fees and other revenue sources;
- (2) The potential adjustment to such current revenue sources to provide adequate funds for necessary county government duties and services; and
- (3) The potential elimination of unnecessary costly statutory requirements for counties related to motor vehicles.

In conducting this interim study, the Transportation and Telecommunications Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, county officials and employees, and other stakeholders.

			25-26 proposed	24-25	
Athletic Supplemental					
201100-077	2340	Purchased service	\$34,000.00	\$34,000.00	
		Trainer Methodist Purchased			
	2610	GENERAL SUPPLIES	\$43,000.00	\$36,500.00	
		Track/CC timing system			
		uniforms (cycle)		\$ -	
				\$ -	
	2730	big equipment	\$12,500.00	\$12,535.00	
Athletic Supple T	1100-077	see note	\$98,100.00	\$83,035.00	
\$8,600.00	requested for athletic field maintenance will be budgeted in upkeep of grounds (2630)				
A total of \$18,100 is shifting payment out of Activities Fund due to these changes					

StudentsForeign Exchange Students

Arlington Public Schools recognizes the value of cultural exchange for students. The District will consider applications for the admission of foreign exchange students from host parents/legal guardians of students currently enrolled in the high school. The administration shall review each application and determine whether to grant such based on administrative regulations or standards and determine whether such admission may be made without payment of tuition. A foreign exchange student may not participate in commencement exercises unless they have met graduation requirements.

Date of Adoption: April 14, 2008

Reviewed: April 11, 2016; March 11, 2019; April 11, 2022

PARENT RELEASE
(For Children to Discontinue Enrollment When Age 16 or Older and Not Yet Age 18)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's Name). The Child's date of birth is _____. The Child has reached the age of 16, but was not age 16 as of July 16, 2004, and has not reached the age of 18.

I hereby release the Child from continued enrollment in school. The Child is disenrolled from school effective) _____ (insert date, if none stated, disenrollment is effective immediately).

NOTICE: Once disenrollment occurs by Parent Release, any future enrollment or re-enrollment must be approved by the Superintendent.

In WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 200__.

Parent or Guardian

STATE OF NEBRASKA

COUNTY OF _____ ss.

The foregoing instrument was acknowledged before me this ____ day of _____, 200__ by _____.

Notary Public

Reviewed: April 11, 2016; March 11, 2019; October 12, 2020; April 11, 2022

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

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

A. Attendance and Absences.

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

Page 2 of 6

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

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

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

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

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

Page 3 of 6

Arlington Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

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

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

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

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

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

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

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

Page 4 of 6

child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

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

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

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers

Page 5 of 6

identified to improve regular attendance. The plan shall consider, but not be limited to:

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

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

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Date of Adoption: November 9, 2020

Date of Review: April 11, 2022

[Print on School District Letterhead]

[Date], 2010

[Insert Name of County Attorney of the County in which the principal office of the school district is located]

[Insert Address]

RE: Policy on Excessive Absenteeism; Requested Collaboration

Dear [Name]:

Laws 2010, LB 800 requires school districts to “have a written policy on excessive absenteeism developed in collaboration with the county attorney of the county in which the principal office of the school district is located.”

Enclosed is a draft of an excessive absenteeism policy that we intend to submit to the Board of Education for adoption. Please review the policy and give me any suggested changes you may have. If you would like to meet to discuss the policy in person, please contact me at [insert phone number].

We need to get the new policy in place prior to the beginning of the 2010-2011 school year. As such, I request that you contact me with regard to the policy at your earliest opportunity.

Sincerely,

[School Name]

[Superintendent Name], Superintendent

Enclosure: Attendance and Excessive Absenteeism Policy

Reviewed: April 11, 2016; October 12, 2020; April 11, 2022

StudentsAttendance During School Day (Dismissals and Field Trips)

Students may not be permitted to leave school prior to the regular dismissal time except by permission of the Principal.

No student may be permitted to leave school prior to the dismissal hour at the request of or in the company of anyone other than a school employee, police officer, court official, or parent of the child, unless permission of the parent has been first secured. If any police or court official requests the dismissal of a student, the student's parents should be notified as soon as possible.

Field trips or excursions off school grounds must have the approval of the Principal in advance and administrative requirements may be established for such activities.

Date of Adoption: April 14, 2008

Reviewed: April 11, 2016; March 11, 2019; April 11, 2022

Students

School Census

The Superintendent is authorized to take such steps as necessary to take a complete school census every year in accordance with state and local laws.

Date of Adoption: April 14, 2008

Reviewed: April 11, 2016; March 11, 2019; April 11, 2022

StudentsParent-Student Handbook

Each year the Board of Education shall adopt a Parent-Student Handbook. The rules, procedures, and practices adopted in the Parent-Student Handbook shall have the effect of Board Policy.

Date of Adoption: April 14, 2008

Reviewed: April 11, 2016; March 11, 2019; April 11, 2022

StudentsMilitary Recruiters

The District will provide access to routine directory information to each student in a high school grade upon a request made by a military recruiter, unless the student's parent or guardian has submitted a written request that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

Legal Reference: LB 575 (2019)

Date of Adoption: August 12, 2019

Date of Review: April 11, 2022

5013

StudentsElementary Class Size Limit and Reduction

The board of education recognizes that classroom environment is most effective when class sizes remain manageable for teachers. Furthermore, research indicates students learn better in smaller class sizes. The Superintendent and Elementary Principal are authorized to take action on the addition or elimination of sections of elementary classes if the following conditions exist:

Enrollment exceeds or falls below the following grade level limits per section:

Pre-School: Currently Regulated by the Office of Early Childhood

Kindergarten: 22 students per section

First Grade: 22 students per section

Second Grade: 23 students per section

Third Grade: 24 students per section

Fourth Grade: 24 students per section

Fifth Grade: 25 students per section

Sixth Grade: 25 students per section

Class sizes will be reviewed for section size during the enrollment periods during the summer and beginning of second semester.

If section sizes are within one student of needing an additional section, consideration will be given to Special Education points per classroom section, to determine if the additional section is necessary.

SPED Points Assignment by Verification Area:

- Articulation/Speech Support (1 point)
- Specific Learning Disability in a single content area; requires in-class support or minimal pull-out time (2 points)
- Alternate curriculum in at least one content area (developmental delay or multiple SLD verifications) (3 points)
- Intellectual Disability or Other Health Impairment Verification; requires alternative curriculum in all core areas (4 points)

Date of First Reading: February 10, 2020

Date of Adoption: March 9, 2020 : August 24, 2020; April 11, 2022

StudentsAlternative Education Programs or Plans For Expelled Students

In the event action is being taken to expel a student from this school district, the Administration may offer the student an alternative school, class, or educational program (hereinafter referred to as an "alternative program"); or (2) the development of a plan of behavior modification, educational objects, and financial resources and community programs available to meet the behavioral and educational objects, and monthly reviews to assess the student's progress toward meeting the specified goals and objects. An expelled student may not be required to attend the alternative program.

A. ALTERNATIVE EDUCATION PROGRAM:

The Superintendent or Superintendent's designee is hereby granted the authority to arrange and plan for a student's alternative educational program, based on the available resources and student's individual circumstances.

B. EDUCATION PLAN PROGRAM:

If the administration elects not to provide an alternative education program, or if a student declines to participate in the alternative education program, the following procedures shall be followed:

(1) A conference shall be called by a school administrator and held to assist the district in the development of a plan with the participation of a parent or a legal guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved with juvenile justice.

(2) The plan shall be in writing and adopted by a school administrator and presented to the student and the parent or legal guardian.

(3) The plan shall:

(a) Specify guidelines and consequences for behaviors which have been identified as preventing the student from achieving the desired benefits from the educational opportunities provided,

(b) Identify educational objectives that must be achieved in order to receive credits toward graduation,

(c) Specify the financial resources of the community programs available to meet both the educational and behavioral objects identified, and

d) Require the student to attend monthly reviews in order to assess the student's progress toward meeting the specified goals and objectives.

The school district shall submit such plan on the form "Section 79-266(2) Plan" attached to this policy as Appendix "1".

Legal Reference: Neb. Rev. Stat. Sec. 79-266
 NDE Rule 17

Date of Adoption: 07/10/2023

SECTION 79-266(2) PLAN

Student: _____

Date and Participants: _____
(List parent or legal guardian, school representative, and community or agency representative)**(a) Guidelines and Consequences for Behaviors**

The student has been recommended for expulsion for conduct as specified in correspondence and memoranda recently provided to the student and the student's parents or guardian. This conduct has had the effect of preventing the student from achieving the desired benefits from the educational opportunities provided. The student is expected to conform his conduct to the school rules for which he has been recommended for expulsion and all other established school rules. Further disciplinary measures, including possible future expulsions, can result from future violations of such behavioral guidelines and expectations.

(b) Educational Objectives

In order to graduate, the student needs to receive the credits listed in Attachment "A", subject to future modifications in graduation requirements.

(c) Financial Resources and Community Programs Available

The financial resources and community programs available to meet the educational and behavioral objectives identified in this plan include school resources (e.g., upon return from the recommended expulsion, counseling with the school counselor, and meetings with the school administration and teachers) and community organizations which assist young people (e.g., civic organizations, local college and university programs, and community college programs).

(d) Monthly Reviews & Other

During the period of the expulsion, the student shall be required to attend monthly reviews with the Principal or designee to assess the student's progress toward meeting the specified goals and objectives. The student shall be responsible for contacting the named school official to schedule the monthly meetings. (Attach separate sheet for any additional information or terms of plan).

Dated this _____ day of _____, 20____, adopted by the school administrator after a conference held to assist the district in the development of the plan with the participation of a parent or legal guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved in juvenile justice, and presented to the student and parent or legal guardian at the conference prior to the student being expelled in accordance with law.

Adopted by _____
[Administrator]

Attachments: Attachment "A" (academic credits needed to graduate or other, if applicable)

StudentsExtracurricular Activity**Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including

but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.

20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Drug and Alcohol Violations.

Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Drugs and Alcohol.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).
The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 30 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without

limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.

- b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
- c. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
 - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
- 5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
- 6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

- 1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
- 2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
- 3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.
3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience; or
 - (B) Activities or events which are a part of the student’s grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: 07/10/2023

StudentsDrug and Substance Use and Prevention**Drug-Free Schools**

The District shall implement regulations and practices which will ensure compliance with the Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, the District will have proper in-service orientation and training for all employed staff.

Standards of Conduct; Notice to Students and Parents

Students are to be provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be signed by both student and parent or guardian and returned to the respective Principal. It shall contain in prominent letters the following language:

"RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING [NAME] PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING

TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS."

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations

Students are to be provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

Students are to be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within sixty miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the counselor.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

Safe and Drug-Free Schools-- Parental Notice of Right to Withdraw

Parents will be notified that, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Standards of Student Conduct Pertaining to the Possession, Use, or Distribution of Illicit Drugs, Alcohol or Tobacco.

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs, alcohol or tobacco (including electronic nicotine delivery systems) on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.

4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product (including electronic nicotine delivery systems).

Disciplinary Sanctions

Violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardian will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention

The Arlington Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Date of Adoption: August 12, 2019

Date of Review: April 11, 2022

PROPOSAL



Total Fire & Security, Inc.

1760 Proctor Road
Fremont, NE 68025
Phone: (844) 275-3473
Fax: (402) 721-1849

Project: Arlington Public Schools – IP Camera System Upgrade

Bid Date: 5/7/2025

Total Fire & Security Inc Respectfully Submits the Following Proposal: Provide and install (28) new Vivotek IP cameras on the interior and exterior of the high school/elementary building and the football field press box covering blind spots and parking areas as discussed. This also includes replacing (14) existing analog cameras with new Vivotek IP cameras as well as adding an additional 24TB of video storage to support the additional cameras. This proposal includes equipment listed, installation and programming.

Equipment/Material:

30 – Vivotek FD9388HTV 5MP, 2.8-12MM Vandal Dome Cameras
7 – Vivotek FE9391EVH-V2 12MP 360 Degree Fisheye Cameras
4 – Vivotek MA9322EHTVL 20MP Multi-sensor Dome Camera
1 – Vivotek CC9381HV 5MP 180 Degree Panoramic Camera
10 – Vivotek AM21A Dome Camera Wall Mounts
7 – Vivotek AM520 Fisheye Camera Mounting Cap
11 – Vivotek AM21C Exterior Mounting Arm
11 – Vivotek AM414 Exterior Corner Mount Bracket
1 – Western Digital 18TB SATA Surveillance Drive
42 – Vivotek VAST Channel Licenses
3 – TP Link CPE710 Long Range Wireless Point to Multipoint Transmitters
Miscellaneous wire, boxes, connectors, etc.

Total lump sum installed price (tax exempt)\$51,826.54

** All work to be performed during normal business hours.*

**Customer is responsible for providing a stable and operable network*

**Customer is responsible for providing power on the parking lot light pole to power remote cameras.*

Payment to be made as follows: Progressive billing, due on receipt.

NOTE: This proposal may be withdrawn if not accepted in 14 days.

Authorized Signature

Acceptance of Proposal: The above prices and conditions are hereby accepted. You are authorized to do the work as specified.

Date

Authorized Signature



Estimate #: 4031DB

DATE: 6/4/25

**Customer: Arlington Public Schools
705 N 9th Street
Arlington, NE 68002**

New Video Surveillance System Proposal

Server

Server: ICRealtime EL-64-2U32MP1 24TB HDD of recording space, equipped to support 64 IP camera channels with no license fees.

360 + 180 Degree Cameras

IPEL-F12F-IRW2

360 Degree fisheye each camera location

REPLACE EXISTING

- Elementary Blue Gym (Existing)
- North addition sidewalk (Existing)
- North addition drive (Existing)
- North addition hallway (Existing)
- Middle school hall lockers (Existing)

ADD

- Old Gym
- Varsity Gym
- Preschool playground 5MP

IPEL-PB80F-ADW1

180 Degree each camera location

ADD

- North Elementary Parking
- South Parking Pole (north)
- South Parking Pole (South)
- Football stadium (South)
- Football stadium (North)
- Front Parking (High School Entrance)

•Business Phone Systems•Automated Time Keeping•IP Camera Systems/NVRs•CCTV Camera Systems/DVRs•

Varifocal Cameras

IPFX-B40V-IRW3 each camera location

- Add to West Press Box to zoom into concession area
- Add to Elementary Playground zoom into elementary playground area

Fixed Cameras

IPEG-E40F-IRW2

ELEMENTARY each camera location

- Office (add)
- Kindergarten hallway (add)
- 3rd grade hallway (add)
- Library camera (add)
- Library classroom (add)
- Library classroom (add)
- 5th and 6th grade hall (add)
- 5th and 6th grade hall (replace)
- Courtyard (replace)
- Elementary east hall (replace)
- 3rd grade hall (replace)
- Elementary hall west(replace)
- Elementary inside entrance (replace)
- Elementary outside entrance (replace)
- Elementary hall north(replace)
- Elementary office hall (replace)
- Preschool entrance (replace)

HIGH SCHOOL/MIDDLE SCHOOL

- High school locker room East (replace)
- High school locker room West (replace)
- Office hall North (replace)
- Office hall south (replace)
- Kitchen entrance outside (replace)
- Main High school entrance (replace)
- Music hall (replace)
- North hallway (replace)
- North hallway far (replace)
- South hallway (replace)
- South hallway far (replace)

•Business Phone Systems•Automated Time Keeping•IP Camera Systems/NVRs•CCTV Camera Systems/DVRs•

- North Pad (replace)
- Outside weight room north (replace)
- North addition East exit (replace)
- Varsity gym entrance inside (replace)
- Varsity gym entrance outside (replace)
- Varsity gym outside (replace) dumpster
- Varsity gym hallway (replace)
- Weight room north (replace)
- Weight room south (replace)

ADD

- Music Hall (add)
- Lunch room hall (add)
- Library hall (add)
- Varsity gym west hall (add)

Camera Mounts

- MNT-JBOX5
- MNT BX3
- PCNRIP
- ARMV2
- POLIP/MB3
- NEMA OUTDOOR BOX(PARKING LOT POLE CAMERA EQUIPMENT)

Network Equipment

- 4x 24-Port PoE+ Switches (TP-LINK SL2428P)
- ENG 1350EXT AP Wave 2 Outdoor
- ENH500-AX P2P Bridge (Parking Lot)
- ENH500-AX P2P Bridge (Stadium)
- 1x 8-Port PoE+ Switch (TP-LINK DS108GP Football)

Cable & Supplies

- CAT5E Plenum Cable
- MISC Supplies(Cables, boxes, connectors, etc)
- Fiber Miscellaneous Connect
- Mounts & supplies

•Business Phone Systems•Automated Time Keeping•IP Camera Systems/NVRs•CCTV Camera Systems/DVRs•

Total System Cost + Installation

- Installation of above system includes wiring to all new locations, wiring new data drops to existing Analog drops, camera mounting and adjust, programming of each camera, programming server For each camera, installation training of VMS software, and mobile app. New network connections From network closets to create sole camera network.

Total Video Surveillance System Installed	\$59,638.46
---	-------------

Thank you



Dave Bohlen
Beyond Communications
PO Box 147
Waterloo, NE 68069
402-721-0756 Cell 402-720-0905

Curriculum Associates®

Prepared For:

Tashia Wolf
Arlington Public School
705 N 9th St,
Arlington, NE 68002

5/28/2025

Dear Tashia Wolf,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 399133.8 Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready	\$42,018.00	\$42,018.00
Professional Learning	\$4,000.00	\$3,500.00
i-Ready Partners Services	\$2,000.00	\$0.00
List Total:		\$48,018.00
Savings:		\$2,500.00
Shipping/Tax/Other:		\$0.00
Total:		\$45,518.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Dan Schmidt

dschmidt@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 399133.8

Date: 5/28/2025

Quote Valid through: 12/31/2025

Prepared For:

Tashia Wolf
Arlington Public School
705 N 9th St,
Arlington, NE 68002
tashia.wolf@apseagles.org
4024784171

Your Representative:

Dan Schmidt

dschmidt@cainc.com

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 3 Years	14955.0	1	\$34,348.00	\$34,348.00	\$34,348.00
i-Ready Assessment Reading Site License 351-500 Students 3 Years	30128.0	1	\$7,670.00	\$7,670.00	\$7,670.00
i-Ready Subtotal:					\$42,018.00

Professional Learning

Product Name	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	40124.0	1	\$500.00	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 25-26	38558.0	1	\$2,300.00	\$2,300.00	\$2,300.00
Professional Learning Webinar (90 minutes) AY 25-26	38568.0	2	\$600.00	\$600.00	\$1,200.00
Professional Learning Subtotal:					\$3,500.00

i-Ready Partners Services

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27939.0	1	\$2,000.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:					\$0.00

Total		
	List Total:	\$48,018.00
	Savings:	\$2,500.00
	Merchandise Total:	\$45,518.00
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$0.00
	Estimated Shipping:	\$0.00
	Total:	\$45,518.00

Special Notes	
All i-Ready purchases require professional learning.	

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates®

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account
Management**



**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.



ARLINGTON PUBLIC SCHOOLS

**STRATEGIC PLAN FRAMEWORK
2025-2030**

Table of Contents

NASB GUIDING PRINCIPLES 6

GUIDING PRINCIPLES OF FOCUS7

ACADEMIC LEARNING AND SUCCESS.....7

DISTRICT/BUILDING CLIMATE & CULTURE.....9

DISTRICT RESOURCES.....10

BOARD GOVERNANCE11

Arlington Public Schools

This Strategic Framework presented to

Dr. Dawn Lewis, Superintendent

And

Arlington Board of Education

Chase Kratochvil, President

Cassie Flesner, Vice President

Brian Laaker, Treasurer

Steve Slykhuis

Shannon Willmott

Jason Arp

Mission

Empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.

Vision

For all students to discover a Passion, feel a sense of Purpose, and find or create a Pathway.

NASB GUIDING PRINCIPLES

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

1. Academic Learning and Success

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

2. Student Centered Learning

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

3. Cultural Inclusion and Engagement

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

4. District/Building Climate & Culture

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

5. Personnel Effectiveness

Support the professional growth of effective staff and school leaders.

6. Social-Emotional Mental Health Well-Being

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

7. Access to Educational Opportunities

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

8. Family and Community Partnerships

Positive partnerships fundamentally improve the outcomes for students, school district, and community.

9. District Resources

Align and manage district resources to meet needs and goals.

10. Board Governance

Effective board governance ensures accountability focused on growth and student learning.

GUIDING PRINCIPLES OF FOCUS

The NASB Strategic Planning process, after the full engagement of stakeholders and analysis of the data collected, has provided the following recommendations for future development at Arlington Public Schools. The recommendations provided are created with the core elements defined above. With purposeful action towards these priorities, APS will find a new era of success. With proper governance and accountability, this success can be made sustainable and leveraged for the advancement of student outcomes.

ACADEMIC LEARNING AND SUCCESS

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

Objective: *Amplify the academic program at APS by providing the necessary supports, systems, and opportunities for all to engage meaningfully in the education process. (Personnel Effectiveness, Student Centered Learning, Access to Educational Opportunities)*

Strategy 1.1: Provide job-embedded meeting time for certified staff members to evaluate the effectiveness of instructional supports through the MTSS process, using data to ensure all students are provided with necessary support and enrichment.

Performance Indicator 1.1(a): Administration will provide staff meeting time to increase staff data literacy, assessing if data is utilized well in the MTSS process to meet the needs of students.

Performance Indicator 1.1(b): Administrators and appropriate staff will evaluate the effectiveness of the instructional supports and benefits of MTSS implementation and enhance where needed.

Strategy 1.2: - Through professional development and staff collaboration, staff will clarify and develop the components of the instructional program (instructional framework, curriculum mapping, alignment, scope and sequence) to build common instructional practice district-wide.

Performance Indicator 1.2(a): Evaluate current district onboarding process and implement necessary changes to ensure the process for certificated and appropriate classified staff includes a focus on utilizing the district-adopted instructional framework.

Performance Indicator 1.2(b): Administration, with board support, will develop an annual schedule that provides consistent collaboration time for staff (departments and teams) to fully develop the components of the curriculum, establishing the order the components should be addressed.

Strategy 1.3: -Develop program evaluations to verify integration of APS Curriculum and Outcomes with character expectations and future workforce needs of the community, with specific attention given to CTE offerings.

Performance Indicator 1.3(a): The board and administration will determine key data sources to use in the evaluation of district programming.

Performance Indication 1.3 (b). Utilizing gathered data, determining long term feasibility of district programming, including CTE expansion, giving consideration to local needs, stakeholder feedback and functionality of current or future facilities.

Performance Indicator 1.3(c): The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands.

DISTRICT/BUILDING CLIMATE & CULTURE

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

Objective: *Foster a positive culture of high expectations that pushes all students and staff members toward connection and excellence. (Family and Community Partnerships, Student Centered Learning, Personnel Effectiveness)*

Strategy 2.1: The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program.

Performance Indicator 2.1(a): Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established.

Performance Indicator 2.1(b): Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district.

Performance Indicator 2.1(c): Embed opportunities to recognize staff, at all levels, into regular district wide communication.

Strategy 2.2: Beginning with the Board of Education, the district will clearly define behaviors and habits that strive to meet the APS standard of excellence.

Performance Indicator 2.2(a): Create opportunities for staff to have dedicated time to define APS standards of excellence in the areas of academics, student behaviors, MTSS, etc. and formulate action steps to pursue high and consistent expectations in these areas.

Performance Indicator 2.2(b): Consider parent advisory committees for building level administrators to help define high expectations and APS standards of excellence.

Strategy 2.3: Evaluate and revise the district onboarding process for all staff members to ensure clear professional standards, preparation of all job duties, and the instillation of district values and cultural expectations.

Performance Indicator 2.3(a): Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities.

Performance Indicator 2.3(b): Ensure all teachers, with attention given to new hires, have access to and use high quality curriculum resources, including curriculum maps, common assessments, academic programs, and instructional materials.

DISTRICT RESOURCES

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

Objective: Devote key resources to support the recruitment and retention of staff members, and the physical and programming growth of the district. (Board Governance, Access to Educational Opportunities, District/Building Climate & Culture)

Strategy 3.1: Promote the support and benefits provided by the district to recruit high quality staff members to the district.

Performance Indicator 3.1(a): Communicate long-term staffing needs to the board to allow for the necessary allocation of resources.

Performance Indicator 3.1(b): Develop partnerships with identified institutions and community entities to create consistent pools of high-quality applicants

Strategy 3.2: Working transparently with the community, prioritize and devote resources toward current and anticipated facility needs to provide functional learning space and tools for expanded student learning opportunities

Performance Indicator 3.2(a): The board, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offerings and student achievement.

Performance Indicator 3.2(b): The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings.

BOARD GOVERNANCE

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

Objective: *Create a highly effective governance process that promotes accountability internally, the integration of community perspectives, and the advancement of student learning. (Board Governance Standards: III Stakeholder and Community Engagement, IV Accountability and Student Achievement, V Advocacy)*

Strategy 4.1: Continuously engage the community in district developments to ensure the community has opportunities to provide input.

Performance Indicator 4.1(a): The board will re-engage district patrons annually/biannually to provide timely updates on the progress of the Strategic Plan, including results of feasibility studies and data collection.

Performance Indicator 4.1(b): Seek out additional opportunities to receive stakeholder feedback surrounding district goals and priorities.

Performance Indicator 4.1(c): Ensure continuous engagement with community stakeholders is included in any district communication plans. (See Strategy 2.1)

Strategy 4.2: Ensure board meetings are student-focused by receiving updates, reports, and data to validate program impact on instruction and learning and ensure alignment with long-term district goals.

Performance Indicator 4.2(a): Establish clear expectations for program review reports to verify effective use of district resources.

Performance Indicator 4.2(b): Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings.

Strategy 4.3: Create an annual advocacy plan/process to engage with local and state officials.

Performance Indicator 4.3(a): Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda.

Performance Indicator 4.3(b): The board will seek opportunities to engage with local representatives (village board, county commissioners, state legislature) to share the story of APS and develop a reciprocal relationship resulting in the district and the representatives working toward the common good of public education.

Arlington Public Schools

Future Plan Options

Option 1: Campus Future Plan

Services Provided

- Teacher Interviews
- Programming
- (2) Design Options
- (1) Community Engagement Meeting

Deliverable

- Report documenting process, program, pre-design concept sketches, and budget

Fee

- \$10,000

Option 2: District Future Planning

Services Provided

- (4) Educational Visioning Workshops
- Touring
 - In Person
 - Virtual
- Interviews
 - School Board
 - Teachers
 - Students
- Demographic Study
- Programming
- (2) Design Options for your existing campus
- Site Selection
- (1) Site concept per future site
- (3) Community Engagement Meetings

Deliverable

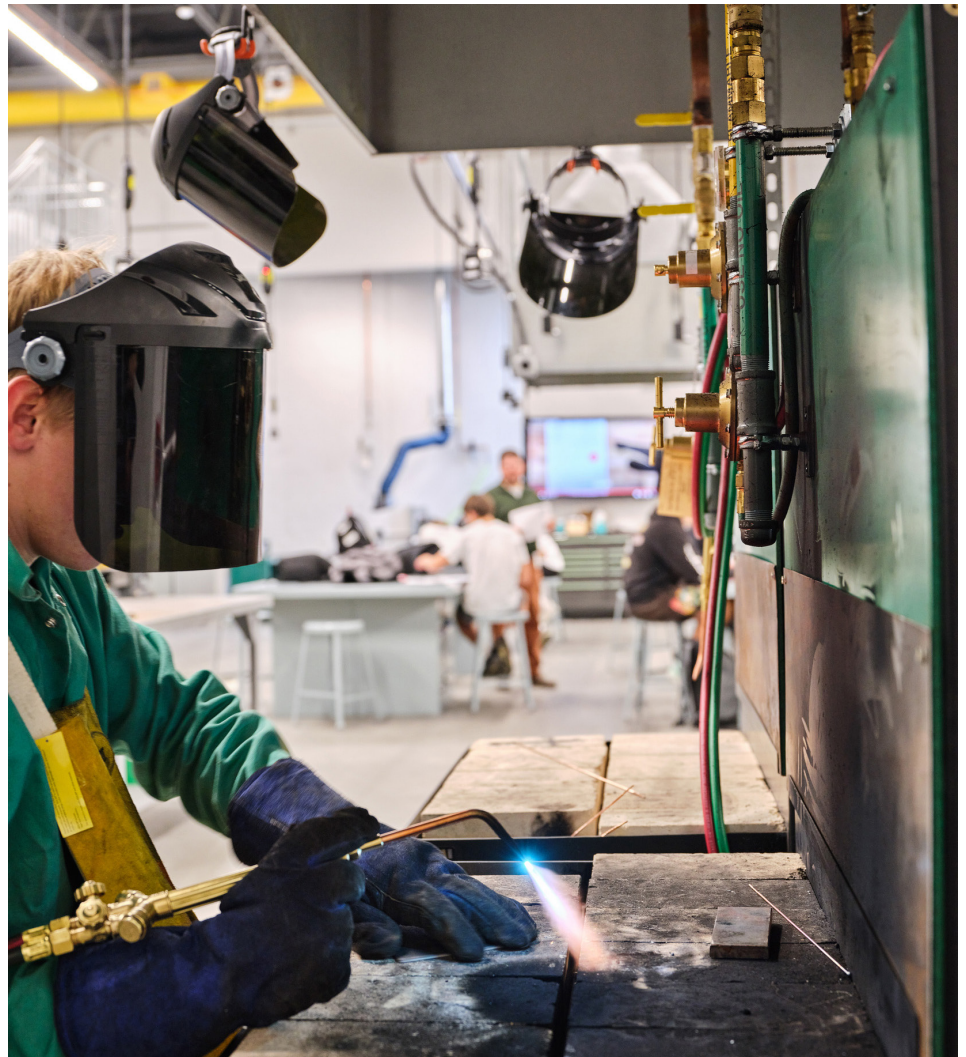
- Report documenting process, demographics, programs, pre-design concept sketches, potential site(s) identification, and budgets for existing and future campus improves

Fee

- \$45,000
- Site selection hourly not to exceed \$5,000 per site

Bond Support

DLR Group is working on an exclusive partnership with a bond consultant and school communications expert. Arlington Public Schools may choose to engage with our partner at a future date if desired.



 AIA® Document B105® – 2017***Standard Short Form of Agreement Between Owner and Architect***

AGREEMENT made as of the Third day of June in the year Two Thousand Twenty-Five
(*In words, indicate day, month and year.*)

BETWEEN the Owner:
(*Name, legal status, address and other information*)

Arlington Public Schools a/k/a Washington Country School District
89-0024
705 N. 9th Street
P.O. Box 580
Arlington, NE 68002

and the Architect:
(*Name, legal status, address and other information*)

DLR Group inc., a Nebraska corporation
6457 Frances Street, Suite 200
Omaha, NE 68106

for the following Project:
(*Name, location and detailed description*)

Arlington Public Schools Future Plan
705 N. 9th Street
P.O. Box 580
Arlington, NE 68002

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:

The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

ARTICLE 1 ARCHITECT'S RESPONSIBILITIES

The Architect shall provide architectural services for the Project as described in this Agreement. The Architect shall perform its services consistent with the professional skill and care ordinarily provided by architects practicing in the same or similar locality under the same or similar circumstances. The Architect shall perform its services as expeditiously as is consistent with such professional skill and care and the orderly progress of the Project. The Architect shall assist the Owner in determining consulting services required for the Project. The Architect's services include the following consulting services, if any:

- a. Meeting facilitation with Administration, Buildings and Grounds Committee, Faculty, Staff, Students, and School Family as authorized by the administration, to analyze, receive input, and to conduct on-site visits to develop a facility future plan.
- b. Future Plan Phases
 1. Research and Discovery
 - a. Review and research existing conditions
 2. Stakeholder Engagement
 - a. Educational Visioning
 - b. Programming and Budgeting
 - c. Concept Development
 3. Future Plan Documentation
- c. Deliverables
 - a. Project Vision
 - b. Space Program
 - c. Concept Design
 - d. Total Project Budget
 - e. Process Book

During the Design Phase, the Architect shall review the Owner's scope of work, budget and schedule and reach an understanding with the Owner of the Project requirements. Based on the approved Project requirements, the Architect shall develop a design, which shall be set forth in drawings and other documents appropriate for the Project. Upon the Owner's approval of the design, the Architect shall prepare Construction Documents indicating requirements for construction of the Project and shall coordinate its services with any consulting services the Owner provides. The Architect shall assist the Owner in filing documents required for the approval of governmental authorities, in obtaining bids or proposals, and in awarding contracts for construction.

During the Construction Phase, the Architect shall act as the Owner's representative and provide administration of the Contract between the Owner and Contractor. The extent of the Architect's authority and responsibility during construction is described in AIA Document A105™–2017, Standard Short Form of Agreement Between Owner and Contractor. If the Owner and Contractor modify AIA Document A105–2017, those modifications shall not affect the Architect's services under this Agreement, unless the Owner and Architect amend this Agreement.

ARTICLE 2 OWNER'S RESPONSIBILITIES

The Owner shall provide full information about the objectives, schedule, constraints and existing conditions of the Project, and shall establish a budget that includes reasonable contingencies and meets the Project requirements. The Owner shall provide decisions and furnish required information as expeditiously as necessary for the orderly progress of the Project. The Architect shall be entitled to rely on the accuracy and completeness of the Owner's information. The Owner shall furnish consulting services not provided by the Architect, but required for the Project, such as surveying, which shall include property boundaries, topography, utilities, and wetlands information; geotechnical engineering; and environmental testing services. The Owner shall employ a Contractor, experienced in the type of Project to be constructed, to perform the construction Work and to provide price information.

ARTICLE 3 USE OF DOCUMENTS

Drawings, specifications and other documents prepared by the Architect are the Architect's Instruments of Service, and are for the Owner's use solely with respect to constructing the Project. The Architect shall retain all common law, statutory and other reserved rights, including the copyright. Upon completion of the construction of the Project, provided that the Owner substantially performs its obligations under this Agreement, the Architect grants to the Owner a license to use the Architect's Instruments of Service as a reference for maintaining, altering and adding to the Project. The Owner agrees to indemnify the Architect from all costs and expenses related to

claims arising from the Owner's use of the Instruments of Service without retaining the Architect. When transmitting copyright-protected information for use on the Project, the transmitting party represents that it is either the copyright owner of the information, or has permission from the copyright owner to transmit the information for its use on the Project.

ARTICLE 4 TERMINATION, SUSPENSION OR ABANDONMENT

In the event of termination, suspension or abandonment of the Project by the Owner, the Architect shall be compensated for services performed. The Owner's failure to make payments in accordance with this Agreement shall be considered substantial nonperformance and sufficient cause for the Architect to suspend or terminate services. Either the Architect or the Owner may terminate this Agreement after giving no less than seven days' written notice if the Project is suspended for more than 90 days, or if the other party substantially fails to perform in accordance with the terms of this Agreement. Except as otherwise expressly provided herein, this Agreement shall terminate one year from the date of Substantial Completion.

ARTICLE 5 MISCELLANEOUS PROVISIONS

This Agreement shall be governed by the law of the place where the Project is located. Terms in this Agreement shall have the same meaning as those in AIA Document A105–2017, Standard Short Form of Agreement Between Owner and Contractor. Neither party to this Agreement shall assign the contract as a whole without written consent of the other.

Nothing contained in this Agreement shall create a contractual relationship with, or a cause of action in favor of, a third party against either the Owner or the Architect.

The Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to, hazardous materials or toxic substances in any form at the Project site.

ARTICLE 6 PAYMENTS AND COMPENSATION TO THE ARCHITECT

The Architect's Compensation shall be:

The Owner shall pay the Architect an initial payment of Ten Thousand Dollars (\$10,000) as a minimum payment under this Agreement. The initial payment shall be credited to the final invoice.

The Owner shall reimburse the Architect for expenses incurred in the interest of the Project, plus fifteen percent (15%).

Payments are due and payable upon receipt of the Architect's monthly invoice. Amounts unpaid forty-five (45) days after the invoice date shall bear interest from the date payment is due at the rate of one percent (1%), or in the absence thereof, at the legal rate prevailing at the principal place of business of the Architect.

At the request of the Owner, the Architect shall provide additional services not included in Article 1 for additional compensation. Such additional services may include, but not be limited to, providing or coordinating services of consultants not identified in Article 1; revisions due to changes in the Project scope, quality or budget, or due to Owner-requested changes in the approved design; evaluating changes in the Work and Contractors' requests for substitutions of materials or systems; providing services necessitated by the Contractor's failure to perform; and the extension of the Architect's Article 1 services beyond two (2) months of the date of this Agreement through no fault of the Architect.

ARTICLE 7 OTHER PROVISIONS

(Insert descriptions of other services and modifications to the terms of this Agreement.)

This Agreement entered into as of the day and year first written above.

OWNER *(Signature)*

(Printed name and title)

ARCHITECT *(Signature)*

BY: Vanessa Schutte, AIA, ALEP, Vice
President

(Printed name, title, and license number if required)

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



Of Counsel
Thomas M. Haase

*Also admitted in Iowa
** Also admitted in Kansas
***Also admitted in Colorado

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

MEMORANDUM

To: Dr. Dan Schnoes, ESU 3 Administrator
From: Justin Knight, Perry Law Firm
Date: June 2, 2025
RE: 2025 School District Annual Policy Service Update

The Legislature has adjourned after their 90-day session. This Memo covers the policy updates as a result of this past session, as well as legislation passed in prior sessions.

A. REQUIRED POLICY UPDATES

1. Policies 1200, 4003, and 5401 (and accompanying forms) – AM 1617 to LB 150 updates Nebraska's Fair Employment Practice Act to add "military or veteran status" as a protected class. As a result, our nondiscrimination policies have been updated to add this new protected class.

In addition, with the changes in federal guidance under the new presidential administration, some of the "hard" deadlines in these policies can be relaxed to give greater flexibility for internal investigations.

2. Policies 3131 ("Procurement Plan") & 3132 ("Internal Controls") – Several bidding references were updated in the federal regulations governing grants and federal audit requirements. These policies have been updated to reflect these changes, as well as adding a new preference for veteran-owned businesses that was added to 2 C.F.R. § 200.321.

3. Policy 3410 ("Safe Driving Record Standard for Drivers") – NDE Rule 91 requires a medical exam for drivers of small vehicles (vans and cars with 10 passengers or less) when driving routes, but not for activities-only drivers. In other words, a small vehicle driver of a regular pick-up/drop-off route must have a medical exam; but a coach that drives a small vehicle only to activities does not. This requirement has created confusion in situations involving unexpected driving situations, part-time or temporary drivers, and the like. Policy 3410 has been updated to clarify Rule 91's requirements.

It is also worth noting that the U.S. Department of Transportation has proposed revised regulations that would change the background and testing requirements, so there may be more policy updates on this topic next year.

4. Policy 4009 (“Drug and Substance Use and Abuse”) – Updates in federal driving requirements (relating to alcohol and drug reporting to the federal Clearinghouse) require adding language to this policy for bus drivers.

In addition, in light of these changes, Form A (accompanying Policy 4009) needs to be updated. However, Forms C and D can be rescinded since they are no longer necessary.

5. Policy 5001 (“Admission”) – LB 143 tweaked the student admission statutes for military families. Neb. Rev. Stat. § 79-215 now requires a school to provisionally enroll a student if the student’s family resides on a federally owned facility within the District. We have updated Policy 5001 to make this clearer.

6. Policy 5101 (“Student Discipline”) – There are three main changes to this Policy:

A. New Dress Code: Two years ago, LB 298 imposed a new dress code policy requirement. However, an analysis of the text of this new statutory mandate shows how contradictory and convoluted the statutory directives appear to encompass. For one, Neb. Rev. Stat. 79-2,158 dictates that each school have a policy that “is consistent with” a model policy adopted by the State Board of Education. Yet, the same statutory provision states that a District “may include any other procedures and provisions that the school board deems appropriate,” which suggests that the model policy is more of a sample than a prescription. In addition, 79-2,158(2) outlines three specific components of each *school’s* required policy, which further suggests that the State Board’s model policy is to be more of an example (otherwise the Legislature would have specified that the model policy itself must include those three items). Still, 79-2,159(4) lists that the State Board’s model policy “may” develop a health and safety standard within the model dress code. That same provision requires the State Board to include detailed steps that administrators must take in “health and safety” situations (including obtaining parental consent before requiring a student to change clothes), despite the “health and safety” provision being optional. In fairness to the State Board of Education (who was given this unfunded mandate by the Legislature), it is unsurprising that these inconsistencies within statute have led to significant confusion and anxiety among school administrators across the state.

With all of this confusion in mind, we have updated the “dress code” component of our Student Discipline Act to try and keep the required changes as straightforward as possible, while complying with the law’s dictates that a school dress code cannot be used to discriminate against any student.

We have also attached the State Board’s model policy in case your district would like to adopt the State Board’s model policy.

This new dress code policy must be adopted by July 1, 2025.

B. Cell Phones. LB 140 requires all schools to adopt a “cell phone” policy before the beginning of the 2025-2026 school year. (The new, required policy is listed as Policy 6113.) Policy 5101 has been updated to clearly reference the new cell phone law and student disciplinary consequences.

C. Added Language About “Deep Fakes.” Finally, in light of the increase in “deep fakes,” this Policy has been updated to add language that students can be disciplined for deep fake images of students or staff. As noted below, LB 383 criminalizes “deep fakes” in certain situations, but having clear language in board policy can help school administrators better address concerns within the school setting.

7. Policy 5004 (“Full-time and Part-time Enrollment”) – LB 306 updates the part-time enrollment statutes to provide more options for non-public schools to participate in extracurricular activities. LB 306’s language is subject to differing interpretations, especially after the Legislature changed the part-time statutes to address these same concerns two years ago. School administrators will need to familiarize themselves with these new rules before the 2025-2026 school year.

8. Policy 5103 (“Extracurricular Activity Discipline”) – For the same reasons listed in the changes to Policy 5101, the reference to dress code violations have been removed.

9. Policy 5201 (“Promotion and Retention”) and (New) Policy 5201x (“Request to Repeat Grade Form”) – Last year, the Legislature adopted a new law (§ 79-2,161) that allows parents to require their student to repeat a grade if the student qualifies under the statutory criteria. To apply to repeat a grade, a parent must submit a form prescribed by NDE. We have updated the new statutory reference to Policy 5201 and added that form as Policy 5201x.

10. Policy 5202z (Notification of Rights Under FERPA) – Within the past year, the U.S. Department of Education issued a “Model Notice” to update parents’ rights under FERPA. To remain consistent with DOE’s guidance, we have updated this Policy.

11. Policy 5301 (“Association Activities”) – LB 89 requires each school board to adopt a policy designating each school-sponsored interscholastic athletic team or sport as either biologically male, female, or co-ed. The bill does not require each sport or team listed in the Policy. In turn, we added language to Policy 5301 to authorize the Superintendent to make the required designations.

12. Policy 5414 (“Identification of Learners with High Ability”) – We realized this Policy may no longer be accurate or current with your district’s practices. As a result, we revised the Policy to give school administrators more discretion in developing criteria to identify high-ability learners.

13. (New) Policy 5507 (“Foster Care Student Transportation”) – NDE audits have frequently requested information about the District’s foster care transportation. The Every Student Succeeds Act only requires a school district to have “procedures” (not requiring board approval). However, given the confusion and ease of having a formal board policy in these audits, we have prepared Policy 5507 to memorialize a school district’s foster care transportation requirements.

14. (New) Policy 6113 (“Electronic Communication Devices and Cell Phones”) – For the same reasons listed in the changes to Policy 5101, LB 140’s cell phone requirements have been added to this new policy.

15. Policy 6400 (“Parental/Community Involvement in Schools”) – Last year, the Legislature passed LB 71 to, in part, update Nebraska’s parental involvement statutes. Policy 6400 has been updated to reflect these changes. Note that LB 71 requires the updated Parental Involvement to be approved by July 1, 2025, and posted to the school’s website by August 1, 2025.

Further, LB 428 (passed this year) requires additional revisions to Policy 6400. LB 428 adds new requirements for school-issued surveys, including the rights of parents to review and/or opt their student out of “sensitive” surveys. Depending on what types of surveys your district administers, this update may need to be carefully examined before the beginning of the 2025-2026 school year.

16. (New) Policy 6931 (“Behavioral Intervention and Classroom Management”) – Two years ago, the Legislature passed LB 1329 which, in part, required each school to adopt a policy on “behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school.” The Legislature directed the State Board of Education to develop a “model policy” reflecting the new policy’s requirements. By August 1, 2025, each school must adopt a policy “consistent with or comparable to the model policy.” This policy will now be a requirement for accreditation by NDE. To ensure compliance with this new accreditation requirement, our Policy 6931 largely mirrors the State Board’s model policy.

B. POLICY RESCISSIONS

1. Policy 5001 Forms (“Summary of the School Immunization Rules and Regulations”) – This Form has led to confusion and headaches for schools that have not kept this current. To avoid further confusion and consternation, we recommend rescinding this form in your Policy Manual.

2. Policy 6410 (“Combined District and School Title I Parent and Family Engagement Policy”) – The US Department of Education informed NDE that Title I involvement policies need to be more specifically tailored to each school district, instead of incorporated as a general policy. As such, NDE has recommended that schools rescind their Title I Involvement

Policy and, instead, complete the template available on their website: <https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#TitleIParentandFamilyengagement>

Of note, the Title I engagement “policy” does not need to be Board approved (despite being called a “policy”) under the Every Student Succeeds Act.

C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. Policy 3241 (“Emergency Response Mapping”) – Last year, schools that adopted an Emergency Response Mapping Policy were eligible to apply for safety and security grant funds. If your district was not approved for grant funds and no longer want an Emergency Response Mapping Policy on file, you could rescind Policy 3241 this summer.

D. OTHER CONSIDERATIONS

1. Title IX Procedures – In light of the constant changes to the Title IX Regulations, we recommended last year to rescind any Board-approved procedures. Instead, we recommended a policy that delegated the Superintendent the authority to develop procedures consistent with Title IX. If you have not done so, we would strongly recommend it. A copy of those procedures is attached. The procedures also need to be posted on the school’s website.

2. Veteran’s Preference – LB 144 (passed this session without an emergency clause) will update Nebraska’s veteran’s preference laws. In particular, LB 144 adds the spouse of a veteran who “was killed in the line of duty or died due to his or her military service” as a person who qualifies for a veteran’s preference. This update is a good reminder to review your district’s application forms to ensure that the school’s job applications state that positions are “subject to a veteran’s preference,” per Neb. Rev. Stat. § 48-227(3).

3. Paid Sick Leave Initiative – Last November, the voters approved Initiative 436, which requires an increase in employer-provided paid sick leave. However, the Initiative exempted political subdivisions from the paid sick leave requirements. Therefore, there are no required changes to any school’s paid sick leave benefits.

4. Nebraska’s Minimum Wage Increase. Similar to the Paid Sick Leave Initiative, Nebraska’s recent Minimum Wage Increase Initiative does not apply to political subdivisions, so school districts are not legally required to follow the increases in the State’s minimum wage rates.

5. Medical Marijuana Initiative. Nebraska voters also approved the Medical Marijuana Initiative last November. LB 677 would have added specific statutory requirements for medical marijuana in schools, but LB 677 did not advance. Thus, we will need to work over the summer months to prepare for medical marijuana requests by staff, students, and community members on school grounds and at school activities.

6. New Open Meetings Act Poster. LB 521 “cleaned up” language within the Open Meetings Act. The changes to the Open Meetings Act are largely technical and do not require any policy updates. With that being said, each board is required to have a current copy of the Open Meetings Act posted during all board meetings. The bill has an emergency clause so each board will need to update their Open Meetings Act posters this summer.

7. Forthcoming Update on Bidding Threshold. This year, the State Board of Education will update the bidding threshold for construction, remodeling, or repair projects. This update will result in a future policy update.

8. Changes to NPERS – Two main bills changed different aspects of the Retirement System: LB’s 295 and 645. None of these require policy changes but are worth noting.

a. LB 295 largely makes technical changes to the retirement statutes. However, LB 295 makes some substantive changes that your business managers will want to follow any new procedures implemented by NPERS.

b. LB 645 will adjust both the employer, employee, and state retirement contribution percentages on an annual basis, depending on the state retirement plan’s funding ratio. When the plan is well-funded, contribution percentages will decrease. But when the plan needs additional funding, contributions will increase. This change will likely have a significant impact on negotiations moving forward, given that teachers’ retirement deductions will now fluctuate from year-to-year. We will provide more information on this change in the fall for your negotiations preparations.

9. LB 383 – LB 383 passed this session that adopts two main statutory frameworks: (1) criminalizing “deep fakes” and (2) generally requiring parental consent for a minor to create or maintain a social media account. To date, some County Attorneys have been reluctant to prosecute instances of “deep fakes,” so LB 383 establishes clear statutory authority for criminal charges moving forward. In addition, it remains to be seen how social media companies will respond to LB 383 in Nebraska, though your school’s technology coordinator will want to keep a close eye on any forthcoming changes.

10. Computer Science and Technology – Years ago, the Legislature adopted computer science and technology curriculum requirements. These requirements will begin to take effect during the 2025-2026 school year. Most (if not all) schools already incorporate technology into the curriculum, so this change may not be significant. However, next year (2027-2028), graduates must have completed a five-credit hour computer science course. These requirements can be found at Neb. Rev. Stat. 79-3304.

11. LB 390 (Library Directory) – LB 390 (passed this year) will require all school districts to adopt a policy requiring a catalog of all books in school libraries and allow parents the option of being notified when their student checks out a book. However, this policy does not need to be adopted until the beginning of the 2026-2027 school year, so we will wait to distribute a library catalog policy until next summer.

12. School Psychologist Interstate Licensure Company – The Legislature adopted the Interstate Compact to allow greater flexibility in licensed school psychologists to work in Nebraska schools. This does not require any policy updates but may be of interest to those schools looking to hire a school psychologist from a different state.

13. New Anaphylaxis Policy Requirement – LB 457 requires DHHS and NDE to the develop a model policy “for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.” This policy needs to be adopted by July 1, 2026. Since we do not have the model policy, we will wait until next summer to send the required anaphylaxis policy.

14. Forthcoming NDE Rule 15 Changes – The State Board of Education has not made substantive changes to NDE Rules over the past year, at least changes that require policy updates. The State Board is considering changes to NDE Rule 15 (English Language Learners) that might require policy updates next year, depending on the final version of Rule 15.

15. NSAA Coaching Change. Last year, the NSAA voted to change its bylaws. Previously, coaches were required to meet a certification requirement to coach NSAA activities. Now, NSAA Bylaw 2.12 waives the certification requirement. Moving forward, each school is responsible for vetting their coaches. Some districts have a policy requiring background checks on all hires (including coaches). This may be a discussion within your district on how you plan to handle evaluating coaching hires and positions.

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

Community RelationsPersonnel - All Employees and StudentsAnti-discrimination**A. Elimination of Discrimination.**

The policy of Arlington Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Arlington Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Arlington Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. Preventing Harassment and Discrimination of Employees and Students.

1. **Purpose:** Arlington Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Arlington Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical

condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment is a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment is a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of suspected discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, the complaint should be reported to the Superintendent of [Name] Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be sent to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Business Operations

Procurement Plan – School Food Authorities

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

Procurement Policy

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

- When the annual total for food service program related items is less than \$250,000 (simplified acquisition threshold) per procurement event or in aggregate purchases this organization will follow the informal simplified acquisition threshold procedures.
- When the annual total for food service program related items is greater than \$250,000 (simplified acquisition threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

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

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

Simplified Acquisition Threshold Procedures

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

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

Formal Competitive Solicitation Procedures

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

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

(Note: If the simplified acquisition threshold established in the sponsor’s procurement policy statement is less than \$250,000, the smaller bid threshold will govern.)

Procurement Summary

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

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority, veteran-owned, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
 2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
 3. A cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold including contract modifications. [2 CFR 200.323(a)]
 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
 5. Place and confirm orders with vendors or make plans to purchase the required items.
 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
 7. To work with vendors on a fair and equal basis.
 8. To conduct an in-house procurement review once per year.

Date of Adoption: [Insert Date]

Business OperationsInternal Controls

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

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

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

Legal Reference: 2 C.F.R. § 200.303.

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

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a Control System procedure;

- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

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

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for simplified acquisition thresholds (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

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

Cross-Reference: Policies 3130 & 3131.

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

For all other records, the District will retain such records for the length of time as required by law.
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.

Legal Reference: 2 C.F.R. § 200.213.

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

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

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

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

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

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

- A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

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

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

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.

Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

Legal Reference: 2 C.F.R. § 200.112.

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

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

Date of Adoption: [Insert Date]

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608
Neb. Rev. Stat. Sec. 60-4,182 (point system)
Title 92, Nebraska Administrative Code, Chapters 91 & 92

Date of Adoption: [Insert Date]

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

Arlington Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

Arlington Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated and approved youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students, Employees and Others: Dawn Lewis, Superintendent, 705 N 9th Street, Arlington, NE 68002, (402)-478-4173.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The Arlington Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny,

interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Social media comments, including cyberbullying or cyber-harassment,
- h. Visual displays, such as cartoons, posters, or electronic images,
- i. Threats or intimidating or hostile conduct,
- j. Physical acts of aggression, assault, or violence, or
- k. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after

receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's or Committee's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

5. Training:

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events

such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Notice of Nondiscrimination

The Arlington Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students, Employees and Others: Dawn Lewis, Superintendent, 705 N 9th Street, Arlington, NE 68002, (402)478-4173, dawn.lewis@apseagles.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Complaint Form
Discrimination, Harassment or Retaliation

The Arlington Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students, Employees, and Others: Dawn Lewis, Superintendent, Arlington Public Schools, 705 N 9th Street, Arlington, NE 68002, (402)478-4173, dawn.lewis@apseagles.org.

Name: _____ Date: _____

(1) Description of the complaint: _____

_____.

(2) Names of any witnesses to the matter being complained about: _____

_____.

(3) Identify and attach any document supporting the complaint: _____
_____.

(4) Confidentiality: I ___ do ___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

_____.

(5) Relief requested (what I want done in response to this complaint): _____

_____.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____ Signature: _____
Date: _____

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the Arlington Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707
 49 U.S.C. §31306 and 49 CFR Part 382

Date of Adoption: [Insert Date]

4009 - APPENDIX 1

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:
FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOL'S COMPLIANCE POLICIES
AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A) The persons designated by [Name] Public Schools to answer employee questions about these materials are:

Superintendent of Schools
Secondary Principal

(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C) The term "safety-sensitive functions" means:

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:

1. **Alcohol concentration.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) **The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:**

1. **Pre-employment testing.**
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

2. Post-accident testing.

- (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
 - (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
 - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b)
 - (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such can not reasonably be done, and not more than eight hours following the accident.
 - (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. Random testing.

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. Reasonable suspicion testing.

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. Return-to-duty testing.

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. Follow-up testing.

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.

(H) A "refusal to submit" to an alcohol or controlled substance test includes:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the

testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected: Information will be made available by the counselor to employees.

(L) The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:

- (i) A verified positive, adulterated, or substituted drug test result;
- (ii) An alcohol confirmation test with a concentration of 0.04 or higher;

- (iii) A refusal to submit to any test required by law;
- (iv) An employer's report of actual knowledge of:
 - (A) On duty alcohol use;
 - (B) Pre-duty alcohol use;
 - (C) Alcohol use following an accident; and
 - (D) Controlled substance use;
- (v) A substance abuse professional report of the successful completion of the return-to-duty process;
- (vi) A negative return-to-duty test; and
- (vii) An employer's report of completion of follow-up testing.

Legal Reference: 49 CFR §382.601(b)(12).

Date of Adoption: [Insert Date]

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

- 1. Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**
- 2. Immunization—Affidavit of Refusal—For Reason of Religious Conflict**
- 3. Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**
- 4. Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**
- 5. Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**
- 6. Physical Examination or Visual Evaluation—Parent Objection Form**
- 7. Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**
- 8. Affidavit (For Child to Enroll Early in Kindergarten)**
- 9. Request for Non-disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**
- 10. Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION
AND VISUAL EVALUATION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2019-2020 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), nechildrensvision.org, 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

**AFFIDAVIT OF REFUSAL OF IMMUNIZATION--
FOR REASON OF RELIGIOUS CONFLICT
(For School Admission)**

The undersigned, being first duly sworn, states upon oath as follows

This affidavit is submitted for the following child: _____.

I state that I am submitting this affidavit in the position of (*initial* as appropriate):

_____ Self, as I am the child and I am of the age of majority
 _____ As a legally authorized representative of the child based on (insert description of
 legal authority; e.g., parent or legal guardian):

I understand that state law requires that the child be protected by immunization against certain contagious diseases prior to enrollment in school. I hereby swear and affirm that such immunization requirements (*initial* as applicable):

_____ Conflict with the tenets and practice of a recognized religious denomination of
 which the child is an adherent or member; or
 _____ Conflict with the personal and sincerely followed religious beliefs of the child.

I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 20__.

Affiant

STATE OF NEBRASKA)
)
COUNTY OF _____) **ss.**

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

[Legal Reference: Neb. Rev. Stat. sections 79-217 and 79-221; HHS Regulation 173 NAC 3]

AFFIDAVIT
Refusal of Immunization of Student for Religious Reasons

State of Nebraska

ss.

County of

This Affidavit is being submitted on behalf of

(Name of Student)

(Birthdate of Student)

If the student is of the age of majority:

I, _____, of lawful age and being first duly sworn,
(Name of Affiant/Student)
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

If the student is a minor:

I, _____, as legally authorized representative of
(Name of Affiant)

, of lawful age and being first duly sworn,
(Name of Student)
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

(Signature of Affiant)

SUBSCRIBED AND SWORN to before me this _____ day of _____

Notary Public

**REFUSAL OF IMMUNIZATION
For Medical Reasons**

As the physician of:

Child's Last Name	First Name	Age
Birth Date	School	Grade

A. I have elected to not immunize this student against the following disease(s): (check box*)

- ☐ Diphtheria
- ☐ Tetanus
- ☐ Pertussis
- ☐ Polio
- ☐ Measles (Rubeola)
- ☐ Mumps
- ☐ Rubella (German Measles)
- ☐ Hepatitis B
- ☐ Varicella (chickenpox)

In my opinion, this/these immunization(s) would be injurious to the health and well-being of

- ☐ The student
- ☐ A member of the student's household or family

Comments _____

Signature of Physician Date

* Each disease for which a vaccine has not been administered must be checked. Parent / guardian must submit dates of immunization for all other diseases.

Printed from the Nebraska Health and Human Services System Web site. www.hhs.state.ne.us

Documentation of Varicella (Chickenpox) Disease

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

(Name of child/student)

(Birth date of child/student)

I _____ verify that the above listed child/student
Parent/Guardian/Medical Provider

had the varicella disease in _____ (year).

(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO
PHYSICAL EXAMINATION OR VISUAL EVALUATION
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: _____

Child No. 2: _____

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

_____ physical examination

_____ visual evaluation

(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination or visual evaluation for the above named child(ren).

Dated this ____ day of _____, 20__.

Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]



Department of Health and Human Services

Waiver of Physical Examination/Visual Evaluation Requirement

School Name (if desired) _____

Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- ☐ Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*
- ☐ Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE _____

Signature of Parent/Guardian

Date

Comments: _____

AFFIDAVIT
(For Child to Enroll Early in Kindergarten)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child will reach the age of five years on or after August 1 and on or before October 15 of the current school year.

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

_____ the Child attended kindergarten in another jurisdiction in the current school year; or

_____ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

_____ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 20__.

 Parent or Guardian

STATE OF NEBRASKA)
)
COUNTY OF _____) **ss.**

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

 Notary Public

**Request For Non-disclosure of
High School Student Personal Information
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of _____ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

_____ institutions of higher education

_____ military recruiters

(check one, both, or none)

Signed by: ____ Student ____ Parent (Check One)

_____ Signature/Date

_____ Print Name

_____ Address

_____ City/State/Zip Code

Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

StudentsAdmission RequirementsMinimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
 2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
 3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
 4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Parents must fill out the early entrance application forms, which include a parent questionnaire.

The assessment request and parent questionnaire must be completed and returned to the District no later than July 1st before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an

affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but may result in a referral to local law enforcement for investigation).

- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school

district, in its sole and absolute discretion upon a proper application, approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Military Families

If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, and the parent resides in or is stationed on federally owned property within the boundaries of the District, the District will enroll preliminarily the parent's students, including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.

Legal Reference: Neb. Rev. Stat. Sections 43-2001 to 43-2012
 Neb. Rev. Stat. Sec. 79-214
 Neb. Rev. Stat. Sections 79-217 to 79-223
 Neb. Rev. Stat. Sec. 79-266.01
 173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: [Insert Date]

StudentsFull-time and Part-time EnrollmentFull-time Enrollment

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

Exceptions are permitted only for:

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

Part-Time Enrollment of Non-Public School Students

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

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

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

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

A. Non-Public School Student Enrollment Application Procedures.

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

B. Non-Public School Student Admission

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

C. Non-Public School Student Enrollment Standards

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

D. Non-Public School Student Policies

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

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

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

Date of Adoption: [Insert Date]

StudentsStudent Discipline

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

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent

- or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension.

During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
 - h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.
 - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

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

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

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
 1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
 2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
 3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
 4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
 5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

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

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

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

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

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

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

or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

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

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

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

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

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

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

2. Academic Integrity.

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

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

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

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

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

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

- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

- (iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also

- engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
- (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
- (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
- (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
- (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due,

claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
 - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
 - (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
 - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
 - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and

including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

E. Law Violations

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

Neb. Rev. Stat. Section 79-2,160

Date of Adoption: [Insert Date]

StudentsExtracurricular Activity Discipline**Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures, and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event,

or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in an manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products,

tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use,

alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

Drug and Alcohol Violations.

Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Drugs and Alcohol.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).
The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 60 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will notify the student and the student's parents or guardian. The student and parents or guardian will be informed of the opportunity to request an informal hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent by sending a written request to the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. The request for a hearing must be received by the Superintendent within five days of the Principal notifying the student of the discipline.
 - b. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

- ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session).
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined by the Activities Director and the attendance policy are ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity, unless otherwise excused. An exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled on a full-time basis.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after

progress reporting time. The student will remain ineligible until the student is passing all classes.

3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience; or
 - (B) Activities or events which are a part of the student’s grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: [Insert Date]

StudentsPromotion and Retention

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Legal Reference: Neb. Rev. Stat. Sec. 79-526 & 79-2,161

Date of Adoption: [Insert Date]



Request to Repeat a Grade
August 2024

[Nebraska Revised Statute 79-2,161](#) establishes a procedure whereby a parent or guardian can request their child to repeat a grade for the following reasons:

- a) Academic needs (*Student in grades Kindergarten thru fourth*) – Academic needs means that a child is at least one year below grade level and behind the child's typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to
- b) Excessive Absenteeism (*Student in grades K-12*) – Excessive absenteeism means that the child was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included; and
- c) Illness (*Student in grades Kindergarten thru fourth*) - Illness means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian intending to have their child repeat a grade shall request a meeting with school district superintendent or their designee to discuss the decision. The meeting should identify any alternative educational opportunities. If after meeting with the superintendent or their designee, the parent still wishes to retain their child, they must complete this form.

Parent/Guardian Name: _____

Name of Child: _____

Grade Level to be Repeated: _____

Current School District: _____

Date of Meeting with District: _____

Reason and Description for Requesting Repeating of Grade:

☐ Academic Needs (K-4)

☐ Excessive Absenteeism (K-12)

☐ Illness (K-4)

Summary of Meeting with Superintendent or their Designee:

Please submit this form to the superintendent or their designee with whom you met initially about the request for retention. Upon completion of the form, and if all requirements are met, the school district shall honor the request to repeat a grade for the next school year.

Signature of Parent/Guardian Date

To be completed by district:

School of Attendance Name: _____

School of Attendance Code: _____

Student State ID (To be Provided by District): _____

Signature of Superintendent/Designee Date

Districts, please retain a copy of this form, and email nde.form@nebraska.gov for instructions on how to securely submit this form.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- 1) The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading at the time the record was created.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Office of the Chief Privacy Officer
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Notice Concerning Directory Information

The District may disclose directory information. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone number, and the name, address, telephone number, e-mail address and other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's extra-curricular participation;
6. Student's achievement awards or honors;
7. Student's weight and height if a member of an athletic team; and
8. Student's photograph.
- 9.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District

determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, or would otherwise not be in a student's best interests.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing.

Notice Concerning Designation of Law Enforcement Unit:

The District designates the [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

StudentsAssociation Activities

The Arlington Public School District is a member of the Nebraska School Activities Association, which is a voluntary organization of public and private schools of Nebraska organized for the purpose of promoting and regulating the competition between schools in what is generally known as the extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and rules of [Name] Public Schools. The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) mixed.

Students who represent [Name] Public Schools in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

Legal Reference: LB 89 (2025)

Date of Adoption: [Insert Date]

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The Arlington Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students, Employees, and Other: Dawn Lewis, Superintendent, Arlington Public Schools, 705 N 9th Street, Arlington, NE 68002, (402)478-4173, dawn.lewis@apseagles.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The Arlington Public School District is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or

- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If

the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one (1) week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in

the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

5. Training:

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.

- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
 Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
 Section 504 of the Rehabilitation Act of 1973 (Section 504)
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.

Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

StudentsIdentification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

The Superintendent or designee shall develop and implement such criteria to identify high ability learners and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. Sections 79-1106 to 79-1108.03
NDE Rule 3

Date of Adoption: [Insert Date]

StudentsFoster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

Students to be Transported

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

School of Origin

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

Costs

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

Oversight, Implementation, and Administration

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: [Insert Date]

InstructionElectronic Communication Devices and Cell Phones

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

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

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

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

Legal Reference: LB 140 (2025)

Date of Adoption: [Insert Date]

InstructionParental/Community Involvement in Schools

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

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

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

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

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

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

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

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

Date of Adoption: [Insert Date]

InstructionBehavioral Intervention and Classroom Management1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District's commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

Tier 1: Universal Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared Leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking	Use behavioral data to assess school culture,	Collect and reflect on classroom behavior data to identify patterns or

	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home.
Tier 3: Intensive, Individualized Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

		Intervention Plans (BIPs).	
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal

- i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal

- i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.

- ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions

- i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom

- i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: [Insert Date]

100 S. Mill Ave
Suite 1700
Tempe, AZ 85281
877-725-4257

Date	6/2/2025
Quote No.	Q-154214
Acct. No.	12207609
Total	18,907.98
Pricing Expires	11/25/2025

Arlington School District 24
705 North Ninth St
Arlington NE 68002
United States

Payment Term	Contract Start	Contract End
Net 30	8/1/2025	12/31/2025

Site	Description	Comments	End Date	Qty	Per Unit	Amount
Arlington School District 24						
	Twig Student Single User License - English and Spanish - Grade K		12/31/2025	50	0.00	0.00
	Twig Student Single User License - English and Spanish - Grade 1		12/31/2025	50	0.00	0.00
	Twig Student Single User License - English and Spanish - Grade 2		12/31/2025	55	0.00	0.00
	Twig Student Single User License - English and Spanish - Grade 3		12/31/2025	50	0.00	0.00
	Twig Student Single User License - English and Spanish - Grade 4		12/31/2025	55	0.00	0.00
	Twig Student Single User License - English and Spanish - Grade 5		12/31/2025	60	0.00	0.00
	Twig Student Single User License - Integrated - English and Spanish - Grade 6		12/31/2025	45	0.00	0.00
	Twig Book Print Module 2 - Grade K - NGSS		12/31/2025	50	0.00	0.00
	Twig Teacher Module 2 - Grade K - NGSS		12/31/2025	3	31.25	93.75
	Twig Trade Book Grade K - Module 2 - Fall		12/31/2025	3	8.25	24.75
	Twig Trade Book Grade K - Module 2 - Oscar		12/31/2025	3	3.20	9.60
	Twig Science Kit Module 2 - Grade K - Sample		12/31/2025	3	632.54	1,897.62
	Twig Book Print Module 3 - Grade 1 - NGSS		12/31/2025	50	0.00	0.00
	Twig Teacher Module 3 - Grade 1 - NGSS		12/31/2025	3	31.25	93.75
	Twig Trade Book Grade 1 - Module 3 - Myself		12/31/2025	3	8.25	24.75
	Twig Trade Book Grade 1 - Module 3 - Oscar		12/31/2025	3	3.20	9.60
	Twig Trade Book Grade 1 - Module 3 - Pout		12/31/2025	3	7.79	23.37
	Twig Trade Book Grade 1 - Module 3 - Rabbit		12/31/2025	3	3.20	9.60
	Twig Science Kit Module 3 - Grade 1 - Sample		12/31/2025	3	642.66	1,927.98
	Twig Book Print Module 1 - Grade 2 - NGSS		12/31/2025	55	0.43	23.65
	Twig Teacher Module 1 - Grade 2 - NGSS		12/31/2025	3	31.25	93.75
	Twig Trade Book Grade 2 - Module 1 - Landforms		12/31/2025	3	4.10	12.30
	Twig Trade Book Grade 2 - Module 1 - River		12/31/2025	3	3.20	9.60
	Twig Science Kit Module 1 - Grade 2 - Sample		12/31/2025	3	605.99	1,817.97

Site	Description	Comments	End Date	Qty	Per Unit	Amount
	Twig Book Print Module 2 - Grade 3 - NGSS		12/31/2025	50	0.00	0.00
	Twig Teacher Module 2 - Grade 3 - NGSS		12/31/2025	3	31.25	93.75
	Twig Trade Book Grade 3 - Module 2 - Traits		12/31/2025	3	4.10	12.30
	Twig Science Kit Module 2 - Grade 3 - Sample		12/31/2025	3	637.28	1,911.84
	Twig Book Print Module 4 - Grade 4 - NGSS		12/31/2025	55	0.00	0.00
	Twig Teacher Module 4 - Grade 4 - NGSS		12/31/2025	3	25.00	75.00
	Twig Trade Book Grade 4 - Module 4 - Engineering		12/31/2025	3	4.56	13.68
	Twig Science Kit Module 4 - Grade 4 - Sample		12/31/2025	3	610.61	1,831.83
	Twig Book Print Module 3 - Grade 5 - NGSS		12/31/2025	60	2.34	140.40
	Twig Teacher Module 3 - Grade 5 - NGSS		12/31/2025	1	0.00	0.00
	Twig Trade Book Grade 5 - Module 3 - Smithsonian		12/31/2025	1	0.00	0.00
	Twig Science Kit Module 3 - Grade 5 - Sample		12/31/2025	2	1,014.57	2,029.14
	Twig Journal Volume 2 - Integrated		12/31/2025	45	0.00	0.00
	Twig Teacher Edition Volume 2 - Integrated		12/31/2025	1	0.00	0.00
	Twig Middle School Pilot Sub Equipment Kit - Mod 5 Life Through a Lens - Legacy		12/31/2025	1	1,000.00	1,000.00
	Twig Journal with Answers Module 5 Life Through a Lens - Integrated		12/31/2025	1	0.00	0.00
	Twig Pilot Pack - Grade PK		12/31/2025	1	600.00	600.00
	PL - Core Virtual Session (Twig) - 1 Hour		12/31/2025	1	1,250.00	1,250.00
	PL - Core Pilot Launch Virtual (Twig)		12/31/2025	1	2,500.00	2,500.00
	Shipping and Handling (TWIG)	Shipping and Handling fee covers all physical materials listed above for the duration of the term.	12/31/2025	1	1,378.00	1,378.00
Subtotal						18,907.98
Tax Total						0.00
Total						18,907.98

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions . These Terms and Conditions are available at <https://www.imaginelearning.com/twig-standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Twig's written consent.

Please note that the paper used in our products and the paper and components included in our science and math kits are sourced from suppliers that may become subject to tariffs. While we are actively managing our supply chain to minimize the effect of any tariffs that may be imposed, we reserve the right to apply a tariff surcharge to offset increased costs if necessary. We will provide thirty (30) days advance notice regarding the imposition of any such surcharges.

Arlington School District 24

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Michael Coffman
Account Executive -
michael.coffman@imaginelearning.com
imaginelearning.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.