

Board of Education Regular Meeting  
Monday, April 13, 2026 7:00 PM  
HS CONFERENCE ROOM  
705 N 9th Street  
Arlington, NE 68002

1. OPENING PROCEDURES
  - 1.1. Call Meeting to Order
  - 1.2. Roll Call
  - 1.3. Pledge of Allegiance
  - 1.4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. CONSENT AGENDA
  - 3.1. Minutes of the Previous Board Meeting(s)
  - 3.2. Monthly Financial Reports
  - 3.3.
    - Resignations:
    - Hires:
      - Gracey England, HS SPED
      - Ben Dobson, Head Cross Country
    - 3.4. Reassignments:
4. CURRICULUM/INSTRUCTION REPORTS
  - Science
5. PRINCIPALS' REPORTS
  - 5.1. Dr. Morgan's Elementary Report
  - 5.2. Mr. Pflingsten's Secondary Report
  - 5.3. Mr. Shada's Activity Report
6. SUPERINTENDENT'S REPORT
  - 6.1. Review of Arbor Family Semi-Annual Usage Report for Semester 1
  - 6.2. NASB and NRCSA reports
  - 6.3. Discuss June Board meeting date
  - 6.4. Legislative Update
  - 6.5. Review of Training and Additional Meeting/Trainings
    - Recent Training (military and education)
    - NCSA Exec Business Meeting
    - NASA Meeting connected to NASBO Conference
7. COMMITTEE AND REPRESENTATIVE REPORTS
  - 7.1. Buildings and Grounds Committee
  - 7.2. Negotiations Committee
  - 7.3. Finance Committee
8. NEW BUSINESS
  - 8.1. Discuss, Consider and Take Necessary Action to Approve Classified Staff Wage Increases for 2026-2027 as Presented

- 8.2. Discuss, Consider, and Take Necessary Action to Approve Principal Contract Salary Increases for 2026-2027 as Presented
  - Mr. Aaron Pfingsten
  - Dr. Jacqueline Morgan
- 8.3. Discuss, Consider and Take Necessary Action to Approve Certificated Director Salary Increases for 2026-2027
  - Mrs. Tashia Wolf
  - Mrs. Sarah Sharp
- 8.4. Take Necessary Action to Release Teacher from 2026-2027 Contract
- 8.5. Discuss, Consider and Take Necessary Action to Approve Building Level Budgets for 2026-2027
- 8.6. Discuss, Consider and Take Necessary Action to Adopt 2026 Spring Legal Policy Updates on Second Reading:
  - 1040 - Annual Report
  - 3540 - Bidding Construction Projects
  - 5601 - Asthma, Anaphylaxis and Allergic Reaction Protocol
  - 7050 - Bids and Contracts
- 8.7. Review Policies 6700-6931:
  - 6700 - Firearm Policy
  - 6800 - Internet Safety Policy
  - 6900 - Chronic Infectious Disease Practice and Procedures
  - 6910 - Dispensing Meds Caretaker Authorization
  - 6910 - Medication Forms
  - 6920(a)(b) - Self Management of Asthma-Anaphylaxis-Diabetes and forms
  - 6921 - Safe Seizure Schools
  - 6930.1 - Opioid Overdose Prevention and Response
  - 6930 - Behavioral Points of Contact
  - 6931 - Behavioral Intervention and Classroom Management
- 8.8. Discuss, Consider and Take Necessary Action to Approve Early Graduation Application for 2026-2027
9. ADJOURNMENT

# Board of Education Regular Meeting

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

Monday, March 9, 2026 7:00 PM Central

## 1. OPENING PROCEDURES

### 1.1. Call Meeting to Order

Chase Kratochvil called the meeting to order at 7:00

### 1.2. Roll Call

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

Motion to excuse Brian Laaker from tonight's meeting Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

### 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 Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: 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 Cassie Flesner and a second by Steve Slykhuis.

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

Board discussed financials and reviewed the items on the consent agenda.

### 3.1. Minutes of the Previous Board Meeting(s)

### 3.2. Monthly Financial Reports

### 3.3.

Resignations:

- Mrs. Nichole Fairhead (currently on approved LOA);
- Connor Eurek, Secondary SPED

Hires:

- Ms. Taylor Ground, English Language Arts 9-10;
- Manuela Alonzo, Secondary Spanish Foreign Language

Reassignments:

- Mrs. Tamara Loberg, from K to 5th/6th Team

## 4. CURRICULUM/INSTRUCTION REPORTS

- 2nd Grade
- Spanish (update by Mr. Pfingsten)

Mrs. Morgan Mruz, Mrs. Taylor Vondra and Ms Hayley McMartin were at the board meeting to present for 2nd grade.

Mr. Pfingsten discussed spanish with the board (no report this evening due to a new staff member covering as the long-term sub position for the remainder of the year)

#### 5. REVIEW OF ANNUAL DISTRICT PLAN

Dr. Lewis reviewed the annual district plan and the board goal working document. She went over and highlighted the areas that were new to the document, making sure that the document was current and up to date on all strategies. The board was able to ask questions on any areas of interest. The board will dive deeper into these plans and documents at their annual board retreat in March to review and make sure that we are staying aligned.

#### 6. PRINCIPALS REPORTS

6.1. Dr. Morgan's Elementary Report

6.2. Mr. Pfingsten's Secondary Report

6.3. Mr. Shada's Activity Report

#### 7. SUPERINTENDENTS REPORT

Dr. Lewis reviewed the attachments on her report, including the community engagement report from DLR, which went into detail with the ideas and comments from the community engagement meeting. Dr. Lewis also discussed the legislative updates. The board is concerned the most about two bills that are at the school level are one that pertains to 3rd grade and mandatory retention. The second bill is LB219. This is the bill that would regulate tax authority caps, this would cause a handicap to the actual budget growth that the school would be able to attain each year, could cause issues with budgeting and salaries going forward.

Dr. Lewis also updated the board on our option enrollment applications. The last date to apply is March 15th, and denials and approvals will go out by March 31st.

7.1. Review of Community Engagement Report from NASB

7.2. NASB and NRCSA Reports

7.3. Legislative Updates

7.4. Report on Option Enrollment

- Deadline is March 15
  - Applications will be approved/denied after that date and notified before the 31st

7.5. Information Regarding Board of Education Self-Assessment Tool for Discussion

The board discussed whether or not the board would like to access this tool- they are planning to discuss this tool better and how to use it at the board retreat in March. The board felt like items within this tool are more geared towards handling issues that are out their hands, and the board doesn't feel like it aligns with what is the boards responsibility.

#### 8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1. Committee for Curriculum and American Civics

Met before the meeting tonight and there is an action item later on the meeting

8.2. Negotiations Committee

- Postponed due to legislative uncertainty

Chase discussed the legislation and how there is some uncertainty to what will impact our school and budgets. They would like to get some more clarification on what it will look like moving forward and what the board will be able to offer for compensation.

#### 9. NEW BUSINESS

9.1. Review Policy:

- 6600 - SPED Policy

9.2. Discuss and Consider 2026 Spring Legal Policy Updates on First Reading:

1040 - Annual Report

3540 - Bidding Construction Projects

5601 - Asthma, Anaphylaxis and Allergic Reaction Protocol

7050 - Bids and Contracts

Dr. Lewis reviewed the policy memo on the first reading on policy updates for spring. There are some new policies and updates that our board will have to adopt.

9.3. Discuss, Consider and Take Necessary Action to Approve Science Curriculum Purchase for Adoption in 2026-2027

Motion to Approve Purchase of Science Curriculum on Adoption as Presented: Twig Elementary \$95,099.94; Amplify Middle School \$11,440.00; HMH High School \$16,570.00 to be paid from General Funds as Budgeted Passed with a motion by Chase Kratochvil and a second by Steve Slykhuis.

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

The curriculum committee met tonight before the board meeting, and discussed this information on the science curriculum adoption. The committee gave the board some of the insights on the meeting on the cost of the curriculum and how it breaks down. The majority of the cost is the consumables and manipulatives of the kits on the elementary side, and mostly just renewals and some updated materials on the MS side. The high school has many of the materials for their curriculum and would like to renew the subscriptions and update any materials that need to be replaced. The cost on the high school side is mainly absorbed in the department budgets due to class sizes and changes of program and are ordered on a year to year basis.

10. ADJOURNMENT

Mr. Kratochvil asked the seniors in attendance to introduce themselves and their future plans before the adjournment of the meeting.

Chase adjourned the meeting at 8:32

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Chase Kratochvil, Board President

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Dawn Lewis, Board Secretary

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Date

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Date

**Arlington Public Schools  
March 31, 2026**

Fund Name	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance	
<b>2 Rivers Bank</b>							
General Fund - 864	\$ 2,656,830.59	\$ 1,651,502.20	\$ 1,049,191.16	\$ 6,532.42	\$ -	\$ 3,265,674.05	(HI transf April 1)
			\$ -	\$ -			
Activities - 109	\$ 262,130.21	\$ 41,165.16	\$ 38,972.62	\$ 416.65	\$ -	\$ 264,739.40	
Hot Lunch - 487	\$ 26,777.95	\$ 37,493.82	\$ -	\$ 13.31	\$ -	\$ 64,285.08	<b>(HL Transfer April 1- \$38,737.61 )</b>
Depreciation Fund	\$ 853,822.22	\$ -	\$ 13,663.28	\$ 2,617.85	\$ -	\$ 842,776.79	
Depreciation CD - 5826	\$ 287,330.75	\$ -	\$ -	\$ -	\$ -	\$ 287,330.75	
				<b>Total Depreciation:</b>		<b>\$ 1,130,107.54</b>	
2017 Bond Refunding	\$ 356,386.13	\$ 46,310.13	\$ -	\$ 817.56	\$ -	\$ 403,513.82	
		\$ -		\$ -			
QCPUF	\$ 177,379.56	\$ -	\$ -	\$ 406.92	\$ -	\$ 177,786.48	
		\$ -		\$ -			
Spec Bldg Fund	\$ 367,976.78	\$ 120,834.55	\$ -	\$ 844.15	\$ -	\$ 489,655.48	
Sp Bldg CD	\$ -	\$ -	\$ -		\$ -	\$ -	
				<b>Total Spec Bldg:</b>		<b>\$ 489,655.48</b>	
Total Special Funds	\$ 2,042,895.44	\$ 167,144.68	\$ 13,663.28	\$ 4,686.48	\$ -	\$ 2,201,063.32	
Total SF minus CD's	\$ 1,755,564.69					\$ 1,913,732.57	

**CHECK REGISTER FOR MARCH 2026**

<b>PAYEE NAME</b>	<b>DESCRIPTION</b> (Includes special fund checks)	<b>AMOUNT</b>
Airgas	Welding gas tank rental	\$ 47.47
Ace Hardware	weed killer	\$ 33.99
Arbor Family	counseling quarterly bill	\$ 3,024.30
Arbor Family	onsite hours-March	\$ 1,275.00
Arlington Hot Lunch	Testing supplies through kitchen	\$ 934.40
Bomgaars	bus barn supplies	\$ 181.94
Border States Ind	twist ties	\$ 57.89
Border States Ind	lights for new gym	\$ 780.00
Casey's	fuel for vans	\$ 1,160.61
CDW-G	google for education license	\$ 9,765.00
Culligan	salt	\$ 445.25
ESU 2	Dobson teaching contract	\$ 40,100.00
ESU 3	Brook Valley Student Svc Feb, speech & vision svc	\$ 8,654.58
ESU 6	transition NE-hs resource	\$ 75.00
ESU Coordinating Counsel	swank & world book renewals online	\$ 456.60
Enterprise Pub	legals:public notice	\$ 10.02
Enterprise Pub	legals:meetings	\$ 582.31
Fas Break	van 4 windshield chip	\$ 70.00
Fastwyer	telephone service-March	\$ 472.26
Fastwyer	telephone service-April	\$ 472.26
Fiber Platform	internet providor	\$ 558.62
Herff Jones	valedictorian & distinguished scholar awards	\$ 133.97
Hometown Leasing	printer cvopier lease	\$ 1,810.93
Jeredith Brands	middle school daily cleaning-March 2-4	\$ 567.00
Jeredith Brands	elem school cleaning 17 days	\$ 6,426.00
Knudsen Oil & Feed	fuel for buses	\$ 1,523.25
Knudsen Oil & Feed	fuel for buses	\$ 5,925.33
KSB School Law	emails re school merch content	\$ 118.50
LE Learn2Move	PT services	\$ 597.60
Menards	summer grounds supplies	\$ 50.35
Menards	bathrooms mtce	\$ 25.85
Menards	flag & vaccuum	\$ 221.95
Menards	insect spray, sponges	\$ 38.09
Menards	tools & cleaning supplies-bus barn	\$ 31.49
Menards	t posts	\$ 47.60
Menards	5 gal pails	\$ 9.57
Menards	cement & pvc pipe	\$ 32.15
Menards	cutting wheels-welding class	\$ 10.95
Menards	hardware for baseball hut	\$ 58.87
Menards	graduation clean up supplies	\$ 66.91
Menards	cable ties-baseball field	\$ 11.87
Menards	summer cleaning supplies	\$ 130.25
Menards	cleaning supplies	\$ 294.60
Menards	lift items	\$ 152.69
Menards	bus barn supplies & mtce supplies	\$ 146.24
McKinnis	emergency leak repair	\$ 1,269.91
Methodist Fremont Health	athletic trainer services for Feb	\$ 2,104.52
Wesley Martens	activities work	\$ 325.00

Nebraska Ag Ed	annual professional fee	\$	275.00
NSAA	choir registration	\$	265.00
NSAA	band registration	\$	145.00
NCS Pearson	online tests	\$	23.52
NCS Pearson	online tests	\$	42.90
NCS Pearson	online tests	\$	104.66
NASB	comm engagement meeting	\$	1,160.77
Omaha Truck Center	bus 2018 mirror & radio, bus barn	\$	746.27
Omaha Truck Center	bus 2019 turbocharger repairs	\$	4,947.96
One Source	background checks	\$	24.00
OPPD	Electricity	\$	9,988.94
O'Reilly Auto Parts	van 2 & 3 & bus 2026 repair parts	\$	155.05
O'Reilly Auto Parts	repair parts & bus barn supplies	\$	1,092.08
JW Pepper	elem classroom music kit	\$	219.98
JW Pepper	sheet music-band	\$	184.76
JW Pepper	sheet music-choir	\$	146.50
Roots to Wings	Farmer Service Fees (sped student services) March	\$	1,380.00
Roots to Wings	Farmer Service Fees (sped student services) Feb	\$	1,080.00
Rise and Shine	inservice Donuts	\$	99.00
Riverside Assessments	online testing	\$	88.00
James Shada	mileage when no van availabl.e	\$	169.65
School Specialty Supply	student cumulative folders	\$	90.00
Student Assurance Svc	student premiums	\$	1,132.50
Thermo King	GDEF for buses	\$	167.99
Trevi Pay	various classroom supplies	\$	93.31
Twig Education	Core ONSite Day & Virtual Training for Science Curr	\$	4,650.00
UNL	2nd grade-farm in a glove	\$	15.00
Village of Arlington	water	\$	671.87
Waste Connections	trash service	\$	865.25
Wood River	natural gas	\$	10,429.78
Visa	various classroom supplies		3962.7

**Total Payables** (GF checks not mailed until approved by the BOE) **\$131,712.19**

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

Wood River Energy	natural gas		\$10,104.21
HyVee	staff bracket game		\$68.86
Nebraska FBLA	SLC chaperone fee		\$187.00
TreviPay-Walmart	various supplies for classrooms		\$477.96
TreviPay-Walmart	nurse supplies		\$62.72

**Total Hand payables** **\$10,900.75**

**Total General Fund** **\$142,612.94**

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

Schmitt Music	digital piano & dolly	\$	4,702.90
Sweetwater Sound	audio equip		\$2,663.28
<b>Total Special Funds</b>			<b>\$7,366.18</b>

**Hot Lunch Expenses**

US Foods			\$5,014.70
Sysco			\$4,812.16
CWD			\$8,807.95
Jackson Service			\$454.65
Hiland Roberts			\$3,628.11
Trevi Pay-Walmart			\$36.82
Earthgrains			727.11

<b>Hot Lunch Total</b>			<b>\$23,481.50</b>
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EFINANCE - POWERSCHOOL  
 DATE: 04/01/2026  
 TIME: 09:34:23

ARLINGTON PUBLIC SCHOOL  
 CHECK REGISTER

PAGE NUMBER: 2  
 VENCHK11  
 ACCOUNTING PERIOD: 8/26

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
49082			4607 VISA		VOID: MULTI STUB CHECK	
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 1.5 INCH BINDERS	49.49
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 10 DRAWERS ROLLI	98.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 12 TIER ROLLING	41.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 24 DRAWER STORAG	69.98
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 30 COUNT HIGHLIG	12.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 35 PACK DRY ERAS	8.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 6 CUBE STORAGE O	171.18
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 6 PACK DRY ERASE	23.74
49083	9001	04/01/26	4607 VISA	2610	AMAZON - 9 DRAWER DEST ST	27.98
49083	9001	04/01/26	4607 VISA	2610	AMAZON - CLASSROOM TIMERS	6.50
49083	9001	04/01/26	4607 VISA	2610	AMAZON - CLEAR DESK ORGAN	265.92
49083	9001	04/01/26	4607 VISA	2610	AMAZON - COLORED DOT STIC	5.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - COLORED MASKING	6.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - CRAYOLA DRY ERAS	15.36
49083	9001	04/01/26	4607 VISA	2610	AMAZON - DRY ERASERS 6 PA	15.98
49083	9001	04/01/26	4607 VISA	2610	AMAZON - FELT TIP PENS	19.97
49083	9001	04/01/26	4607 VISA	2610	AMAZON - FLAIR SCENTED FE	13.87
49083	9001	04/01/26	4607 VISA	2610	AMAZON - FLOOR LAMP	55.86
49083	9001	04/01/26	4607 VISA	2610	AMAZON - LAVA LAMP	30.21
49083	9001	04/01/26	4607 VISA	2610	AMAZON - MOTION LAMP	28.49
49083	9001	04/01/26	4607 VISA	2610	AMAZON - MOTIVATIONAL STI	6.98
49083	9001	04/01/26	4607 VISA	2610	AMAZON - OFFICE CHAIR 2 P	80.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - PETS ALIVE	19.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - PICTURE HANGING	23.98
49083	9001	04/01/26	4607 VISA	2610	AMAZON - PLASTIC DRAWER O	55.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - RAINBOW SMILEYS	319.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - ROBO ALIVE TURTL	14.96
49083	9001	04/01/26	4607 VISA	2610	AMAZON - ROLLER STAMPS	14.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - ROLO ALIVE FISH	15.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - ROTATING DESK OR	25.64
49083	9001	04/01/26	4607 VISA	2610	AMAZON - SENSORY WALL PAN	99.49
49083	9001	04/01/26	4607 VISA	2610	AMAZON - SET OF 6 - 18" M	159.99
49083	9001	04/01/26	4607 VISA	2610	AMAZON - SMALL DRY ERASE	45.56
49083	9001	04/01/26	4607 VISA	2610	AMAZON - SORTING TOYS	7.49
49083	9001	04/01/26	4607 VISA	2610	AMAZON - WIGGLE FEET	49.00
49083	9001	04/01/26	4607 VISA	2610	AMAZON - WRIGLEY'S CHEWIN	27.98
49083	9001	04/01/26	4607 VISA	2610	AMAZON-DESK PLANNERS	33.94
49083	9001	04/01/26	4607 VISA	2610	AMAZON-DESK PLANNERS	54.24
49083	9001	04/01/26	4607 VISA	2610	AMAZON-DRAIN PAN FOR BUS	56.33
49083	9001	04/01/26	4607 VISA	2610	AMAZON-DRAIN PAN FOR BUS	131.44
49083	9001	04/01/26	4607 VISA	2610	AMAZON-HDMI COUPLER PACK	9.90
49083	9001	04/01/26	4607 VISA	2610	AMAZON-LED LCD SCREEN REP	228.30
49083	9001	04/01/26	4607 VISA	2626	FILL-RITE BUS BARN FUEL	97.50
49083	9001	04/01/26	4607 VISA	2580	FREDDY'S MEAL @ TRAINING	17.91
49083	9001	04/01/26	4607 VISA	2610	HYVEE-STAFF BRACKET GAME	35.84
49083	9001	04/01/26	4607 VISA	2610	MOTOROLA WALKIE	278.00
49083	9001	04/01/26	4607 VISA	2810	NEBRASKA STATE BANDMASTER	90.00
49083	9001	04/01/26	4607 VISA	2330	OSTERIA KAYLA-BOARD RETRE	477.40
49083	9001	04/01/26	4607 VISA	2580	PARKHUB-GIRLS WRESTLING P	10.00
49083	9001	04/01/26	4607 VISA	2580	PARKHUB-PARKING GIRLS WRE	10.00
49083	9001	04/01/26	4607 VISA	2580	PARKHUB-WRESTLING PARKING	40.00
49083	9001	04/01/26	4607 VISA	2610	PCXS SOLUTIONS-CABLE POWE	329.42
49083	9001	04/01/26	4607 VISA	2626	PUMP & PANTRY FUEL	23.10
49083	9001	04/01/26	4607 VISA	2626	PUMP & PANTRY FUEL	30.43

EFINANCE - POWERSCHOOL  
DATE: 04/01/2026  
TIME: 09:34:23

ARLINGTON PUBLIC SCHOOL  
CHECK REGISTER

PAGE NUMBER: 3  
VENCHK11  
ACCOUNTING PERIOD: 8/26

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
49083	9001	04/01/26	4607 VISA	2580	RUNZA MEAL @ TRAINING	35.65
49083	9001	04/01/26	4607 VISA	2610	TPT - MASS AND CAPACITY A	4.00
49083	9001	04/01/26	4607 VISA	2610	WALMART-STAFF BRACKET GAM	29.82
		TOTAL CHECK				3,962.70
		TOTAL FUND				3,962.70
		TOTAL REPORT				4,000.70

**General Fund  
2025-2026**

<u>Reiepts</u>	<u>Budgeted</u>	<u>Actual Reiepts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 7,192,766.00	\$ 3,123,962.60	43.43%	51.07%
Carline Taxes	\$ 3,000.00	\$ 588.16	19.61%	15.84%
Motor Vehicle	\$ 400,000.00	\$ 289,707.39	72.73%	71.82%
PreSchool Tuition	\$ 20,000.00	\$ 16,620.00	83.10%	68.40%
County Sources	\$ 40,000.00	\$ 47,999.25	120.00%	131.06%
State Aid	\$ 2,279,755.00	\$ 1,537,339.00	67.43%	70.16%
Sped SA Revenue	\$ 936,000.00	\$ 637,665.00	68.13%	56.19%
Federal & all other	\$ 390,000.00	\$ 952,758.32	244.30%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	<b>\$11,261,521.00</b>	<b>\$6,606,639.72</b>	<b>58.67%</b>	<b>63.33%</b>

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<b>General Fund Totals</b>				
Elementary	\$ 4,814,946.37	\$ 2,900,620.82	60.24%	53.73%
Secondary	\$ 4,811,590.37	\$ 2,738,843.72	56.92%	55.94%
District	\$ 2,623,968.83	\$ 1,188,885.62	45.31%	44.73%
<b>Total</b>	<b>\$ 12,250,505.57</b>	<b>\$ 6,828,350.16</b>	<b>55.74%</b>	<b>52.70%</b>

**General Fund Categories of Particular Interest**

Transportation

Elementary	\$ 251,435.22	\$ 183,491.06	72.98%	34.02%
Elem Transportation Maint.	\$ 87,044.32	\$ 45,654.00	52.45%	53.07%
Secondary	\$ 160,981.09	\$ 164,709.61	102.32%	51.36%
HS Transportation Maint.	\$ 31,261.08	\$ 14,027.79	44.87%	89.34%

**District Level Categories of Particular Interest**

Facilities and Operations

Operat of Building	\$ 705,125.81	\$ 308,476.11	43.75%	40.56%
Building Maint.	\$ 511,779.16	\$ 147,887.06	28.90%	32.44%
Grounds Maint	\$ 112,600.00	\$ 36,188.88	32.14%	25.87%

EFINANCE - POWERSCHOOL  
DATE: 04/02/2026  
TIME: 14:05:18

ARLINGTON PUBLIC SCHOOL  
SUMMARY EXPENDITURE COMPARISON REPORT

PAGE NUMBER: 1  
EXPCOM31

SELECTION CRITERIA: orgn.fund='01'  
ACCOUNTING PERIOD: 7/26

FUND - 01 - GENERAL

TITLE	CURRENT YEAR				PRIOR YEAR			
	BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
TOTAL ELEMENTARY 4,814,946.37	2,900,620.82	1,914,325.55	60.24	4,943,736.10	2,656,420.73	2,287,315.37	53.73	
TOTAL SECONDARY 4,811,590.37	2,738,843.72	2,072,746.65	56.92	4,433,518.09	2,480,206.36	1,953,311.73	55.94	
TOTAL DISTRICT WIDE 2,623,968.83	1,188,885.62	1,435,083.21	45.31	2,449,663.01	1,095,817.09	1,353,845.92	44.73	
TOTAL GENERAL 12,250,505.57	6,828,350.16	5,422,155.41	55.74	11,826,917.20	6,232,444.18	5,594,473.02	52.70	
TOTAL REPORT 12,250,505.57	6,828,350.16	5,422,155.41	55.74	11,826,917.20	6,232,444.18	5,594,473.02	52.70	

Source Code:	Activity Balances as of		3/31/2026		YTD Expenditures	Balance
	Account	Beginning Bal		YTD Revenues		
701	One School One Team	\$ 15,698.98		\$468.00	\$14,000.00	\$ 2,166.98
100-702	Always For Kids ELEM	\$ 13,354.46	\$	27,251.06	\$13,796.85	\$ 26,808.67
702	HS Always for Kids	\$ 2,355.89		\$705.07	-\$22.11	\$ 3,083.07
100-703	ELEM Art Class	\$ -		\$100.00	\$0.00	\$ 100.00
703	Art Class	\$ 5,791.54		\$1,276.02	\$4,469.28	\$ 2,598.28
704	Art Club	\$ 1,596.69		\$0.00	\$68.95	\$ 1,527.74
705	Athletics	\$ (33,348.50)		\$96,476.10	\$72,896.55	\$ (9,768.95)
706	Band	\$ 3,960.89		\$3,817.35	\$2,233.26	\$ 5,544.98
708	Book Club	\$ 822.17		\$0.00	\$97.80	\$ 724.37
709	Cheerleading	\$ 1,336.15		\$13,778.68	\$14,634.18	\$ 480.65
710	Welding	\$ 2,202.95		\$360.00	\$0.00	\$ 2,562.95
711	Class of 2030	\$ -		\$0.00	\$0.00	\$ -
713	MS Show Choir	\$ -		\$515.00	\$420.00	\$ 95.00
714	SKILLS	\$ 336.53		\$5,419.79	\$2,452.00	\$ 3,304.32
716	GIRLS WRESTLING	\$ 1,398.90		\$5,641.75	\$1,383.40	\$ 5,657.25
717	Transition	\$ 1,613.51		\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 620.62		\$36,573.82	\$31,680.53	\$ 5,513.91
721	Dance Squad	\$ 5,825.13		\$5,052.70	\$7,161.27	\$ 3,716.56
722	Drama	\$ 2,245.84		\$1,834.89	\$696.99	\$ 3,383.74
723	MS STEM	\$ 250.56		\$710.46	\$222.61	\$ 738.41
725	WEIGHTS	\$ (30.82)		\$3,897.65	\$2,863.91	\$ 1,002.92
726	FBLA	\$ 17,499.94		\$30,938.77	\$26,523.35	\$ 21,915.36
727	Football	\$ 7,481.28		\$6,437.00	\$6,619.19	\$ 7,299.09
728	Reimbursement (general)	\$ 278.55		\$670.00	\$527.50	\$ 421.05
732	Fam Cons Science	\$ (194.52)		\$680.00	\$545.83	\$ (60.35)
733	Wrestling	\$ 1,043.48		\$7,635.75	\$4,944.85	\$ 3,734.38
735	Honor Society	\$ 1,184.19		\$220.00	\$42.95	\$ 1,361.24
736	Activities Interest	\$ 4,089.10		\$2,554.77	\$0.00	\$ 6,643.87
737	MS Student Council	\$ 3,684.26		\$224.50	\$0.00	\$ 3,908.76
739	Library Fund Elem/HS	\$ 1,433.77		\$1,493.63	\$1,081.46	\$ 1,845.94
740	Industrial Tech / Woods	\$ 3,475.21		\$1,025.00	-\$461.37	\$ 4,961.58
742	Quiz Bowl	\$ 870.82		\$176.00	\$182.00	\$ 864.82
744	HS Lounge	\$ 119.09		-\$119.09	\$0.00	\$ -
746	Spanish Club	\$ 149.97		\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 214.17		\$1,150.43	\$221.00	\$ 1,143.60
748	Spring Musical	\$ 14,117.33		\$14,076.10	\$11,471.61	\$ 16,721.82
749	Student Council	\$ 4,368.97		\$5,914.93	\$3,809.29	\$ 6,474.61
750	Student Vending	\$ (663.09)		\$1,149.00	\$572.12	\$ (86.21)
751	Swing Choir	\$ 3,784.32		\$67.30	\$2,997.73	\$ 853.89
753	Yearbook	\$ 743.38		\$3,675.00	\$4,120.72	\$ 297.66
756	Pepsi	\$ 792.71		\$1,000.00	\$1,371.09	\$ 421.62
758	Floor Fund	\$ 427.95		-\$427.95	\$0.00	\$ -
762	Baylor/ACT	\$ 3,121.21		\$36.00	\$3,175.00	\$ (17.79)
764	Metro	\$ 25,466.91		\$1,000.00	\$0.00	\$ 26,466.91
765	Class of 2028	\$ 1,267.40		\$2,846.50	\$650.25	\$ 3,463.65
766	FFA	\$ 15,133.42		\$32,829.45	\$38,377.26	\$ 9,585.61
768	RR Store	\$ 7,840.58		\$1,000.00	\$1,966.45	\$ 6,874.13
770	K3 Basketball Camp	\$ -		\$816.00	\$0.00	\$ 816.00
773	Class of 2024	\$ 798.81		\$0.00	\$798.81	\$ -
774	Class of 2025	\$ 60.04		\$0.00	\$0.00	\$ 60.04
775	Class of 2026	\$ 2,755.59		\$0.00	\$0.00	\$ 2,755.59
776	Class of 2027	\$ 3,639.90		\$1,180.00	\$0.00	\$ 4,819.90
777	Class of 2029	\$ -		\$1,067.80	\$0.00	\$ 1,067.80
782	Volleyball	\$ 8,415.72		\$2,634.75	\$1,741.86	\$ 9,308.61
783	Boys Golf	\$ 3,441.85		\$1,000.00	\$0.00	\$ 4,441.85
784	Girls Golf	\$ 4,472.71		\$1,030.00	\$372.41	\$ 5,130.30
785	Cross Country	\$ 7,576.53		\$1,513.00	\$4,047.94	\$ 5,041.59
786	Track Fund	\$ 4,064.38		\$1,000.00	\$487.50	\$ 4,576.88
787	MS Track	\$ 222.12		\$0.00	\$117.00	\$ 105.12
788	Softball	\$ 493.69		\$2,503.50	\$2,553.98	\$ 443.21
789	Baseball Fund	\$ (333.34)		\$12,540.50	\$13,452.30	\$ (1,245.14)
790	Boys Basketball	\$ 697.34		\$4,604.88	\$3,806.96	\$ 1,495.26
791	Girls Basketball	\$ 4,750.24		\$6,876.20	\$6,298.84	\$ 5,327.60
792	MS Girls Basketball	\$ 181.50		\$701.00	\$531.50	\$ 351.00
793	Striv	\$ 1,585.17		\$1,400.00	\$525.00	\$ 2,460.17
794	Sped	\$ 1,163.21		\$3,423.01	\$2,844.81	\$ 1,741.41
795	Wellness (District)	\$ 1,094.00		\$3,000.00	\$3,590.15	\$ 503.85
796	Elementary Activity	\$ -		\$240.00	\$240.00	\$ -
799	Elem Run Club	\$ -		\$212.40	\$44.80	\$ 167.60
713	Alpaca	\$ 7.00		\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$1,078.11		\$1,043.38	\$522.30	\$ 1,599.19
200-800	HS Unified School	\$1,125.99		\$4,372.01	\$4,054.57	\$ 1,443.43
300-801	Hospitality	\$ (140.22)		\$1,300.00	\$788.65	\$ 371.13
	<b>Totals</b>	<b>\$190,912.23</b>		<b>\$372,589.86</b>	<b>\$324,613.13</b>	<b>\$238,888.96</b>

## **2026 Science Curriculum Report**

### **Multicultural Aspect**

Our adopted curriculum through Amplify, Pearson, HMH, and McGraw Hill, supports multicultural education through diverse examples, real-world case studies, and digital media. The middle school Amplify curriculum includes data and examples from across the country and the world. During each and every unit students read several articles that bring real world phenomena from other countries and cultures into the classroom. In physical science students analyze how current trends affect various ethnicities, socioeconomic statuses and geographic groups.

In biology, students experience cultural perspectives and data from around the world. Case studies and group research projects provide opportunities for students to incorporate all students' views, examine different cultural scientific achievements, and gain a broader world view.

By evaluating authentic, current data our students gain a broader worldview and recognize the importance of the scientific achievements of diverse groups.

### **What do we want students to learn?**

Our instruction aligns our district curriculum with Nebraska's College and Career Ready Standards for Science prioritizing the development of critical thinking through the scientific process. Across these standards (K-12) there is common language referring to gather, analyze and communicate various types of evidence and information based on the course. We work to do this across all of our science courses. This provides students opportunities to develop and improve scientific reasoning and critical thinking skills. To support all of our learners we cultivate inquiry based opportunities, authentic data analysis and real-world problem solving. We continue to develop new lessons in the lab and classroom that bring innovative and relevant learning opportunities to our students.

Our freshman physical science course is our foundational high school science course that exposes students to the core concepts of physics and chemistry. Students build essential skills in data analysis and graphing through bell work, labs and daily instruction. Each unit has a project that requires students to apply their knowledge on calculations and then communicate their findings through the projects. These projects range from creating Element Superheroes, to engineering devices students to safely deliver an egg from the top of the stadium bleachers to the concrete below.

With the new curriculum adoption in biology and applied science, the HMH resources have provided a wider repertoire of labs that emphasize various laboratory methods where students are more actively involved in all aspects of the procedure. The HMH Earth Science curriculum provides a cohesive structure for both semesters of Applied Science. By adopting a hands-on, applied approach, students explore Earth's systems while meeting the Nebraska Science Standards for high school students.

Anatomy and Physiology added a couple new spirometers this year. The spirometers bluetooth to a computer and collect breathing data in real time that students could then analyze. By integrating new technology in the classroom, students can develop higher level science skills needed in this day and age. Students can spend less time constructing the graph and more time analyzing a very accurate graph.

Our advanced science courses (chemistry, physics, anatomy and physiology, and chemistry 2) give students an opportunity to further their scientific knowledge through college prep science courses.

As a department, vertical alignment is essential. We do this by providing students with consistent learning expectation strategies. Additionally, we build upon prior learning to achieve a deeper level of learning and skill building. Additionally, we have developed a plan to help counselors, students, and parents select the appropriate elective science course for students entering their junior year based on reflection of the student's personal passion, purpose, and pathway.

### **How do we know students are learning?**

Students are given a variety of assessments to measure student performance. Some assessments are completed using Canvas Quizzes which provide data profiles per class, student, or question. It also provides the ability for the teacher to provide rapid feedback, targeted reteaching, and retesting opportunities. Throughout the learning sequence, we utilize a variety of assessment strategies such as homework, quizzes, open questioning, lab work observation, collaboration observation, question and answer sessions, reviews, and tests. Another tool to measure student performance is through MAPS, NSCAS, preACT, and ACT data. Our students continually show growth in science testing. We are able to achieve these high scores through the work that we do on a day to day basis and how we check for learning with our students. We will continue to strive for better performances hoping to show an increase in scores year after year.

We continue to grow as teachers and a department working within our PLC groups to improve instruction and assessment. One area we have worked to improve assessment is by discussing ways to align assessment strategies as well as agreeing upon the criteria for specific learning outcomes, such as what a good scientific argument entails

and how we will know it has been achieved. Future PLC meetings will allow us to continue to work on grading and criteria alignment in this area. Our goal is to provide consistent student performance evaluations to support student learning.

Additionally, the science department assesses student learning and instructional effectiveness by developing yearly SLO goals. This affords teachers the opportunity to practice reflective teaching, as we plan, collect data, and evaluate the data of low, average, and high performing students. This allows us to improve, develop and evolve our methods and delivery of instruction.

### **How do we respond when students are not learning?**

We have multiple methods of intervention to help students when they are not learning. One of the many great strengths of our school is that we do not allow many students to slip through the cracks and provide them every opportunity to learn material and grow their understanding of concepts across all curriculum. We utilize the after school GRIP program in which students are referred if they are missing work, needing to make up assignments or having issues with subjects. We also provide times for one-on-one help before school, after school and throughout the course of the day. Another way we help students learn is through differentiation by providing students with different forms of delivery of information. We may use power point, hands on learning, putting students in groups or pairs, labs and online activities. We also keep parent logs and contact parents when students may be struggling or falling behind in classes. These are multiple ways to ensure that students are given every opportunity possible to be successful. As a department we utilize reteaching, remediation opportunities, and test/quiz retakes to provide an opportunity for students to demonstrate learning of material.

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

We provide a Chemistry II and Biology II courses for students to gain more knowledge and information based on a potential interest of studying these fields or related fields in their post-secondary education. We have also utilized student groups to help students collaborate pairing higher level students with lower level ones in which the higher level student teaches or assists the lower performing student. This is beneficial for both parties as it allows the lower performing student a different angle to learn and allows the higher performing student to get deeper into the material due to the need to teach to the other. There are also some independent projects and enrichment activities for students to do once they have finished the class work or assignments.

Mrs. Kern is working on an advanced degree in Biology through UNK in order to provide a Dual-Enrollment Biology option for students. This will enhance our students' college

readiness and provide students an opportunity to secure an Associates degree with other Kickstart classes.

### **Other information**

The online Amplify resources have shown improvement this year, especially compared to past challenges with student rostering and site overload issues. To address these ongoing concerns, the middle school teacher dedicated significant time to developing supplemental materials that better support both the curriculum and student learning. These additional resources have been well received, with students reporting that they greatly benefited from access to materials that were not previously available. While Amplify's model often relies on a more passive "sit and get" approach, this method has not proven effective for our students. In response, the teacher has consistently adapted and refined supplemental materials each year to better meet student needs, ensuring that instruction remains flexible, engaging, and responsive.

Technology upgrades have been a great benefit for the high school science curriculum. Probeware has been used consistently in the labs and students have been using computer technology to gather data and interpret results. We have secured a grant from the Washington County Community Foundation for three televisions for the science lab. Having televisions in a science lab can be really useful, when they're used intentionally. It's not just about convenience; it actually improves how students see, understand, and engage with scientific concepts. They make demonstrations much clearer. In a lab, not every student can crowd around safely to see a small experiment. Projecting it on a screen lets everyone observe details, like color changes, reactions, or measurements, in real time without safety risk. Another big advantage is modeling procedures. You can project step-by-step lab instructions or a live demo so students can follow along at their stations. This reduces confusion and helps prevent mistakes, especially with more complex or safety-sensitive experiments.

We were also approved for a grant from Keep Nebraska Beautiful to dispose of old chemicals that are either outdated or no longer needed. Keep Nebraska Beautiful will pay for 90% of the chemical disposal and we are responsible for the remainder of the cost. This will allow us to make space for improved chemical storage going forward.

## April 2026 Elementary Principal Report

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**Read Across America Week** - This week had a lot of fun and excitement focused around reading! Students were able to earn tickets for dress up days, reading at night, and finding book erasers round the building. They put their tickets into a drawing for one of 35 sets of books! We also had high school students that would come and read to elementary students!



**If You Give a Student a Pancake Breakfast** - In partnership with the PTO and the Kitchen staff we served over 250 students and adults a pancake breakfast Friday, March 13th as the culmination of a fun-filled week of celebrating Read Across America Week!



**3rd/4th Choir Concert and Play** - Wonderful performance by all of our budding musicians. A play was also performed that was written and performed by a group of students. Mrs. Morin helped students by directing, choreographing, and making costumes for students!



**Eagle of The Month February -**



Wesley Thiem, Emerson Coufal, Remington Hazuka, Caroline Smith, Lila Brady, Trenton Wudeman, and Nolan Hasenauer

## Eagle of The Month March -



Tillie French, Greely Stratman, Micah Siver, Parker Soderling, Vivyan Demming, Paxton Campbell, and Olivia Wrich.

**State Testing Is Underway-** NSCAS State Testing is underway. Students are provided with snacks prior to testing. There is a little extra break time after testing to reset brains! Students and teachers are doing an amazing job!

**NAEP Testing** - NAEP testing happened on March 17th with the 4th grade. Students worked on either Math or Reading.

### iReady -

**Grade Level SHOUT OUTS for this week:**

#### **HIGHEST TIME-ON-TASK IN READING:**

KINDERGARTEN w/91% of the students with 30+minutes

2ND GRADE w/90% of the students with 30+minutes

3RD GRADE w/97% of the students with 30+minutes

5TH GRADE w/92% of the students with 30+minutes

6TH GRADE w/92% of the students with 30+minutes

#### **HIGHEST TIME-ON-TASK IN MATH:**

3RD GRADE w/94% of the students with 30+minutes

4TH GRADE w/93% of the students with 30+minutes

6thGRADE w/90% of the students with 30+minutes

 **HIGHEST PERCENTAGE OF LESSONS PASSED IN READING:**

1ST GRADE w/98% of lessons passed

2ND GRADE w/89% of lessons passed

 **HIGHEST PERCENTAGE OF LESSONS PASSED IN MATH:**

KINDERGARTEN w/92% of lessons passed

1ST GRADE w/88% of lessons passed

2ND GRADE w/89% of lessons passed

4TH GRADE w/96% of lessons passed

# Secondary Principal's Report

## April 2026 Board Meeting

### Read Across America Week

Students participated in Read Across America week in March. We hosted theme days and students were entered into drawings for twelve different book/snack bundles!

### FFA State Degrees - 2026

 <b>OWEN</b> Nebraska State FFA Degree Recipient 2026	 <b>LIBBY</b> Nebraska State FFA Degree Recipient 2026	 <b>LUKE S.</b> Nebraska State FFA Degree Recipient 2026
 <b>LYDIA</b> Nebraska State FFA Degree Recipient 2026	 <b>LUKE O.</b> Nebraska State FFA Degree Recipient 2026	 <b>KATIE</b> Nebraska State FFA Degree Recipient 2026
 <b>WES</b> Nebraska State FFA Degree Recipient 2026	 <b>ADRIANNA</b> Nebraska State FFA Degree Recipient 2026	 <b>LILLY</b> Nebraska State FFA Degree Recipient 2026
 <b>HENRY</b> Nebraska State FFA Degree Recipient 2026	 <b>KYNLEA</b> Nebraska State FFA Degree Recipient 2026	 <b>TATE</b> Nebraska State FFA Degree Recipient 2026
 <b>JAKE</b> Nebraska State FFA Degree Recipient 2026	 <b>BRACEN</b> Nebraska State FFA Degree Recipient 2026	<p><b>STATE DEGREE RECIPIENTS - 2026</b></p> <p>Congratulations to these 14 seniors for earning the Nebraska State FFA Degree. This is the highest award that can be earned at the state level and we are proud of all of them for their hardwork and dedication within our organization. 14 is the most Arlington has ever had in one year, with the previous high being 6 in 2016.</p> <p>These students have spent many hours developing skills within their SAC project, completed at least 25 community service hours and been active members.</p> <p>State Degrees will be awarded Wednesday, March 25th during the opening session of state.</p>

### STATE DEGREE RECIPIENTS - 2026

Fourteen seniors earned the Nebraska State FFA Degree this year which is the highest award that can be earned at the state level. Fourteen is the most Arlington has ever had in one year,

with the previous high being six in 2024. These students have spent many hours developing skills within their SAE project, completed at least 25 community service hours and been active members.

State Degrees were awarded Wednesday, March 25th during the opening session of state convention.

### **Prom**

Prom was held this past weekend in the competition gym with post prom held at 30 Bowl.



### **Staff Night at the Ballgame**

The school board is encouraged to join us for a grill out at the ballgame on Friday, April 17 beginning at 4:30 (tentative date).

### **State FFA/State FBLA/State SkillsUSA**

SkillsUSA - April 9-10

FBLA - April 16-18

### **NCC Art Show**

This year's conference art show will be held in April at Yutan.

### **ACT**

On Tuesday, April 7 all juniors took the ACT test which is required of all Nebraska juniors.

### **Early Graduation Request - Action Item**

James Shada  
April  
Board Report

# NCPA Academic All-State Awards – Winter 2025-2026



## NCPA ACADEMIC ALL-STATE AWARDS

Since 2006 this NSAA Award Program has recognized students who meet the criteria for nomination by their school in the season of their activity. Each year the NSAA and the NCPA recognize students during fall, winter and spring seasons who are nominated by their schools for their individual academic excellence, leadership, and significant contributions in their NSAA activity. The criteria are as follows:

1. A nominated student must be a varsity player or organizational leader who has played a significant role on the team or in the organizational activity during the seasons for which nominations are accepted.
2. A nominated student must have a minimum cumulative grade point average, in all curricular subjects, of 93% or 3.7 on a 4.0-point scale or the equivalent.
3. NSAA high schools or their cooperative sponsorship may nominate a maximum of two students per NSAA activity program.

Nebraska Chiropractic Physicians Association (NCPA) Academic All-State Awards winner from Arlington winners were:

***Boys Basketball:*** Brantley Fullner, Jackson Morgan

***Girls Basketball:*** Emerson Timm, Macy Wolf

***Speech:*** Katherine Douglas

***Girls Wrestling:*** Evelyn Bottger, Kora Schaapveld

***Boys Wrestling:*** Braxton Soll

## Spring Events Update

- FFA State Conferences was in Lincoln, April 25<sup>th</sup> – 27<sup>th</sup>
- FBLA at State Leadership Conference are happening in Kearney, April 16<sup>th</sup> – 18<sup>th</sup>
- State Skills USA is happening in Grand Island, April 9<sup>th</sup> – 11<sup>th</sup>
  
- High School Music Concert: *4/20 at 7:30*
- Middle School Music Concert: *4/28 at 7:00*
- District Music Competition: *4/24 and 4/25 at Platteview, performance times TBA*
- High School Honors Night: *4/30 at 7:00 pm*
- Track Meet: *Jr. High May 8<sup>th</sup> at 2:00 pm, High School May 7<sup>th</sup> at 2:00 pm*
- Boys Golf Invitational: *April 30<sup>th</sup> at 9:00 am*
- Athletic Banquet: *May 3<sup>rd</sup> at 3:30pm in the main gym*



Student and Employee Assistance Program  
Semi-Annual Utilization Report  
Arlington Public Schools  
June 1, 2025 to December 31, 2025

## Utilization Breakdown

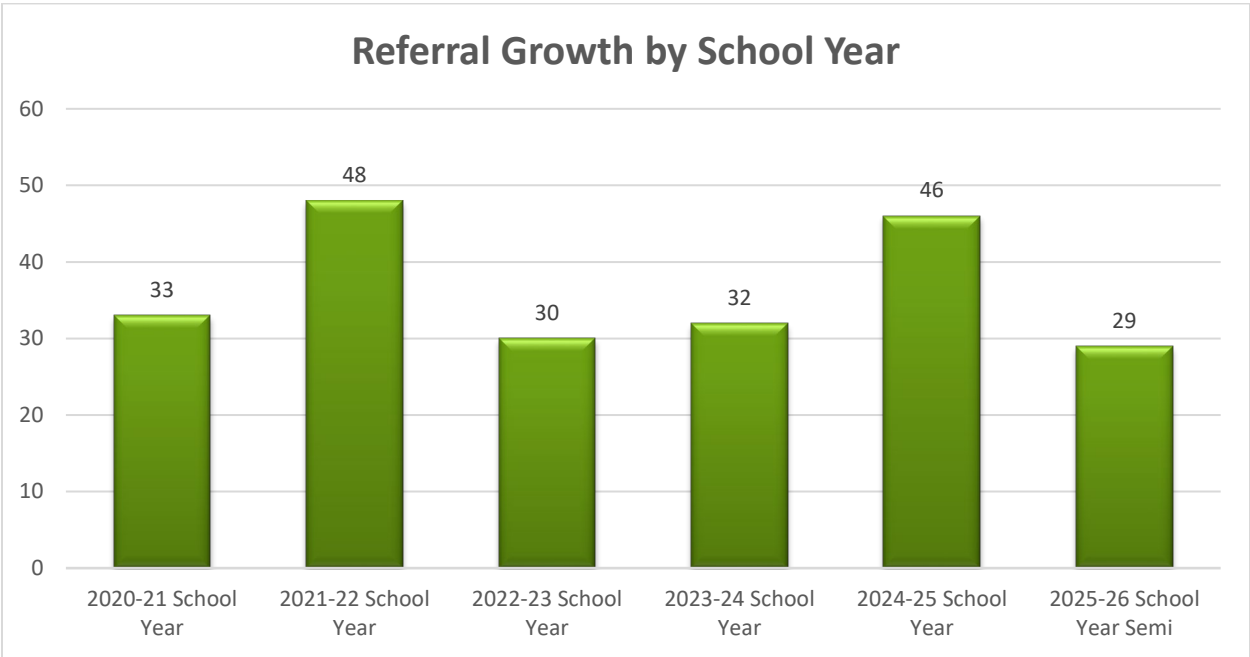
<b>Demographics</b>	<b>Totals</b>	<b>Percent</b>	<b>Referral Breakdown</b>	<b>Totals</b>	<b>Percent</b>
Total Referrals	29	100%	Students	24	83%
Mandatory	1	3%	Family Members	2	7%
Reopened	12	41%	EAP Employee/Spouse	3	10%
Males	17	59%	On-Site (included)	12	
Females	12	41%	<b>Total Referrals</b>	<b>29</b>	<b>100%</b>
<b>Referrals By School (students only)</b>					
<b>School</b>	<b>Number</b>	<b>Percent</b>	<b>School</b>	<b>Number</b>	<b>Percent</b>
Elementary	10	42%	Middle School	6	25%
			High School	8	33%
			<b>Middle/High School</b>	14	58%
<b>Elementary Total</b>	10	42%	<b>TOTAL STUDENTS</b>	24	100%
<b>Referral Source</b>	<b>Total</b>	<b>Percent</b>	<b>Referral Source cont.</b>	<b>Total</b>	<b>Percent</b>
School Counselor	10	34%	Medical Referral	0	0%
School Principal	0	0%	Family Member	2	7%
Contact Form.	2	7%	Web Search	1	3%
Former Client	12	41%	Co-Worker	0	0%
EAP/SAP Brochure	0	0%	Human Resources	2	7%
AFC Counselor	0	0%	Friend	0	0%
Seminar	0	0%	Other	0	0%
Spouse	0	0%			
Orientation	0	0%	<b>Total</b>	<b>29</b>	<b>100%</b>

### Referrals by Month 2025-2026

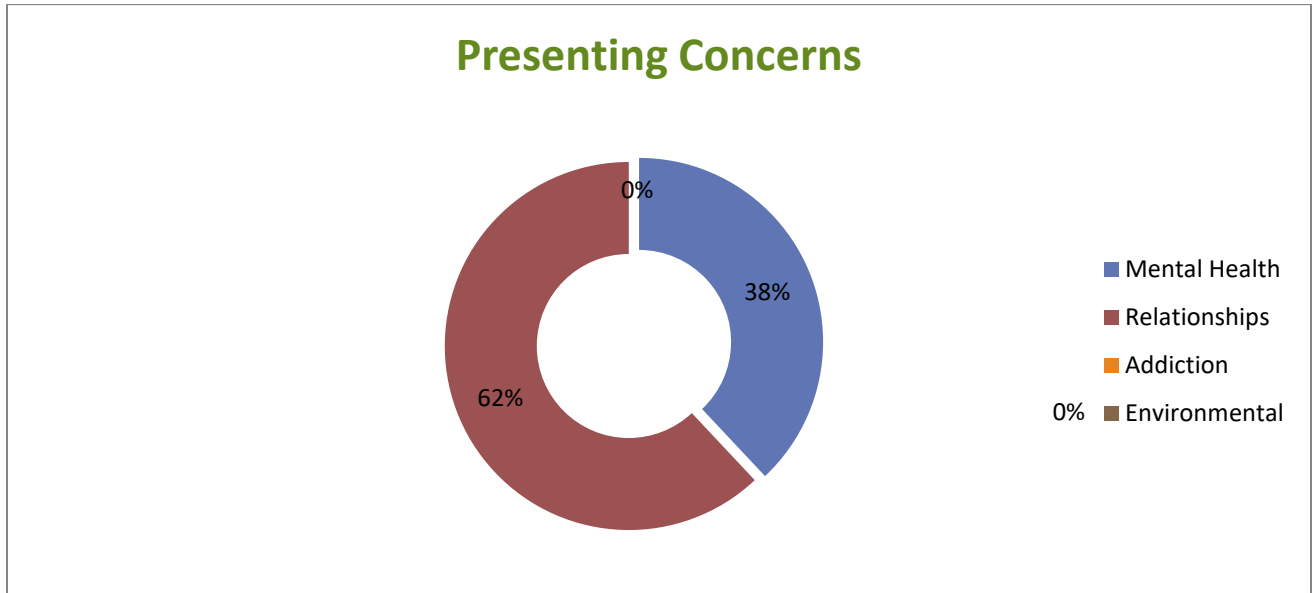
June	July	August	Sep.	Oct.	Nov.	Dec.	Total
2	1	18	3	1	4	0	29

## Utilization Breakdown Comparison by School Year

Demographics	2021-22	2022-23	2023-24	2024-25	2025-26 Semi
Total Referrals	48	30	32	46	29
Mandatory	3	0	0	0	1
Reopened	12	4	9	30	12
Males	23	11	14	25	17
Females	25	19	18	21	12
Referral Breakdown	2021-22	2022-23	2023-24	2024-25	2025-26 Semi
Students	27	21	27	42	24
On-site (included)	13	12	20	13	12
Family Members	12	4	2	0	3
Employees	9	5	3	4	2
<b>Total Referrals</b>	<b>48</b>	<b>30</b>	<b>32</b>	<b>46</b>	<b>29</b>



## Presenting Concern Categories by Total Occurrence



### Presenting Concern Categories with Breakdown of Specific Concerns

Mental Health			Relationships		
	Referrals	Percent		Referrals	Percent
ADD/ADHD	1	3%	Behavior Concerns	5	17%
Depression	3	10%	Family Conflict	10	34%
Anxiety	4	14%	Peer Relationships	1	3%
Anger	0	0%	Divorce	0	0%
Psychological /other	0	0%	Domestic Violence	0	0%
PTSD / Trauma	1	9%	Grief / Loss	1	6%
Suicide Risk/Screening	1	3%	Relationship	1	3%
Stress	1	3%	Adjustment Issues	0	0%
<b>TOTALS</b>	<b>11</b>	<b>38%</b>	<b>Total</b>	<b>18</b>	<b>62%</b>
Addiction			Environmental		
	Referrals	Percent		Referrals	Percent
Evaluation	0	0%	Medical	0	0%
Drug Concerns	0	0%	Academics	0	0%
Alcohol Concerns	0	0%	Childcare	0	0%
Family/ Addiction	0	0%	Financial	0	0%
Gambling	0	0%	Legal	0	0%
Tobacco Addiction	0	0%	Parenting	0	0%
Other Addictions	0	0%	<b>TOTAL</b>	<b>0</b>	<b>0%</b>
<b>TOTALS</b>	<b>0</b>	<b>0%</b>	<b>GRAND TOTAL</b>	<b>29</b>	<b>100%</b>

## Special Services and Forecast for Growth in Utilization

### *On-Site Visits*

*Arbor is available to coordinate visits with students identified as “at risk” and will continue to be available to address this need. Our counselor Abbi Monte has been on-site since August 2025 and is available to see students and staff.*

### *Consultations*

*Arbor is available for consultations with faculty surrounding assessments and referrals.*

### *Resources*

*Arbor is available to provide resources to staff, students and parents including blogs, newsletters, brochures, and handouts.*

### *Web Site*

*The Arbor web site is available for students and their parents to educate themselves about services, learn about Arbor’s professional counselors, and find articles and archived editions of the newsletter.*

*[www.arborfamilycounseling.com](http://www.arborfamilycounseling.com)*

### *Presentations and Training*

*Arbor is available for presentations to support your schools! Please call if you have a special area of need. Presentations are available for staff, students, and parents.*

### *Special Services*

*Arbor is available to increase program awareness with students and parents. Arbor is available for coordination to offer specific, problem focused consulting and materials for Benefit/Health fairs and during Parent Teacher Conferences.*

# NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Leadership

Innovation

Vision

Engagement

#liveNASB

2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

## IN THIS MONTH'S EDITION OF BOARD NOTES

This Month In ...

Training, Networking, Engagement & Upcoming Events

At The Board Table

Impacted by Fires: Let NASB Know How We Can Help

Advocacy Update: Key Topics to Watch

Rely on NASB's Natural Gas Programs

Present, Engaged, and Thriving: The Power of a Wellness Culture in Schools

Area Membership Meetings: Dates and (NEW!) Locations Set

Spring into Upcoming Items & Events!

Find Your Path Hour

Your 2026 NASB Affiliates

Your NASB Board of Directors & Staff

... And Much More!

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Page 4

Page 5

Page 6 & 17

Page 8

Page 9

Page 10

Page 11

Page 12

Pages 13-15

Page 16

# Snapshots



# THIS MONTH IN ...

Leadership

Innovation

Vision

Engagement

<https://members.nasbonline.org/> 

A quick snapshot of the various programs, services, support and events NASB has planned for its members in the coming month!

**ADVOCACY & GOVERNMENT RELATIONS ...** The 2026 Legislative Session is just over 3/4 through. Right now, the primary focus is on four key items: the budget and some concerning items currently included; the Education Committee Package (LB 937); the 3rd Grade Reading Retention bill (LB 1050); and Caps (LB 1219). Read up in more detail on Page 5. Stay engaged as we are continually updating our Bills page at <https://nasb.envisiams.com/legislative-bills> ... Call Colby & Matt any time! Advocate: For My District, For My Community, For Nebraska. Stay Informed - Know the Process - Engage. NASB can assist you ... Just ASK! (See more photos on Page 17 as well!)

**ALICAP ...** ALICAP would like to welcome our newest member Centura Public Schools! ALICAP's membership total is up to 228 public school districts and ESUs. ALICAP's renewal process will begin in April. Heads up, an email will be sent out to all current members on April 2nd. Did you know? ALICAP's districts/ESUs have completed more than 135,000 Safety Training Courses in this current 2025-26 year! Keep it up, school staff!

**BOARD LEADERSHIP ...** Check out "At the Board Table" on Page 4 to learn about all things Board Leadership!

**EDUCATION LEADERSHIP SEARCH SERVICE ...** We can facilitate a quick process if you are a board/district in need of an interim superintendent for the 26-27 school year. Contact Shari at [sbecker@NASBOnline.org](mailto:sbecker@NASBOnline.org)

**ENERGY PURCHASING ...** See how NJUMP and CJUMP provide meaningful value to NASB members by saving both time and money while reducing exposure to market volatility on Page 8. Worrying about the budget pinch? By next school year, become a member of NJUMP/CJUMP. Contact NASB to learn more!

**GALLUP STRENGTHS ...** This month our featured Gallup strength is **Arranger**. Those with arranger high in their Gallup strengths are natural orchestrators who can juggle many moving parts. They naturally see how things fit together. The month of March also brings the excitement of March Madness. You can leverage these strengths during your bracket challenge: Arranger, Analytical, Competition, Context, Deliberative, Input, and Strategic. Discover your individual and team strengths with Gallup Clifton StrengthsFinder. Contact Shari to learn more.

**MEMBER ENGAGEMENT ...** Thank you to those who have taken time to attend the recent Legislative Lunches and Budget & Finance Workshops. Save the dates of June 10-11 for the NASB Golf Outing and School Law Seminar in Kearney. More information will be coming out soon! Recent district visits include Howells-Dodge, Clarkson, Leigh, and Shelby-Rising City.

**POLICY SERVICES ...** Last month we shared enhancements to our Policy Services that strengthen our capacity to provide high-quality, comprehensive services through new and expanded partnerships. SPARQ Data Solutions will integrate district policy manuals into the SPARQ Online Publishing platform, and Perry Law Firm will provide a comprehensive policy manual and ongoing policy updates. From there, these expanded NASB Policy Services will run through our Board Leadership department. Contact Lindsey Headrick or Marcia Herring for more information!

**TECHNOLOGY ...** Please continue to load your negotiated agreements into the Contract Settlement Form. If you have any questions or would like Darion to do this for you, please email him a copy of your negotiated agreement, the changes that were negotiated this year, and the date settled to [dmiller@nasbonline.org](mailto:dmiller@nasbonline.org). He is more than happy to help. Simplified meetings. Streamlined negotiations. Improved policy visibility. See how Sparq can make your life easier.



# TRAINING, NETWORKING, ENGAGEMENT & EVENTS



Leadership

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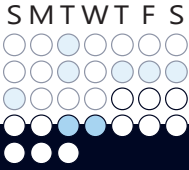
Engagement

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<https://members.nasbonline.org/events>

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.

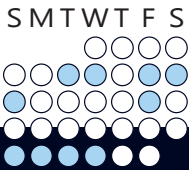


MARCH  
2026

## MARCH

**Budget & Finance Workshop - Tuesday, March 24 - West Point\***

**NAEP State Convention - March 24-25 - Kearney\***



APRIL  
2026

## APRIL

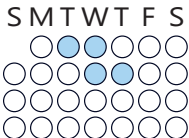
**Budget & Finance Workshop - Tuesday, April 7 - Ogallala\***

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

**NSBA National Conference - April 10-12 - San Antonio, TX**

**Final Day of the 2026 Legislative Session - Friday, April 17**

**2026 NASB Federal Advocacy Fly-In - April 26-29 - Washington, DC**



JUNE  
2026

## JUNE

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

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

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

**School Law Seminar - June 10-11 - Kearney**

## JULY THROUGH SEPTEMBER

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

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

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

**Area Membership Meetings begin Tuesday, August 18th**

**Labor Relations - September 29-30 - Lincoln**

# AT THE BOARD TABLE

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2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



## YOUR NASB BOARD LEADERSHIP UPDATE

<https://members.nasbonline.org/board-leadership>



2026

### APRIL BOARD MEETING AGENDA ITEMS

Board Presidents and Superintendents: Please check your inbox for the **[sample] April Board Meeting Agenda** that was emailed to you on Monday, March 16, 2026, from [shiggins@NASBonline.org](mailto:shiggins@NASBonline.org). This agenda is aligned with the NASB Annual Board Calendar. If you have any questions or would like the email resent, please contact Stacie at 402-209-1608.

### DID YOU KNOW?

**NASB 2026 Board Candidate Workshops will be coming to a place near you! NASB will be on the road this Summer providing an informational meeting for board candidates who are seeking election to the board. Check out the upcoming schedule:**

- June 2 - Ainsworth, Hastings, and O'Neill
- June 3 - Broken Bow, Ogallala, and Wayne
- August 4 - Alliance and Beatrice
- August 5 - McCook and Omaha

#### NASB 2026 New Board Member Workshop Schedule

- December 7 - Ainsworth, Alliance, and Broken Bow
- December 8 - O'Neill
- December 9 - Ogallala and Beatrice
- January 5 - McCook and Wayne
- January 6 - Hastings and Omaha

See the Events tab of the NASB website at <https://members.nasbonline.org/events> for more information and the registration link closer to each Workshop. On site registrations welcome!

For more information about **NASB Board Leadership Services**, including: Board Retreats, Strategic Planning, Community Engagement and Alignment, Online Survey Services/Superintendent Evaluation, Board Self-Assessment, Board Resources, or Board Governance publications, please contact:

Marcia Herring - Katie Corfield - Stacie Higgins - Ben Anderjaska - Stephanie Summers

Avary Pansing-Brooks - Becky Erdkamp - Josh Wall

# IMPACTED BY FIRES: LET NASB KNOW HOW WE CAN HELP

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<https://members.nasbonline.org/> 

Our thoughts go out to those affected by this month's fires. **If you, your community, your district, or your students need anything, please ask.** In good times and bad we are 1,700 school board members serving 2 million Nebraskans in 530 communities. But through it all, we are always 1 Nebraska. It has been incredible to see how this state has rallied, and come together the past few weeks. Here are just a few notes of how districts have stepped up.

## Brady School Members Continue Wildfire Support as Students Return to Class

By Jolie Peal, Nebraska Public Media News, Photos courtesy of Ann Foster

<https://nebraskapublicmedia.org/en/news/news-articles/brady-school-members-continue-wildfire-support-as-students-return-to-class/>

***"The Brady Public Schools staff made over 1,000 sandwiches and 500 breakfast burritos for volunteer fire fighters. All it took was one call and everyone showed up! We are blessed!" Ann Foster, Superintendent***



## Eustis-Farnam Public Schools

"We were an evacuation site for the town of Farnam on the night of Thursday, March 12, hosting 20-30 people off and on until they all dispersed to various places on their own around 3:00 AM. School was cancelled on Monday, March 16 due to continued fire uncertainty as winds returned on Sunday and fanned flames again. We had several in the community impacted and fighting the fires themselves."

## Wallace Public School

Jason Sommer, the district's current Maintenance Director, and former long time school board member, has been a volunteer firefighter for 27 years, 14 years a Chief, and was on the front lines. "I am so thankful for so many additional people coming in to help, and add to the number of local volunteers. People and departments from all across the state showed up Friday afternoon and fought fire until late Saturday morning, just protecting houses, following each others leads, keeping each other safe, doing what we were trained to do, and working as a team." Several staff members have also contributed in a variety of ways. Teachers and paraprofessionals sat at the fire hall and collected donations, packaged them, and drove them out to those who were actively fighting. One teacher was emergency evacuated at roughly 1:00 AM Sunday morning as the blaze was headed straight for their home. The firefighters somehow managed to preserve her home with the blaze burning essentially to her back yard. While still under a mandatory federal evacuation Monday night but still made it to school on Monday to teach!



NEBRASKA  
SCHOOL NUTRITION  
ROYALTY 2026

**NDE's annual event to celebrate Nebraska school nutrition professionals is happening now!** This year, they're honoring the school nutrition royalty that reign on high in local schools throughout the lands!

*Hear ye, hear ye! Nebraska SNAC and NDE are collecting comments honoring local school nutrition teams (i.e., Nutrition Royalty) that work hard to feed kids around Nebraska!*

*Let it be known that from March 16 - April 8, community members can share their words of appreciation and thanks through this easy online form.*

[https://docs.google.com/forms/d/e/1FAIpQLSeY7Y6Wm4PyPuWL9GQBKyZWL5Lw2C06vyBr\\_me8QQOyaGEsZ-g/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeY7Y6Wm4PyPuWL9GQBKyZWL5Lw2C06vyBr_me8QQOyaGEsZ-g/viewform)

*Comments will be shared directly with nutrition teams, through an online gallery and on NDE social media, leading up to National School Lunch Hero Day on May 1st!*

*Please comment and help thank YOUR nutrition staff for their glorious reign!*



# ADVOCACY UPDATE: KEY TOPICS TO WATCH

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<https://members.nasbonline.org/government-relations> 

**BILLS TRACKED / TESTIFIED**  
**101 / 45**

There are four key topics of note as the Session continues. The budget and some concerning items currently included, the Education Committee Package (LB 937), the 3rd Grade Reading Retention bill (**LB 1050**), and Caps (**LB 1219**).

**SUPPORT / OPPOSE**

 **12**  **28**

**BUDGET** - The \$3.5 million for school choice funding has now been removed (*because of GREAT advocacy from you all!*) but we still need to monitor this moving forward. However, the reduction in Special Education funding is still included. **LB 304** which eliminate a sunset date for the federal Child Care Subsidy program, and **LB 862** which changes intent relating to appropriations under the Nebraska Reading Improvement Act, bills we support, have now also been added in.

**SBMs WHO SAT IN THE CHAIR THIS SESSION!**

**13!**   

**EDUCATION COMMITTEE PACKAGE** - LB 937 includes all of the bills we anticipated ... LB 1146 - LB 1164 - LB 1224 - LB 1241 - **LB 1243**. The Committee Statement gives a good summary: <https://nebraskalegislature.gov/FloorDocs/109/PDF/CS/LB937.pdf>

**READING** - We are still waiting to see if/what the committee advances regarding **LB 1050**, the bill to amend the Nebraska Reading Improvement Act to limit advancement to grade four.

**50+** 

Teams/Calls (so far)

**CAPS - LB 1219** to limit the amount of property taxes that may be levied by a political subdivision will most likely be heard on its own, not included into the Revenue Committee Package (LB 803). Senators Brandt and Hansen are working to whip votes and proposing changes to help its passage. Political subdivisions are united in opposition. We will be having another advocacy day at the Capitol next week ... more to come.

With Our Committee (8)  
With Districts/Senators (48+)

With the full Membership (1)  
(Day 30 ... Halfway Point)



## OTHER ITEMS

We are closely watching **LB 468** which if passed as anticipated to be amended, will significantly cut the amount of motor vehicle tax going to schools.

We are also monitoring **LB 575**, now amended into LB 803, the Revenue Committee Package, which will change provisions of the "pink postcard" meeting. NASB opposed LB 575 as introduced and have been working with Senators Hallstrom and von Gillern.

## KEY LINKS AND RESOURCES

NASB Government Relations Page: <https://members.nasbonline.org/government-relations>

NASB Bills Page: <https://nasb.envisseams.com/legislative-bills>

Nebraska Legislature: <https://nebraskalegislature.gov/>

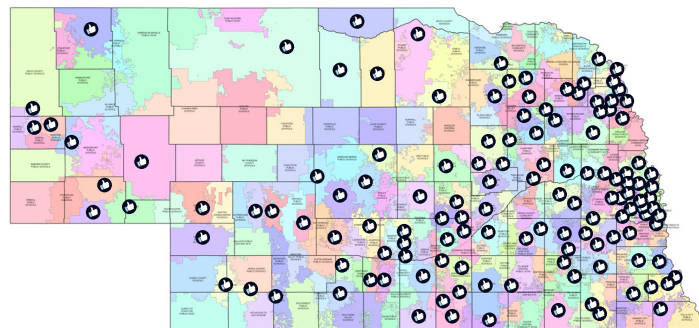
NASB X: <https://x.com/NASBOnline>

NASB Facebook: <https://www.facebook.com/NASBOnline/>



## I'M JUST A BILL ...

- Introduction
- Committee
- General File
- Select File
- Final Reading
- Governor
- Law



**SBMs & DISTRICTS/ESUs WHO CAME TO LINCOLN ... ENGAGED FROM HOME ... ADVOCATED AT THE FEDERAL LEVEL ... JOINED US FOR LUNCH ... WERE VOCAL IN A CALL TO ACTION ... SHARED THEIR STORY ... MADE A DIFFERENCE! (THAT WE KNOW OF ...)**



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# RELY ON NASB'S NATURAL GAS PROGRAMS

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<https://members.nasbonline.org/programs-services/njump-cjump> 

The Nebraska Association of School Boards (NASB) natural gas programs were created to address two key needs identified by local school districts: competitive pricing and budget certainty. Today, more than 115 school districts and Educational Service Units (ESUs) across Nebraska participate in the NJUMP and CJUMP purchasing consortiums, leveraging collective buying power to reduce utility costs.

With continued volatility in natural gas markets, NASB has welcomed several new members into the programs for the coming year. By participating in these interlocal agreements, districts can rely on experienced peers to manage natural gas purchasing on their behalf. In today's uncertain global energy environment, participation in programs like NJUMP and CJUMP provides added value and stability.

Program oversight is provided by Boards of Trustees composed of participating superintendents and business officials. Both programs were established at the request of member districts and operate as independent interlocal pools. Trustees convene annually during the State Education Conference in Omaha each November, and at other times throughout the year as needed.

The Nebraska Joint Utilities Management Program (NJUMP) serves districts and ESUs located along the Black Hills Energy pipeline in southeast Nebraska. The Choice Joint Utilities Management Program (CJUMP) provides service to districts on the Black Hills Energy distribution system across northern, central, and western Nebraska.

Rather than purchasing an entire year's natural gas supply at a single point in time, both programs utilize a layered purchasing strategy, securing fixed prices incrementally as market opportunities arise. This approach has historically resulted in more favorable pricing and greater budget stability than districts are typically able to achieve independently.

These programs provide meaningful value to NASB members by saving both time and money while reducing exposure to market volatility.



**Now is the time for new members to sign up for NJUMP or CJUMP for the 2026-27 heating season.**

Ask John Spatz of the NASB staff for a copy of the Interlocal Agreement and Board Resolution to enroll in this time-saving, dollar-stretching program. For more information, NASB members on the Black Hills Energy distribution system can contact Alan Pederson of WoodRiver Energy at [alan.pederson@woodriverenergy.com](mailto:alan.pederson@woodriverenergy.com) ... Members on the SourceGas distribution system can contact Mandy Heermann of Public Alliance for Community Energy at [mheermann@nmpenergy.org](mailto:mheermann@nmpenergy.org).

# PRESENT, ENGAGED, AND THRIVING

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<https://members.nasbonline.org/> 

**GENYOUTH**  
FUELING POTENTIAL. EMPOWERING PLAY.

John Spatz, Executive Director of the Nebraska Association of School Boards (NASB), was invited to Washington, D.C., to participate in the “Leadership Roundtable: Present, Engaged, and Thriving—The Power of a Wellness Culture in Schools,” hosted by the GenYouth Foundation.

The GenYouth Foundation is leading a national effort to bring together private-sector partners and schools to address chronic absenteeism. The roundtable included leaders from nationally recognized organizations who expressed a strong commitment to partnering with NASB and the broader K–12 community to support improved student attendance.

NASB looks forward to sharing more information in the coming months about this important partnership and its potential impact for Nebraska schools.

## GENYOUTH Leadership Roundtable Present, Engaged, and Thriving: The Power of a Wellness Culture in Schools

### Shared Purpose:

Chronic absenteeism and student disengagement are hurting schools and limiting opportunities for students nationwide. Too often, solutions focus only on academics, punishments or incentives, missing what students tell us matters most. New GENYOUTH research, informed directly by youth, shows that students show up and learn when they feel respected and included, have opportunities to move, and are well-nourished during the school day. These aren’t extras, they’re essential. When schools build a culture of wellness, learning sticks, and quite often, low-lift solutions can have high-impact results. If we want students to thrive, we need to put wellbeing at the heart of education.

### Shared vision:

#### Creating a Culture of Wellness in Schools as the Norm, not the Exception

We are actively working together to ensure that establishing a wellness culture is seen as a central part of the academic school day, including the following practices:

1. Center and Uplift Student Voice: Create a school culture where students feel welcomed, respected, treated fairly, and heard. Actively seek student input, support student agency, and use their perspectives to inform school policies, practices, and daily decisions that shape the school experience.
2. Make Movement Part of the Day: Recognize that physical activity is essential to learning and student wellbeing. Build opportunities for 60 minutes of physical activity into the school day through quality PE, active breaks, extracurricular activities, and sports to promote focus, health, social connection, and engagement.
3. Prioritize Access to Healthy School Meals: Ensure all students have reliable access to nourishing meals as a foundational condition for learning. Treat mealtime as a valued and protected part of the school day. Provide enough time to select, eat, and connect with peers, offer breakfast and lunch options that meet school meal guidelines and appeal to students’ needs. Reduce stigma by making free meals accessible to all students.



# AREA MEETINGS: DATES AND (NEW!) LOCATIONS SET

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<https://members.nasbonline.org/events/area-membership-meetings> 

## Area Membership Meetings ... Leadership - Training - Recognition - Networking - Vision

We are excited to visit two new communities for this year's Area Membership Meetings including Cody-Kilgore and South Sioux City!



Tuesday, August 18, 2026 - Cody-Kilgore  
Wednesday, August 19, 2026 - Gering  
Thursday, August 20, 2026 - Kearney  
Tuesday, August 25, 2026 - Nebraska City  
Wednesday, August 26, 2026 - South Sioux City  
Tuesday, September 1, 2026 - Omaha  
Wednesday, September 2, 2026 - North Platte  
Wednesday, September 9, 2026 - York  
Wednesday, September 23, 2026 - Fremont



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# SPRING INTO UPCOMING ITEMS & EVENTS!

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<https://members.nasbonline.org/events>



## Mark Your Calendars and Join Us!

### Budget & Finance Workshops

March 24 - West Point ... April 7 - Ogallala ... April 8 - Kearney\*

Both new and veteran school board members must have a fundamental understanding of school finance. Superintendents, business managers, and bookkeepers are required to have a deep and comprehensive understanding of finance because taxpayers and citizens are asking districts to provide more detailed information about their finances. This workshop features all aspects of school district finance. (\*Amplified Finance Workshop) - <https://members.nasbonline.org/events/budget-finance-workshops>



#### BUDGET & FINANCE WORKSHOPS

4:00 PM - Registration    4:30 PM - Workshop & Dinner    8:30 PM - Adjourn

1. Review and explanation of general fund receipts with emphasis on TEEOSA and other forms of state aid
2. Explanation of how to protect your district's financial future by building a five-year receipt and expense chart
3. Discussion of key limitations placed on school finance: Levy Limits, Budget Authority, Revenue Caps; Etc
4. How to build a capital replacement schedule
5. Importance of board members understanding their distinct finances and how to communicate it clearly
6. Pitfalls and potential for fraud, credit cards, handling of cash, examination of payroll data
7. Understanding why budgeting is a continual process rather than a 'one and done'



#### AMPLIFIED FINANCE WORKSHOP - APRIL 8

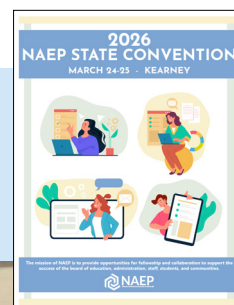
10:00 AM - Registration    10:30 AM - Workshop & Lunch    4:30 PM - Adjourn

1. Review of all funds and their purpose, and a step-by-step guidance on the timing and process for accurately preparing the budget
2. Steps to fully build a line item budget with special emphasis on payroll data and staffing costs
3. How to develop a five-year financial plan for the district for both receipts and expenses
4. Best practices for building and maintaining a capital replacement schedule that avoids unexpected costs
5. Why and how to prepare a compatibility report for receipts and expenses
6. Common pitfalls and fraud risks districts face and how to prevent them
7. A practical overview of Joint Public Hearing(s) and compliance expectations
8. Discuss different scenarios and the impact LB 243 and the 3% base growth limitation
9. A clear explanation of the process, requirements, and considerations for pursuing a tax limit override

### NAEP State Convention

March 24-25 - Kearney

The annual NAEP State Convention offers opportunities for district and ESU bookkeepers, business managers, secretaries, administrative assistants, and other office staff to engage in presentations and conversations on a variety of topics. <https://members.nasbonline.org/events/naep-state-convention>



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

**Email Sharon at [sendorf@NASBOnline.org](mailto:sendorf@NASBOnline.org) to participate**



# STATEWIDE CLASSROOM WORKFORCE EXPLORATION

April 20 - 24, 2026

A first-of-its-kind, statewide classroom experience connecting students to real careers, real industries, and real opportunities in their own communities — all in one class period.

## Connecting students to

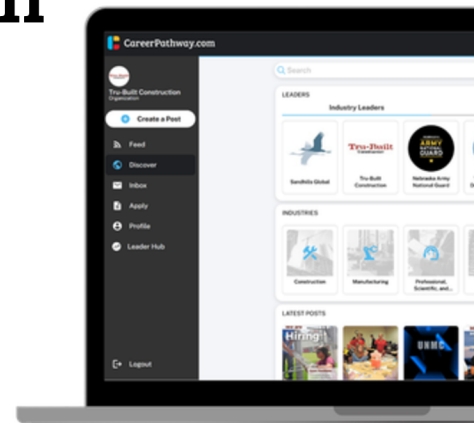
Careers  
&  
Industries

Career &  
Education  
Pathways

Local Employers  
&  
Opportunities

## In just 30 minutes, students will

- ▶ Explore career interests
- ▶ Learn about local industries & employers
- ▶ Watch short “day-in-the-life” videos
- ▶ Build a simple career pathway plan
- ▶ Reflect & apply for opportunities



## How It Works

1. District selects date
2. Teachers receive ready-to-run materials
3. Employers upload short videos & opportunities
4. Students participate during class
5. Receive engagement report

## Who It Benefits

### Students

Career clarity & local awareness

### Schools

Turnkey materials & participation data

### Employers

Early talent pipelines & visibility

FIND YOUR PATH HOUR EVENT REGISTRATION LINK

<https://www.eventbrite.com/e/find-your-path-hour-tickets-1982967199273>

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Public Finance  
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**2026 Gold Level Affiliates** - BD Construction, Inc./Kearney - Blue Cross Blue Shield of Nebraska - Carlson West Povondra Architects - Chief Construction - Cornhusker International - Darland - DLR Group - JEO Consulting Group, Inc. - Johnson Controls - Lunchtime Solutions - MCL Construction - Navitas - One Source - A Verified Credentials Company and Certified Contractors - Outdoor Recreation Products

**2026 Silver Level Affiliates** - Creative Sites, LLC - UNO Innovative Learning-Centric Initiatives

**2026 Bronze Level Affiliates** - Ameritas Investment Company, LLC - Community Building Solutions - Cunningham Recreation - Fisher Tracks, Inc. - James D. Watts & Associates, PC - Mueller Robak Schaefer Hruza & Hassebrook - National Insurance Services - Nebraska Safety Center - Opaa! Food Management of Nebraska - Trane U.S. Inc. - Twotrees Technologies, LLC

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## YOUR 2026 GOLD AFFILIATES


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**JEO Consulting Group, Inc.**  
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**Boyd Jones**  
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**Chief Construction**  
GOLD LEVEL AFFILIATE

**Darland**  
GOLD LEVEL AFFILIATE

**Hausmann Construction**  
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## CONSTRUCTION SERVICES (CONT)

**MCL Construction**  
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**Sampson Construction**  
PLATINUM LEVEL AFFILIATE



## ENERGY SERVICES

**Community Building Solutions**

**Facility Advocates**  
PLATINUM LEVEL AFFILIATE



**Johnson Controls, Inc.**  
GOLD LEVEL AFFILIATE

**Trane U.S. Inc.**

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**D.A. Davidson & CO.**  
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**Nebraska Liquid Asset Fund**  
PLATINUM LEVEL AFFILIATE



**Northland**  
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**Piper Sandler**  
PLATINUM LEVEL AFFILIATE



## FOOD SERVICE

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GOLD LEVEL AFFILIATE

**Opaa! Food Management**

## INSURANCE SERVICES

**American Fidelity**  
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**Blue Cross Blue Shield of Nebraska**  
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**Public Risk Management/ALICAP**  
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## LEGAL SERVICES

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**Fisher Tracks, Inc.**

**Outdoor Recreation Products**  
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SILVER LEVEL AFFILIATE

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Leadership Search Service



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# ADVOCACY DAY PHOTOS

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# Nebraska Rural Community Schools Association

*Member Update*

*April 9, 2026*



*Photo Credit: Palmyra Bennett Dist OR 1*



[www.nrcsa.net](http://www.nrcsa.net)



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



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)

# NRCSA Calendar

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## NRCSA Events

### **NRCSA Golf Tournament**

July 28, 2026

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

### **NRCSA Superintendent Lunch**

July 29, 2026

12:00 PM

Holiday Inn in Kearney

### **NRCSA Legislative Forum**

February 24, 2027

Cornhusker Hotel in Lincoln

[More about this event](#)

### **NRCSA Spring Conference**

April 1 & 2, 2027

Crowne Plaza & Younes North Convention Center in

Kearney

[More about this event](#)

## Committee Meetings

### **NRCSA Executive Committee**

June 17, 2026

10:00 AM Mountain Time

Ogallala Public Schools

### **NRCSA Consultant Meeting**

June 2026

Time & Location TBD

### **2026-27 NRCSA Executive Committee**

July 29, 2026

1:00 PM

Holiday Inn in Kearney

## NRCSA Search Service



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



**Axtell Community Schools**  
Search Complete



**Potter-Dix Public Schools**  
Search Complete



**Bancroft-Rosalie Community Schools**  
Search Complete



**Red Cloud Community Schools**  
Interim Search Complete



**Blue Hill Community Schools**  
Interim Search Complete



**Sandy Creek Public Schools**  
Search Complete



**Hampton Public Schools**  
Search Complete



**Superior Public Schools**  
Search Complete



**Hayes Center Public Schools**  
Search Complete



**Newman Grove Public Schools**  
Search Complete

Access the Members area of [www.nrcsa.net](http://www.nrcsa.net) anytime.

**Login: member Password: learning**

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***NRCSA Updates***

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



*MELISSA OBERG*



*JACK MOLES WITH NREA EXECUTIVE DIRECTOR MELISSA SADORF*



*COMMISSIONER OF EDUCATION, DR. BRIAN MAHER*

**NRCSA Leadership**

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Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.  
Ord Public Schools

Stephanie Kaczor, Pres-Elect.  
Riverside Public Schools

Jeremy Braden, Secretary.  
Doniphan-Trumbull Public Schs

**District Representatives:**

Ginger Meyer, West  
Chadron Public Schools

Dale Hafer, North Central  
Ainsworth Community Schools

Daryl Schrunk, Northeast  
Randolph Public Schools

Andrew Havelka, Southeast  
Freeman Public Schools

Jon Davis, South Central  
Alma Public Schools

Jane Davis, Southwest  
Hershey Public Schools

**Executive Director:**

Jack Moles

**Lobbyists:**

Jon Edwards  
Scott Moore  
Russell Westerhold

**Legislative Co- Chairs:**

Dr. Jason Dolliver  
Pender Public Schools

Bryce Jorgenson  
Southern Valley Schools

**Scholarship & Recognition Co Chairs:**

Jessica Bland,  
Oakland-Craig Public Schools

Jim Widdifield  
Minden Public Schools

A central part of the NRCSA Spring Conference each year is the recognition of outstanding people in rural education in Nebraska. To most in attendance, this is one of the highlights of the conference. Recognized as NRCSA's Outstanding award winners this year were:

- ELEMENTARY TEACHER:** Allie Schliefer, Fort Calhoun
- SECONDARY TEACHER:** Dawn Metschke, Johnson-Brock
- ESU STAFF MEMBER:** Dr. Jean Anderson, ESU 10
- PRINCIPAL:** Jim Crilly, Madison
- CLASSIFIED STAFF MEMBER:** Kathy Houser, Meridian
- MUSIC TEACHER:** Kristi Hiles-Smith, Kimball
- BOARD OF EDUCATION MEMBER:** Rusty Rhynalds, Minden
- SUPERINTENDENT:** Jane Davis, Hershey



*ALLIE SCHLIEFER,  
FORT CALHOUN*



*DAWN METSCHKE,  
JOHNSON-BROCK*



*DR. JEAN ANDERSON,  
ESU 10*



*JIM CRILLY,  
MADISON*



*KATHY HOUSER,  
MERIDIAN*



*KRISTI HILES-SMITH,  
KIMBALL*



*RUSTY RHYNALDS,  
MINDEN*



*JANE DAVIS,  
HERSHEY*



*VIKING JAZZ BAND—BERTRAND*



*GILTNER CHORUS*

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



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

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



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

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

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

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

### About Paul Sheffield

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

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

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

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

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

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

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

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

#### **Session 2 – April 23, 2026 at 2pm CST**

#### **[Register here: Small District Budget Crisis](#)**

In this webinar we will explore some of the key challenges in navigating the district budgeting process. Often, the challenge begins with understanding the context and underlying Tradeoffs that are at play – finding the balance between the needs of specific community members while deciding what is in the best interest of students. At the same time needing to determine to what degree you can balance transparency and confidentiality. During the Webinar, participants will engage in a simulation that places them as a new Superintendent taking over a small school district that happens to be the primary employer in the community. When a budget shortfall is discovered,

participants, as the Superintendent, must decide which resources to involve in the resolution while balancing transparency and strategy among key constituencies. They will need to decide which conditions warrant more persistence versus flexibility while keeping the focus on students.

### Session 3 – May 28, 2026 at 2pm CST

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

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

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



**As of Thursday, April 9, the Nebraska Unicameral is down to two days left in the session.** The Senators are putting in the last few days in late night debate on bills. The Unicameral is scheduled to meet on Friday, April 10. Friday, April 17, is reserved for possible override votes on any vetoes of bills by Governor Pillen. If Gov. Pillen indicates he will not be vetoing any bills, the work of the Unicameral may be done on the 10th.

Four bills that took a lot of our attention over the past couple of weeks have been LB1050, LB 803, LB937, and LB1219. Updates on those bills:

- LB1050: LB1050, the “Nebraska Reading Improvement Act”, was introduced as a way to ensure students are reading at grade level. The bill would have required the retention of students at the end of their 3rd grade year if they were not reading at grade level. Many supports and assessments were to be required to help students get to grade level. A few amendments were introduced to try and make the bill better, with one by Sen. Jana Hughes getting quite a bit of discussion. The Education community was against the bill, mainly because of the 3rd grade retention issue and the fact that the bill would create a substantial unfunded mandate. On Wednesday, April 8, the bill failed on a Cloture vote.
- LB803 was originally a “shell bill”, but was amended by parts from several bills. There are several sections to the bill, but the sections directly relating to schools would deal with “pink postcard” hearings and budget increases. All school districts would be required to participate in the “pink postcard” hearing, which would be held between July 1 and July 15. The County would also advise property owners to the dates and times of each entity’s budget hearing. Finally, when voting to increase the property tax request at least a 2/3 majority vote of the members of the Board shall take place. This bill was placed on Final Reading on Wednesday, April 8.
- LB 937 is a “Christmas tree” bill as several other bills were attached to it. Sen. Rountree attempted to attach LB81 to LB 937 through AM2965. This would have given the parent/guardian last say on a possible change in placement or services in an IEP. Currently the parent/guardian is part of the IEP team that makes such decisions. NRCSA, along with the rest of the Education community, was in support of the amendment. AM2965 failed to be adopted on Tuesday, April 7.
- LB 1219 (Brant, priority bill of Hansen) was a bill that would set a hard cap of 2% increase in property tax request placed on governmental subdivisions, including school districts. There were several changes

that were rumored to possibly be introduced to make the bill better, but still not good at all for school districts. The bill needed to be placed on the Unicameral's daily agenda by last Thursday. The Education community was relieved when it did not appear on that day's agenda.

## [NRCSA Bill Summaries 2026](#)

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

### POLICY ON CANCELLATIONS FOR NRCSA EVENTS

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

#### WEATHER CANCELLATION DECISION MADE BY NRCSA:

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

#### WEATHER POSTPONEMENT DECISION MADE BY NRCSA:

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

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

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

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

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

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

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

No refund will be provided.

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**There are a few NRCSA leadership spots available for the 2026-27 school year.** Ballots were sent via email on April 2, 2026.

**PRESIDENT ELECT**—this position is part of a three year Presidency cycle (President-Elect, President, Past-President). This is a state-wide election with each member entity having one vote. Candidates are:

Michael Eldridge, Supt. at East Butler  
Dale Hafer, Supt. at Aisworth

**NORTH CENTRAL DISTRICT REPRESENTATIVE TO THE EXECUTIVE COMMITTEE**—Current North Central District rep Dale Hafer is term-limited, thus the position will be open. The position has a term of three years, with the ability to run for a second term. This position is voted on by member entities in the North Central District. Candidate:

Heather Nebesniak, Supt. at Ord

**SCHOLARSHIP AND RECOGNITION COMMITTEE MEMBER:** The committee will be moving from two year to three year terms. To make this work we will only add one new committee member for the coming year. The person can come from any of the NRCSA geographic districts. Self-nominations for positions are accepted.

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

Applications for the Spring semester were received and the three recipients have been selected. They are:

- Jacey Anderson, Thedford
- Maren DeJonge, HTRS
- Kylie Hiatt, Shelby-Rising City



*SHELBY-RISING CITY ELEMENTARY PRINCIPAL HEATHER THOMPSON, JACK MOLES, KYLIE HIATT, SHELBY-RISING CITY SUPERINTENDENT TUCKER TEJKL*



*THETFORD PRINCIPAL ADAM KUNTZ, JACEY ANDERSON, JACK MOLES*



*HTRS SUPT GEORGE GRIFFIN, JACK MOLES, MAREN DEJONGE, HTRS PRINCIPAL KIM CANIGLIA*

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## **SUPERINTENDENT SEARCH & PLANNING**

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

NRCSA has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, Newman Grove, Potter-Dix, Sandy Creek and Superior Boards of Education identify their next Superintendent. We are currently assisting the Blue Hill Board of Education with their search for an Interim Superintendent.. We also assisted Red Cloud in a search for an Interim Superintendent.

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

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

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

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

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**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 147 such meetings. I most recently attended the Board meetings at Shickley and Bruning-Davenport on Monday, March 9..

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

**MONDAY, APRIL 13:** Wallace

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

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



SHICKLEY BOARD OF EDUCATION AND ADMINISTRATION



*BRUNING-DAVENPORT BOARD OF EDUCATION AND ADMINISTRATION*

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



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

[Download NREA Policy Agenda](#)

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

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

Key Findings from the NSWERS brief:

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

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

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

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

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

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

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

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

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

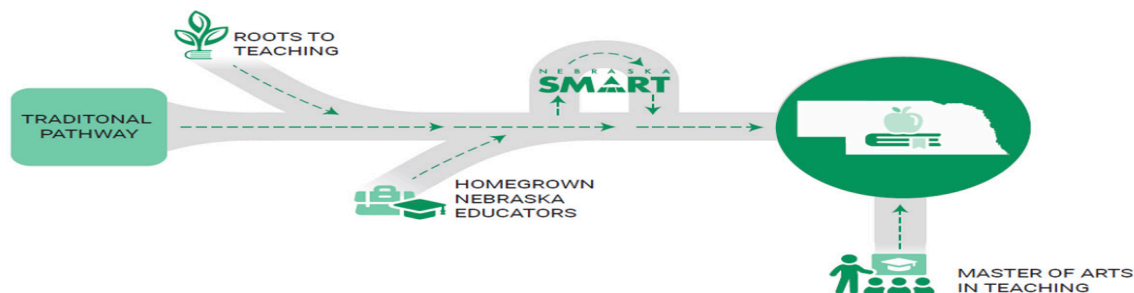
A few more NRCSA-member districts have since started working with A-Plum Creative. This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at [anna@a-plum.com](mailto:anna@a-plum.com) or visit [www.a-plum.com](http://www.a-plum.com).

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

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## Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

### Educator Preparation Pathways



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

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

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

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

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

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor's degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession. Together, these initiatives form a comprehensive ecosystem of entry points into the teaching profession. From high school dual credit options and rural tutoring roles to full apprenticeship models and flexible graduate pathways, the Nebraska State Colleges are creating scalable solutions to address Nebraska's critical teacher shortage, ensuring every community has access to well-prepared, locally rooted educators for years to come.

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**Chris Prosocki, formerly the Superintendent at Southern and now at Hastings, has shared a sample Superintendent Checklist that he uses.** I thought this was a great instrument, one that I wished I had available to me when I was in the 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](#)**

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**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](mailto: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](http://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](#)

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

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

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

[New Leaf PowerPoint Presentation](#)

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



[New Leaf Flyer](#)

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

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

### **[NRCSA School Programs](#)**

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

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

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



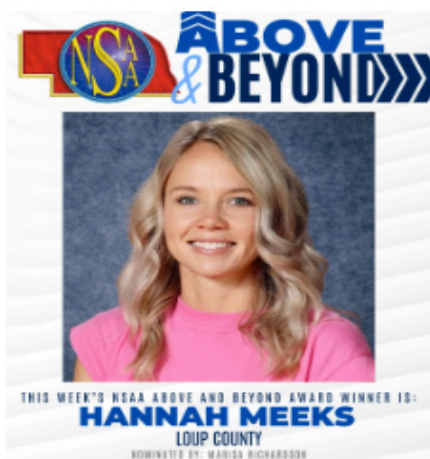
**NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.**

**April 2026:**

**\* Jordan Larson, a graduate of Logan View, has been selected to the National High School Hall of Fame.**



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



**\* Nate Larsen of O'Neill was selected as the NSIAAA's State Athletic Administrator of the Year.**



**\* Several football players from NRCSA-member schools were selected to participate in the Shrine Bowl this summer. Included were:**

- NORTH TEAM: Brogan Benes (Boone Central), Treyvan Berry (Lexington), Wyatt Dent (Central City), Levi Gall (Clarkson-Leigh), Xavier Galloway (Mitchell), Jett Herian (Alliance), Wyatt Jelinek (Raymond Central), Dawson Johnson (Northwest), Tavion Johnson (Raymond Central), Boston Krueger (Pierce), Owen Kuchar (Bloomfield), Porter Mathews (O'Neill), Colt Meyer (Ord), Ben Monheiser (Sidney), Regan Raabe (Wisner-Pilger), Hayven Stewart (Plainview), Ryder Theisen (Pierce), Nate Vander Griend (West Point-Beemer), Grayson Vogt (Lakeview), Coy Vrbka (Shelby-Rising City), Blake Welchert (Fort Calhoun), Korbin Werner (Elkhorn Valley), Parker Zikmund (Central City)
- SOUTH TEAM: Canon Allen (Aurora), Nolan Asher (DC West), Kyler Boyles (Superior), Tristan Campbell (McCook), Oliver Corbett (McCook), Rhodde Hill (Hershey), Hunter Holle (Syracuse), Ethan Latta (Dundy County Stratton), Nick Mousel (Adams Central), Maxwell Parde (Syracuse), Jack Poppe (Doniphan-Trumbull), Garrett Schoen (Milford), Carson Sieber (Deshler), Collin Stolpe (Aurora), Cole Vorderstrasse (Thayer Central)
- NORTH COACHING STAFF: Troy Schlueter (Arlington), Tony Kobza (Raymond Central), Jim Clarkson (Clarkson-Leigh), Zach Byrd (Fort Calhoun)
- SOUTH COACHING STAFF: Josh Lewis (Adams Central), Jake McLain (Holdrege), Mitchell Shepherd (Thayer Central)

**\* Milford won the Class C1 Girls State Basketball Championship. Malcolm was the Runner-up.**



*MILFORD-GIRLS BASKETBALL STATE CHAMPIONS!*

\* Pender won its 4th straight Girls State Basketball Championship by winning Class C2. Elkhorn Valley was the Runner-up.



PENDER-4 STRAIGHT!

\* Howells-Dodge was the Class D1 State Girls Basketball champion. Bloomfield was the Runner-up.



\* Dundy County Stratton won the Class D2 Girls State Basketball Championship. Wynot was the Runner-up.



\* DC West was the Class C1 Boys State Basketball Runner-up.

**\* Howells-Dodge won the Class D1 Boys State Basketball Championship. McCool Junction was the Runner-up.**



**\* NRCSA schools were recognized as the Nebraska Coaches Association Sportsmanship Award winners at the Girls and Boys State Basketball Tournaments. Included were:**

- CLASS C1 GIRLS: Holdrege
- CLASS C2 GIRLS: Elkhorn Valley
- CLASS D1 GIRLS: Bloomfield
- CLASS D2 GIRLS: Dundy County Stratton
- CLASS C2 BOYS: Freeman
- CLASS D1 BOYS: McCool Junction
- CLASS D2 BOYS: Pleasanton



- \* **Osmond was the Class D2 State Speech Champion. Chambers was the Runner-up.**
- \* **Riverside won the Class D1 State Speech Championship. Wausa was the Runner-up.**
- \* **Elmwood-Murdock was the Runner-up in the Class C2 State Speech Championships.**
- \* **Gothenburg was the Class C1 State Speech Champion.**



- \* **Many students from NRCSA-member schools won State Speech Championships. Included were:**

CLASS B:

- DUET ACTING: Aidan Bohnert and Colby Raulston (Wayne)
- ENTERTAINMENT: Sophia Spieker (Wayne)

CLASS C1:

- DUET ACTING: Brittany Sup and Katelyn Curry (Boone Central)
- ENTERTAINMENT: Makenna Devine (Boone Central)
- EXTEMPORANEOUS: Carson Reiman (Gothenburg)
- INFORMATIVE: Makenna Devine (Boone Central)
- ORAL INTERPRETATION OF DRAMA: Lathan Buesing, Mavrix Butterfield, Carter Kincheloe, Brant Miller and Carson Reiman (Gothenburg)
- SERIOUS PROSE: Ayden Jackson (Fillmore Central)
- PERSUASIVE: Carson Roland (Ogallala)

CLASS C2:

- EXTEMPORANEOUS: Myles Bishop (Perkins County)
- HUMOROUS PROSE: Ellie Meyer (Elmwood-Murdock)
- ORAL INTERPRETATION OF DRAMA: Kasey Fischbach, Kreyten Zimmerman, Charlie Thompson and Hayden Reznicek (Shelby-Rising City)
- POETRY: Emma Baldeh (Dundy County Stratton)
- SERIOUS PROSE: Owen Standage (Ravenna)

## Nebraska Rural Community Schools Association

- PERSUASIVE: Emma Sauser (Plainview)
- POI: Shiloh Smith (Centura)

### CLASS D1:

- DUET ACTING: Braydon Hoelsing and Rogan Hoelsing (Wausa)
- ENTERTAINMENT: Luke Woockman (Wausa)
- EXTEMPORANEOUS: Kailey Hartman (Pawnee City)
- INFORMATIVE: Addyson Seamann (Riverside)
- HUMOROUS PROSE: Braydon Hoelsing (Wausa)
- ORAL INTERPRETATION OF DRAMA: Maverick Glathar, Ashlyn Puhalla, Larkyn Vlcek, Cael Johnson and Tyler Tegtmeyer (Pawnee City)
- POETRY: Bennett Novacek (Riverside)
- SERIOUS PROSE: Aspyn Molt (Riverside)
- PERSUASIVE: Natalie Clark (McCool Junction)
- POI: Bennett Novacek (Riverside)

### CLASS D2:

- DUET ACTING: Peyton Hofmann and Madi Zerr (High Plains)
- ENTERTAINMENT: Thomas Paxton (Stuart)
- EXTEMPORANEOUS: Ava Reikofski (Osmond)
- HUMOROUS PROSE: Taven Borchert (Lewiston)
- ORAL INTERPRETATION OF DRAMA: Peyton Hofmann, Rylee Hofmann, Madi Zerr and Garyt Lesiak (High Plains)
- POETRY: Graci Peterka (Maywood)
- SERIOUS PROSE: Rose Woepfel (Chambers)
- POI: Cheney Dishman (Callaway)

**\* District OR-1 Palmyra/Bennett band teacher John Furrow is Channel 10/11's March Golden Apple winner.**



\* **Clinton Hosick, McCook, has been recognized as the 2026 NCA-Hudl Strength & Conditioning Coach of the Year.**



\* **Tyler Legate of Pierce has been named the 2026 NCA-Hudl Wrestling Coach of the Year.**



\* **Scott Polacek, Howells-Dodge, is the 2026 NCA-Hudl Girls Basketball Coach of the Year.**



**\* Amy Arganbright, Valentine, is the 2026 NCA-Hudl Dance Coach of the Year.**



**\* Carrie Tabor, Kimball, has been named the 2026 NCA-Hudl Cheer Coach of the Year.**



**\* Several players from NRCSA-member schools have been selected to play in NCA's Senior Showcase Basketball Games. Included are:**

- GIRLS: Halle Dolliver (Malcolm), Madalyn Dolliver (Pender), Sonya Guzinski (Oakland-Craig), Jaisie Janssen (Crofton), Eden Peterson (Cross County), Clara Spargo (Dundy County Stratton), Karissa Stengel (Maywood-Hayes Center), Laren Sterup (North Bend), Halsey Thomalla (Gothenburg), Hadley Walsh (Pender)
- BOYS; Houston Billeter (Southwest), Isaac Couch (Yutan), Brody Koehler (Johnson-Brock), Carson McDonald (McCool Junction), Jack Poppe (Doniphan-Trumbull), Sawyer Smith (Ogallala)

**\* Coaches for the Nebraska Coaches Association's Senior Showcase Basketball Games to be played this summer have been announced. Coaches from NRCS-member schools are:**

- BOYS BLUE TEAM HEAD COACH: Bob Braithwait, Wallace
- BOYS BLUE TEAM ASS'T COACH: Jesse Gardner, Yutan
- BOYS RED TEAM ASS'T COACH: Ryon Nilson, Creighton
- GIRLS RED TEAM HEAD COACH: Scott Guzinski, Oakland-Craig
- GIRLS RED TEAM ASS'T COACH: Randy Eisenhauser, Elgin/Pope John
- GIRLS BLUE TEAM HEAD COACH: Jeff Thober, Shelton

**\* Each year, the NSAA and Nebraska Public Media, feature outstanding champions of the State Speech Contest in the “Best of the Best” show. This year’s feature will be on Sunday, April 26, at 2:00 p.m. CST. Selected from NRCSA-member schools are:**

- ENTERTAINMENT: Sophia Spieker (Wayne)
- HUMOROUS PROSE: Taven Borchert (Lewiston)
- UNIFIED SPEECH: Katie Hogancamp (Humphrey-Lindsay)
- INFORMATIVE: Makenna Devine (Boone Central)
- POETRY: Graci Peterka (Maywood)
- DUET ACTING: Braydon Hoelsing and Rogan Hoelsing (Wausa)
- ORAL INTERPRETATION OF DRAMA: Lathan Buesing, Mavrix Butterfield, Carter Kincheloe, Brant Miller and Carson Reiman (Gothenburg)

# MEMBER SPOTLIGHT

## *Educational Service Unit 8*



**Location(s):** Main office in Neligh, Eastern Learning Center in Norfolk, Central Learning Center in Clearwater

**Interesting Fact:** ESU 8 is based out of Neligh, NE and serves almost 7 counties, 18 districts, about 13,000 students, and has a staff of 110.

Administrator: **Corey Dahl**

Board of Education: **Tim Lambert**, President; **Dr. Wende Heckert**, Vice President; **Charles Balsiger**, Secretary; **Craig Brewster**; **Bob Chilcoat Jr.**; **Gary Arehart**; **Troy Berryman**; **Beth Gentrup**; **Randy Jochum**; **Cindy Hild**

## BOARD OF DIRECTORS



**Recognitions:**

Board Member: President Tim Lambert



Since 1987, Tim Lambert has been a cornerstone of our Board of Directors, where he is currently serves in the role as President. For almost four decades, his deeply caring and thoughtful approach helps ESU 8 through both challenges and opportunities. We are incredibly fortunate to have his steady hand and enduring commitment at the helm.

Business Manager: Elleah Wiebelhaus



Elleah Wiebelhaus is an exceptionally knowledgeable and hard-working Business Manager who brings a detail-oriented approach to every facet of her work. Her expertise is broad. Her personal knowledge of HR, business operations, or board policies is met with dedication each day. She keeps so many things going at ESU 8 and are thankful to have her on our team.

# MEMBER SPOTLIGHT

## *Wilcox-Hildreth Public Schools*



**Mascot:** Falcons

**Enrollment:** 228 students

**Location(s):** Hildreth grades 3-5 Wilcox grades PK-2, 6-12

Superintendent: **Justin Patterson**

Principal(s): **Joe Muhlbach**, Principal; **Luke Glenn**, Assistant Principal

Board of Education: **Kirk Nelson**, President; **Kert Hansen**, Vice-President; **Ryan Knaus**, Secretary; **Alan Casper**; **Teresa Carey**; **Chris Stuehm**

**Programs:**

FFA- Being a rural farming based community we have a strongly supported FFA Program. In the last 8 years we have constructed a new shop and classroom and two years ago we constructed a new greenhouse. We have 40 high school FFA members and 19 JH FFA members.



Play Production - The Wilcox-Hildreth Play Production team has maintained a consistent presence in competitive drama for more than 15 years. With a steady participation rate of 20-25 members annually, the program has built a reliable foundation for students to develop their performance skills and compete at the state level.

The program's history is marked by several notable achievements, beginning with a D1 State Championship in 2010 for their performance of "And Then There Was One." Since then, the team has qualified for the state competition multiple times: 2014, 2016, 2018, 2019, 2021, and most recently 2025.

Through steady effort and collective teamwork, the Wilcox-Hildreth team continues to be a regular participant in the Nebraska play production community.



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## Updates from Members & Other Entities

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

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



### Nebraska SMART Update

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

#### Help us tell the Nebraska SMART story

We are gathering feedback from teachers, counselors, and school leaders to tell the story of how Nebraska SMART is making a difference in classrooms like yours. Your perspective is essential and will play a critical role in demonstrating the program's value to key stakeholders.

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

Your responses will help us:

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

We especially encourage you to share specific examples or stories. These experiences are incredibly powerful in helping others understand the true impact of the program.

Thank you for all you do for your students, and for helping us tell the Nebraska SMART story.

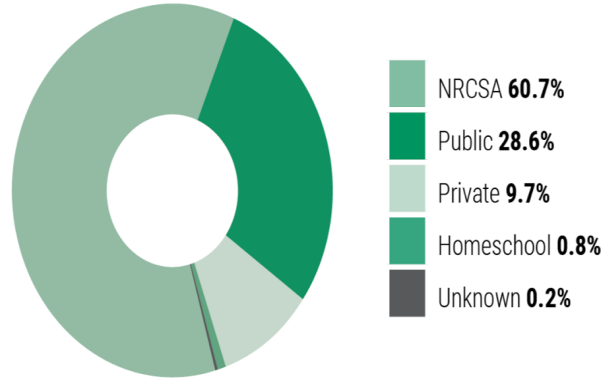
<p><b>TUTORING HOURS</b> </p> <p><b>Monday - Thursday</b> <b>3:30 to 8:30 PM CT</b></p>	<p>Tutoring sessions are available after school, in the evenings, giving students the flexibility to get help when it works best for them. Each session is customized to meet the student's needs, whether they're catching up, preparing for a test, or seeking to strengthen key skills.</p> <p><b>LAST DAY OF TUTORING: May 7</b></p> <p><b>Tutoring for Spring Semester:</b> <b>Jan. 12 – May 7</b></p>
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Nebraska SMART is helping students across the state reach their full academic potential through free, online tutoring available to all K–12 students. The program connects students with trained college tutors who provide personalized, one-on-one support in core subjects.

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

## 1,029 STUDENTS SERVED

Since February 2024, 1,029 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.

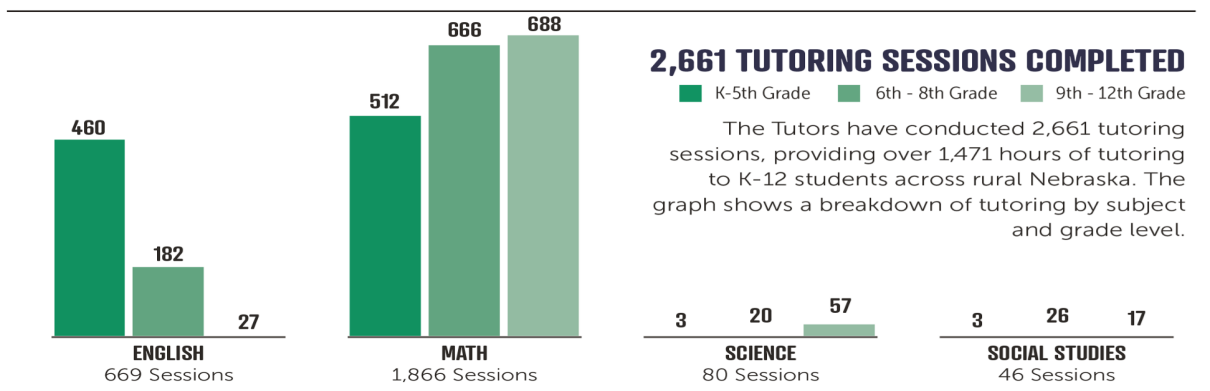


## How to Access Tutoring

To access tutoring, parents need to register their student(s) through our [website](#). After registering, parents and students can log in to schedule tutoring appointments or request on-demand tutoring with a Tutor. Students are encouraged to provide the homework or assignment for which they need help. Assignments can be uploaded to the secure classroom, sent to the Tutor in advance via message, or a picture can be taken of the assignment when connected to the Tutor in the classroom.

For NRCSA schools, Nebraska SMART offers a meaningful way to extend learning beyond the classroom without adding extra cost or staff burden. Teachers and school leaders are encouraged to share this opportunity with students and families and to remind them that free, one-on-one tutoring is just a click away. Please help promote this free service to your students and families by sharing our [flyer](#) (also available in [Spanish](#)).

Together, the Nebraska State Colleges, the Nebraska Department of Education, and NRCSA schools are making a statewide impact, helping every student build confidence, master challenging subjects, and stay on the path to success.



To learn more or help your students get started, visit [www.nscs.edu/nebraskasmart](http://www.nscs.edu/nebraskasmart) or contact Judi Yorges at [jyorges@nscs.edu](mailto: jyorges@nscs.edu).

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

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

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

### **[Strengthening Rural Communities Through Public Education](#)**

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

### **[State by State Fact Sheet](#)**

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**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](#)**

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

### **[Board Member Onboarding](#)**

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#### **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](#)**

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#### **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**

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

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

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

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet ([tmittelstet@unl.edu](mailto:tmittelstet@unl.edu)) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit ([bailey.feit@unl.edu](mailto: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.

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

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

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

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

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

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

### **[Why Rural Matters 2025](#)**

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**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](#)**

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

Book your School's Presentation

Parent Meetings or Special Events

# THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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



### Before the Season

- What do Athletes/Kids Really Want?
- Releasing Your Son/Daughter to the Experience
- Parental Red Flags



### During the Game/Event

- Modeling Appropriate Behavior
- Big Picture
- One Instructional Voice



### After the Game/Event

- Time & Space
- Confidence Building
- Relationship Building
- Six Powerful Words

#### NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508  
402-310-5472 | darin@ncacoach.org

#### Official Association Endorsements as of September 1





**Nebraska School Administrators & School Board Members,**

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

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

**Presentation Details:**

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

**Cost – Payable the Day of Presentation:**

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

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

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

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

*Darin Boysen*

Darin Boysen  
Nebraska Coaches Association

**Official Association Endorsements – as of September 1**



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

## **I. Policy Intelligence and Education News**

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

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

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

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

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

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

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

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

[NRCSA Principal Search Brochure](#)

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**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](mailto:afette@csc.edu).

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**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.

 apptegy × schoolceo

# We Take Them All

## What It Takes to Reach All in Your District

Over the years, SchoolCEO has published nearly 200 podcast episodes. While we've spotlighted many illuminating perspectives, one of the most impactful was Jamie Vollmer's "blueberry story."

Vollmer is not an educator; he's a businessman. He used to run the Great Midwestern Ice Cream Company—once lauded by People magazine as the best ice cream in America. Way back in 1988, he accepted an invitation to speak to Iowa teachers about what was wrong with schools. He came in with three assumptions: First, that schools needed to change; second, that the people inside were the problem; and third, that if they'd just run schools like businesses, everything would be fine. Those assumptions wouldn't last for long.

Fifteen minutes into Vollmer's presentation, the teachers stopped grading papers and started glaring. When he opened for questions, a 27-year veteran English teacher stood up. She asked about his ice cream ingredients—only the finest, naturally. She asked what he'd do if a shipment of blueberries arrived below his standards. "I'd send them back," Vollmer said.

"That's right. You would send them back. We can never send back our blueberries," she said.

**"We take them all—big, small, rich, poor, hungry, abused, brilliant, creative, curious, cautious, frightened, with ADHD, with English as their second language. We take them all. And that's why it's not a business. It's school."**

Ever since, Vollmer has been an advocate for public schools and the "all means all" mandate and mission, sharing his blueberry story in his speeches and workshops across the nation.

"All means all" applies to more than just students. When you promise to serve all students, your communication systems need to reach all families, all stakeholders, your broader school community, everyone.

Not just those who are ripe for engagement. But delivering on that promise takes more than just commitment—it takes the right tools.

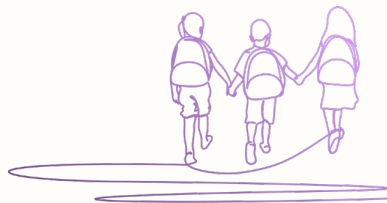
Every one of your countless stakeholders has their own challenges and realities, and they're all happening simultaneously. On any given evening, a parent might be checking their phone for schedule changes. A grandmother may be navigating your school app for the first time. A Spanish-speaking family may be running district communication through a third-party translation tool, hoping it's accurate. This is what "all means all" actually looks like in practice: simultaneous communication with stakeholders who experience your district in completely different ways.

That teacher was right—as public schools, you don't choose your students. You don't choose your families. That means you have a responsibility to communicate with all your families effectively, not just those who are easy to reach. When your communication infrastructure fails to serve everyone, it creates a two-tier system where privileged families get information effortlessly while vulnerable and disengaged families have to navigate fragmented chaos to get it.

### The Complexity Tax

Without integration, every communication tool you adopt adds to that chaos and actually reduces your reach. One vendor for your website. Another for parent notifications. A third for staff portals. A fourth for social media. A fifth for brand management. A sixth for community engagement. A seventh for board reporting. Seven logins, seven vendor relationships, seven points of failure.

Call it the complexity tax. The families who pay highest are your most vulnerable—the very "blueberries" the teacher was talking about. The grandmother can't navigate seven platforms. The hourly worker misses a notification because it went to the wrong channel. The English language learner's family keeps missing details because they were lost in translation.



Scan here to listen to our interview with Jamie Vollmer on the **SchoolCEO Podcast.**



This isn't a technology problem. It's an equity problem disguised as a technology problem. You can't send back the blueberries your community sends you—nor would you want to. So you must build infrastructure that enables you to actually reach them.

### What "All-In" Infrastructure Looks Like

Districts that work with Aptegey have made a decision that honors the blueberry principle: If they're taking all students (and they must), they need systems that reach all families. Aptegey's platform isn't yet another tool—it's a foundation for district communication that reaches all and delivers on education's inclusive mandate.

#### 🔗 All In on Reach.

Whether a facility emergency strikes at 5:52 a.m. or you want to celebrate a student success, a single administrative action lets your message reach each stakeholder group exactly as it should. You can send app notifications to connected families or make phone calls for those without smartphones. You can brief staff with role-specific instructions, send the board alerts or update your entire community. You can even provide culturally contextualized translations for multilingual households—all from one system. No family is left wondering if they missed something. No "blueberry" gets left behind because they couldn't navigate your seven-vendor maze.

#### 📣 All In on Brand.

Your brand isn't your logo; it's your values. The teacher in the blueberry story was defending a fundamental value: We serve everyone. Unified infrastructure means your communication reflects that value consistently. Every message, every channel, every stakeholder group receives information that says "You belong here"—not "Figure out our system or get left behind." Vendor sprawl and unknown logos push the very people you want close to you further away. That's why Aptegey puts your district's brand—not our own—at the center of all communication.

#### 🔒 All In on Safety.

At its heart, communication is about building trust. That's why Aptegey has always invested in best-in-class security for websites and data. In 2025, we launched AI-powered moderation that proactively keeps staff, students and families safe. Not only does this feature prevent unsafe

communication, it also saves administrators countless hours in the process.

This isn't just about choosing a vendor. It's about recognizing that mission-critical functions require mission-appropriate infrastructure. When your foundational promise is "We take them all," your communication systems must operationalize that promise every single day.

### The Question Facing Every District

Most superintendents know their communication infrastructure has gaps. They've lived the 5:52 a.m. crisis. They've watched levy information fail to reach voters. They've seen new families excluded—not by policy, but by systems that didn't engage them.

So the question isn't whether your systems have gaps. The question is: How much longer will you let your communication undermine the "we take them all" promise? Every day that your most vulnerable families struggle to navigate multiple fragmented systems, every day that privileged families receive information effortlessly by contrast, is another day "we take them all" remains aspiration rather than operational reality.

Aptegey has partnered with more than a third of all U.S. public school districts and many individual schools. We're all in on your mission: to serve every student by reaching every family, building community trust, and making sure that "all means all" is possible.

The teacher in the blueberry story was right: This isn't a business. It's school. In business, you can send back the blueberries. In public education, you take them all. And that's exactly why your communication infrastructure must be better, more sophisticated and more inclusive than any business would ever need—to reach them all.

Meet with Aptegey and see how our communications platform can help you go all in on reaching and engaging your entire community.

#### Request a Demo

Discuss a strategy for your district to reach everybody, on brand, and safely.

[aptegey.com/demo](https://aptegey.com/demo)



# Purple Ribbon Partners



### **Apptegy**

Alex Brownstein  
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CORNHUSKER  
INTERNATIONAL  
TRUCKS

### **Cornhusker International Trucks**

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### **Cheever Construction**

Doug Klute  
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# Purple Ribbon Partners



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**WILKINS**

ARCHITECTURE | DESIGN | PLANNING

## **Wilkins Architecture, Design, Planning**

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**Elementary Budget Summary**

<b>Area</b>	<b>2026-2027</b>	<b>2025-2026</b>	<b>Difference</b>	<b>Reasons for Increase/Decrease</b>
KDG	\$646.30	\$935.79	-\$289.49	
1st	\$522.49	\$517.17	\$5.32	
2nd	\$1,729.94	\$1,075.96	\$653.98	
3rd	\$506.98	\$699.62	-\$192.64	
4th	\$637.18	\$621.48	\$15.70	
5th (150)	\$487.25	\$754.33	-\$267.08	
6th (160)	\$2,737.41	\$1,503.30	\$1,234.11	cost of three sections for outdoor ed
Art (190)	\$1,170.60	\$944.54	\$226.06	
Title I (101)	\$256.70	\$224.86	\$31.84	
Reading Intervention	\$440.29	\$380.00	\$60.29	
Math Intervention	\$411.54	\$247.44	\$164.10	
Vocal Mus (197)	\$651.68	\$651.68	\$0.00	
Instr Mus (294)	\$350.00	\$350.00	\$0.00	applying for a grant outside of the general fund
PE (168)	\$1,020.07	\$953.38	\$66.69	
Science	\$300.00	\$300.00	\$0.00	
General Ed (170)	\$16,500.00	\$16,500.00	\$0.00	
Instructional Technology	\$2,000.00	\$2,000.00	\$0.00	
<b>REG ED TOTAL (1100)</b>	<b>\$30,625.13</b>	<b>\$29,599.34</b>	<b>\$1,025.79</b>	
<b>SPED (1200)</b>	<b>\$3,200.00</b>	<b>\$3,300.00</b>	<b>-\$100.00</b>	
<b>SUMMER SCHOOL (1300)</b>	<b>\$3,000.00</b>	<b>\$3,000.00</b>	<b>\$0.00</b>	
<b>PRESCHOOL (4401)</b>	<b>2236.51</b>	<b>\$2,686.72</b>	<b>-\$450.21</b>	
<b>GUIDANCE (2120)</b>	<b>\$549.38</b>	<b>\$575.00</b>	<b>-\$25.62</b>	
<b>HEALTH (2130)</b>	<b>\$7,700.00</b>	<b>\$7,700.00</b>	<b>\$0.00</b>	
<b>IMPROVEMENT OF INSTRUCTION (2210)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>INSTRUCTION AND CURRICULUM (2212)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>STAFF DEV (2213)</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>	<b>\$0.00</b>	
<b>LIBRARY (2220)</b>	<b>\$5,199.80</b>	<b>\$5,231.29</b>	<b>-\$31.49</b>	
<b>PRINCIPAL (2410)</b>	<b>\$4,250.00</b>	<b>\$4,250.00</b>	<b>\$0.00</b>	
<b>TOTAL ALL</b>	<b>\$61,760.82</b>	<b>\$61,342.35</b>	<b>\$418.47</b>	

<b>2026-20267 GRADES 7-12 BUDGET SUMMARY</b>				
<b>Area</b>	<b>2026-27</b>	<b>2025-26</b>	<b>Difference</b>	<b>Reasons for increase/decrease</b>
Agriculture	\$ 9,777.17	\$ 8,416.89	\$1,360.28	Monthly welding fuel (airgas) budget wasn't included; added AirGas monthly
Art (290)	\$ 1,508.13	\$ 969.02	\$539.11	All small things that are typical, prices just went up
Business (270)	\$ 6,404.57	\$ 4,601.99	\$1,802.58	increase in acctg software cost; Adobe subscriptions with Perkins (\$500)
English (210)	\$ 1,609.34	\$ 5,053.61	-\$3,444.27	
FCS (260)	\$ 2,401.85	\$ 2,160.12	\$241.73	
Industrial Tech (280)	\$ 2,540.44	\$ 1,458.18	\$1,082.26	last year was new teacher; limited requests
Instrumental Music (194)	\$ 2,203.45	\$ 2,057.74	\$145.71	Requesting piccolo; take from depreciation if still requested, -\$1459
Math (240)	\$ 882.58	\$ 1,834.35	-\$951.77	
PE (268)	\$ 4,673.29	\$ 4,587.78	\$85.51	will -\$380.64 (TV) and -\$156 (student shirt incentive)
Science (250)	\$ 5,418.44	\$ 4,142.93	\$1,275.51	adoption year with a few more costs
Social Studies (230)	\$ 299.00	\$ 1,211.03	-\$912.03	
Spanish (225)	\$ 1,199.99	\$ 1,000.00	\$199.99	
Vocal Music (297)	\$ 6,255.58	\$ 5,806.05	\$449.53	-999 new macbook request put on Mr. Larson's budget if available
General Education (295)	\$ 40,000.00	\$ 30,000.00	\$10,000.00	national travel, paper, diplomas, textbook, furniture, etc as needed; added \$10000 for JAG
<b>REG ED TOTAL (1100)</b>	<b>\$ 85,173.83</b>	<b>\$ 73,299.69</b>	<b>\$11,874.14</b>	the increase is \$10,000 added to this budget for JAG
<b>SPED (1200)</b>	<b>2,108.88</b>	<b>\$ 2,121.74</b>	<b>-\$12.86</b>	
<b>GUIDANCE (2120)</b>	<b>\$ 2,376.70</b>	<b>\$ 2,355.00</b>	<b>\$21.70</b>	
<b>IMPROVEMENT OF INSTRUCTION (2210)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>INSTRUCTION AND CURRICULUM (2212)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>STAFF DEV (2213)</b>	<b>\$ 5,000.00</b>	<b>\$ 5,000.00</b>	<b>\$0.00</b>	
<b>LIBRARY (2220)</b>	<b>\$ 2,893.73</b>	<b>\$ 2,494.98</b>	<b>\$398.75</b>	took out furniture request
<b>PRINCIPAL (2410)</b>	<b>\$ 4,000.00</b>	<b>\$ 4,000.00</b>	<b>\$0.00</b>	
<b>TOTAL ALL</b>	<b>\$101,553.14</b>	<b>\$89,271.41</b>	<b>\$12,281.73</b>	<b>\$11,200 of the increase is for JAG (\$10,000) and monthly AirGas charges (\$1,200)</b>

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## FIRST SET OF 2026 POLICY UPDATES

Over the past several years, the Nebraska Legislature enacted several measures that will take effect during the 2026-2027 school year. In anticipation of these changes, we are sending the first set of policy updates to give boards and administrators time to review and plan for next year. As always, please do not hesitate to contact us with any questions or concerns.

**1. Policy 1040 – Annual Report.** Neb. Rev. Stat. § 79-3305 now requires an annual “computer science and technology education status report” to the School Board. The deadline to complete the first report is December 1, 2026.

**2. Policy 3540 – Bidding Construction Projects.** Neb. Rev. Stat. § 81-3445 requires the State Board of Engineers and Architects to adjust the threshold for architects or engineers on construction projects. The Board adjusted this amount to \$144,000, which is now reflected in Policy 3540.

**3. Policy 5601 – Asthma, Anaphylaxis and Allergic Reaction Protocol.** Neb. Rev. Stat. § 79-227 requires each Board to adopt an anaphylaxis policy by July 1, 2026. The anaphylaxis policy must also be included in the Student Handbook, beginning in the 2026-2027 school year. In addition, DHHS issued a new guidance document for anaphylaxis that does not need to be adopted into Board Policy but can be shared with your staff.

**4. Policy 7050 – Bids and Contracts.** Neb. Rev. Stat. § 73-106 requires the State Board of Education to adjust the bidding threshold once every five years. The State Board adjusted this amount to \$136,000, which is now reflected in Policy 7050.

Community RelationsAnnual Report and School Improvement

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Nebraska Department of Education Rule 10. The Annual Report shall be distributed or made available to residents of the School District each year. The report shall include information required by NDE Rule 10 and applicable NDE guidance. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students.

The Superintendent shall further ensure that the School District implements a systematic on-going process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process shall focus on improving student learning and include a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals. The school improvement process shall further include the following activities at least once within each five years:

- A. Review and update of the mission and vision statements.
- B. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- C. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
- D. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- E. Evaluation of progress toward improvement goals.

The school improvement process shall further include a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations shall be provided to the Nebraska Department of Education, when appropriate. The external team visits shall be conducted at least once each five years.

At least annually, the Superintendent or designee shall provide a computer science and technology education status report to both the Board of Education and Nebraska State Department of Education. The annual report may include information about student progress on the computer science and technology courses and other relevant measures of student progress in the areas of computer science and technology education. To the extent appropriate, computer science education data may be incorporated into the District's Annual Report and considered as part of the District's ongoing school improvement planning process.

Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10  
Neb. Rev. Stat. § 79-3305

Date of Adoption: [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred thirty-six thousand dollars (\$136,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars (\$10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred forty-four thousand dollars (\$144,000), as adjusted from time to time by Section 81-3445 or other applicable law.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.*; Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

StudentsAsthma, Anaphylaxis, and Allergic Reaction Protocol

The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education.

The Superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction (including anaphylaxis) and use of an EpiPen and albuterol. These regulations and protocols shall also ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the School District's curriculum, generally beginning at 8:00 a.m. and ending at 3:30 p.m. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made in the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

The parent or guardian of a student of minority age may sign a waiver requesting that their student not receive emergency treatment under this protocol.

The Superintendent or designee shall further develop and implement protocols to address anaphylaxis and the emergency use of epinephrine at school buildings and school-sponsored activities. A school nurse or trained staff member may administer epinephrine to any individual believed to be experiencing anaphylaxis. These protocols will also address the District's response, documentation, notification, and reporting any instances of administering epinephrine. The District will continue to implement individualized health or Section 504 plans for students with known severe allergies, and nothing in this policy limits rights or accommodations under Section 504, the ADA, or the IDEA.

Legal Reference: NDE Rule 59.006  
Neb. Rev. Stat. § 79-227

Date of Adoption: [Insert Date]

New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$136,000, or such sum as adjusted pursuant to Section 73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. Sections 73-101 to 73-106

Date of Adoption: [Insert Date]

InstructionFirearm Policy

It shall be the policy of the Arlington Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm, including concealed firearms, in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event. This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or reserve officers training corp, peace officers, off duty cops, or other duly authorized law enforcement officers when on duty or training or when contracted by a school to provide school security or school event contract services. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by a non-student adult when the firearm is not loaded, is encased, and is either in a locked firearm rack that is on a motor vehicle or is in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied or otherwise fastened with no part of a firearm exposed.

Any unlawful use or possession of a firearm, including concealed firearms, as described in this policy and as described by statute shall as soon as is reasonably possible be reported to an appropriate peace officer. Nothing in this policy shall be construed to prevent the district from carrying out regular disciplinary procedures as have been adopted by the Board of Education or as otherwise authorized by law.

Legal Reference: Neb. Rev. Stat. Sec. 28-1204.04

Date of Adoption: 07/10/2023

InstructionComputerInternet Safety and Acceptable Use PolicyA. Internet Safety Policy

It is the policy of Arlington Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
  1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).

2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
  3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
  4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
  5. Users shall not copy, change, or transfer any software without permission from the network administrators.
  6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
  7. Users shall not engage in any form of vandalism of the technology resources.
  8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
  2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
  3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
  4. to engage in or promote violations of student conduct rules.
  5. to engage in illegal activity, such as gambling.
  6. in a manner contrary to copyright laws.
  7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254  
Children's Online Privacy Protection Act, 15 U.S.C. § 6501  
FCC Order adopted August 10, 2011  
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)  
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act) LB 512 (2017).

Date of Adoption: July 10, 2017; May 11, 2020



Arlington Public Schools  
Addition to Employee Code of Conduct  
*Appendix "1"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Arlington Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Arlington Public School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Arlington Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Arlington Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Arlington Public Schools, any of its employees, or any institution providing network access to Arlington Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized  
faculty designee for duration of applicable  
computer/network/Internet use.

Arlington Public Schools  
Addition to Student Code of Conduct  
*Appendix "2"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

In order to make sure that all members of Arlington Public Schools community understand and agree to these rules of conduct, Arlington Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Arlington Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Arlington Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Arlington Public Schools, any of its employees, or any institution providing network access to Arlington Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Arlington Public Schools  
Addition to Student Code of Conduct  
*Appendix "3"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of Arlington Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Arlington Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Arlington Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the Arlington Public Schools, any of its employees, or any institution providing network access to Arlington Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized  
faculty designee for duration of applicable  
computer/network/Internet use.

InstructionChronic Infectious Disease Practice and ProcedureA. Infectious Diseases

1. This policy applies to any disease not known to be spread by casual, incidental contact. Such diseases include but are not limited to AIDS and Hepatitis B.
2. The safety and health of the students and staff of Arlington Public Schools is of ultimate concern. The determination of whether an infected student or employee of the Arlington Public School System should be permitted to attend classes, participate in school activities or remain on the job will be made on a case-by-case basis.
3. In making this determination the following factors will be taken into consideration:
  - a. The behavior, neurological development and physical condition of the infected person.
  - b. The expected type of interaction with others in the school setting.
  - c. The impact on both the infected person and others in that setting.
4. The determination of whether or not an infected person remains in the school or school system will be based solely on scientific and medical evidence. Legal advice may also be sought by the district.
5. If determination of whether or not an infected person poses an imminent threat to the health and safety of the school, community or the individual's conduct presents a clear threat to the physical safety of himself/herself or others, then with respect to an infected student, Nebraska Revised Statutes Section 79-264 will be followed concerning exclusion from school. With respect to an infected certified employee of the school district, the provision of Nebraska Revised Statutes, Section 79-838 will be followed with respect to leave of absence.
6. If an infected student in grades K through 12 is not permitted to attend classes, the school will make every reasonable effort to provide the student with an adequate alternative education.

7. Any person with an infectious disease will retain the rights of confidentiality and privacy. Information and discussion with regard to the case will be limited to those who must have information to deal with the situation. If necessary, the community will be informed that an infectious disease is present in the school system and that the person will be excluded only if the situation warrants such action based upon medical and legal advice. No information will be given out about the individual, his/her medical record or about the family without written permission of the individual (adult) or parent/legal guardian of the student.

B. **Bloodborne Pathogens**

1. First aid may be rendered in situations involving the presence of blood or other potentially infectious materials (hereinafter "bloodborne pathogen situations") by the school nurse, and by such other employees as the Superintendent shall designate. All non-designated employees shall refer bloodborne pathogen situations to a designated employee, and shall not be required to personally render first aid in bloodborne pathogen situations or be disciplined for failure to personally render first aid in bloodborne pathogen situations.
2. An employee who has an employment related bloodborne pathogen exposure incident (an incident in which another person's blood or other potentially infectious material contacts the employee's eye, mouth, mucous membrane, non-intact skin, or pierced mucous membrane or skin barrier) shall promptly give notice of the incident and details of the incident to the superintendent or the superintendent's designee.
3. The Superintendent shall be authorized and required to take such action and adopt such plans as may be required to place this School District in compliance with OSHA regulations concerning bloodborne pathogens, in the event and at such time as this School District may become subject to OSHA regulation.

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

Reviewed: March 11, 2013; March 13, 2017; May 11, 2020

**CARETAKER AUTHORIZATION FOR  
ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENT**

The undersigned(s) is/are the caretaker(s), parent(s), guardian(s), or person(s) in charge of \_\_\_\_\_ (“the Student”).

It is necessary that the Student receive \_\_\_\_\_ (medication), \_\_\_\_\_ (amount of medication) at \_\_\_\_\_ (time to be administered), \_\_\_\_\_ (route), over the counter or physician-prescribed medication, during school intervals beginning on \_\_\_\_\_ (date) and continuing through \_\_\_\_\_ (date).

**CHECK ONE (1) OF THE FOLLOWING BOXES**

\_\_\_\_\_ I hereby authorize Arlington Public Schools to allow the Student to administer the above-described medication to himself/herself without monitoring or supervision by school personnel.

\_\_\_\_\_ I hereby request Arlington Public Schools, or its authorized representative, to administer the above-named medication to the Student, in accordance with the prescribing physician’s instructions, and agree to:

1. Submit this request to the principal or school nurse.
2. Make certain the Physician’s Request for the Administration of Prescription Medication by School Personnel is submitted to the principal or school nurse.
3. Make sure personally that the medication is received by the principal or school nurse and/or designed school personnel, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the medication is in is marked with the medication name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the medication to the principal or school nurse IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Provide directions to the school personnel providing the medication.
7. Provide monitoring of the medication's effects, and assume full responsibility therefore.

I understand that unlicensed school personnel may be assigned to provide medication to the Student and hereby release the School District and the Board of Education of the School District and all employees, agents, and representatives of the School District from any liability concerning the providing or non-providing of the medication to the Student. In addition, I give the school nurse permission to contact the prescriber as needed and to share medical information with appropriate school personnel.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Work Telephone Number

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Home Telephone Number

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Alternate Number for Parent

\_\_\_\_\_  
Parent/Guardian

**CARETAKER AUTHORIZATION FOR  
ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENT**

The undersigned(s) is/are the caretaker(s), parent(s), guardian(s), or person(s) in charge of \_\_\_\_\_ (“the Student”).

It is necessary that the Student receive \_\_\_\_\_ (medication), \_\_\_\_\_ (amount of medication) at \_\_\_\_\_ (time to be administered), over the counter or physician-prescribed medication, during school intervals beginning on \_\_\_\_\_ (date) and continuing through \_\_\_\_\_ (date).

**CHECK ONE (1) OF THE FOLLOWING BOXES**

\_\_\_\_\_ I hereby authorize Arlington Public Schools to allow the Student to administer the above-described medication to himself/herself without monitoring or supervision by school personnel.

\_\_\_\_\_ I hereby request Arlington Public Schools, or its authorized representative, to administer the above-named medication to the Student, in accordance with the prescribing physician’s instructions, and agree to:

1. Submit this request to the principal or school nurse.
2. Make certain the Physician’s Request for the Administration of Prescription Medication by School Personnel is submitted to the principal or school nurse.
3. Make sure personally that the medication is received by the principal or school nurse and/or county nursing services administering it, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the medication is in is marked with the medication name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the medication to the principal or school nurse IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Provide directions to the school personnel providing the medication.
7. Provide monitoring of the medication's effects, and assume full responsibility therefore.

I understand that unlicensed school personnel may be assigned to provide medication to the Student and hereby release the School District and the Board of Education of the School District and all employees, agents, and representatives of the School District from any liability concerning the providing or non-providing of the medication to the Student.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Work Telephone Number

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Home Telephone Number

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Alternate Number for Parent

\_\_\_\_\_  
Parent/Guardian

(5/11/20)

**PROVISION OF MEDICATION TO STUDENT  
PHYSICIAN'S REQUEST FOR ADMINISTRATION OF PRESCRIPTION  
MEDICATION BY SCHOOL PERSONNEL**

Date \_\_\_\_\_

\_\_\_\_\_ (Student's full name) is under my care and must take medication which I have prescribed during the school day.

Name of medication (as it appears on container in which the medication is stored) \_\_\_\_\_

Dosage and time \_\_\_\_\_

Date provision of medication is to begin \_\_\_\_\_

Date after which the medication should not be provided \_\_\_\_\_

Possible adverse reactions to be reported to physician \_\_\_\_\_

Special instructions for the provision and storage of the medication \_\_\_\_\_

\_\_\_\_\_ Medication may be self-provided by the student, and the student is competent to self-provide medication, I, or my designee(s), and the student have developed a plan for self-provision of the medication(s), the storage of the medication and a plan for reporting and supervision of self-provision of the medication(s), and deem each to be safe and appropriate, and if applicable authorize the use of hypodermic syringes and needles or similar medical items.

\_\_\_\_\_ Medication may NOT be self-provided by the student, and the student is NOT competent to self-provide medication, I, or my designee(s), have trained school personnel or approved alternative training as adequate to provide the medication, have evaluated the situation, the storage of the medication, the general administration plan and if applicable, the self-administration plan or emergency care plan, and deem each to be safe and appropriate, and if applicable authorize the use of hypodermic syringes and needles or similar medical items.

\_\_\_\_\_  
Print or Type Name of Physician

\_\_\_\_\_  
Primary Phone Number

\_\_\_\_\_  
Signature of Physician

\_\_\_\_\_  
Secondary Phone Number

**REQUEST TO PROVIDE MEDICATION DURING SCHOOL HOURS:**

Acetaminophen, Ibuprofen, Cough Drops, Other

***IMPORTANT INFORMATION FOR PARENTS/GUARDIANS:***

Your written consent is required before your child may receive these medications at school. Please complete the entire form. By signing below, you acknowledge the following:

- You have reviewed the information and agree that your child may safely take the medications in the stated dose.
- The school nurse has the responsibility of approving your child's use of these medications. In the case of a child with special health care needs, the school nurse may request authorization from your physician.
- Your child's medication may be provided by a nurse or by other school personnel determined competent to provide medication as required by Nebraska law.
- In the event your child is ill and school policies require exclusion from school, your child will still be excluded, regardless of use of medication.

---

***PARENTAL CONSENT:***

I give my permission to the Arlington Public Schools to administer the following medications to

\_\_\_\_\_ according to approved guidelines (check if approved)  
(child's name/names)

Acetaminophen ("Tylenol")     Ibuprofen ("Motrin")     Cough Drops

Reason for use: As needed or specify other. \_\_\_\_\_

**Please complete the following:**

My child  has  has not taken acetaminophen before, without problem.

My child  has  has not taken ibuprofen before, without problem.

Please notify me that day if my child takes any medication. \_\_\_\_\_

My child  is  is not taking other medications at this time (please list). \_\_\_\_\_

**It is the parent's responsibility to notify the school if your child has taken any of these medications prior to coming to school.**

---

Special instructions concerning my child: \_\_\_\_\_

---

Signature of Parent/Guardian

---

Date

(5/11/20)

**RECORD OF THE PROVISION OF PRESCRIPTION MEDICATION**

Parent's Phone # \_\_\_\_\_  
 Name of Student \_\_\_\_\_ Grade \_\_\_\_\_  
 Medication \_\_\_\_\_ Date to Begin \_\_\_\_\_ Date to End \_\_\_\_\_  
 Dosage \_\_\_\_\_ Time \_\_\_\_\_  
 Doctor \_\_\_\_\_ Phone #1 \_\_\_\_\_ Phone #2 \_\_\_\_\_  
 Possible Adverse Reaction: \_\_\_\_\_

Person(s) Authorized to Administer Medications: \_\_\_\_\_

Date Provided	Time Provided	Medication Name	Dosage Provided	Route	Refused Medication	Signature of Employee Providing Medication

InstructionDispensing Medications

The administration of medication at school is strongly discouraged except when necessary for the student's health or education. The dosage intervals of many medications can be adjusted so the times for taking the medication come outside school hours. When possible, interval adjustment should be considered before administering medication at school. All medications administered by school district personnel shall be administered in accordance with the Medication Aide Act.

- A. Authorizations for Prescription Medications. Prescription medications which must be administered during school hours may be administered when the following are on file at school:
1. Physician's Authorization: A physician's signed, dated authorization including name of the medication, dosage, administration route, time to be given at school, and reason child is receiving the medication.
  2. Caretaker's Authorization: A caretaker's signed and dated authorization or permission to administer the medication during school. (Note: All references to "caretaker" in this policy shall mean a parent, foster parent, family member, or legal guardian who provides care for the student for whom medication is to be administered. The laws include a "friend" as a caretaker, but the school will not ordinarily recognize such an individual as a "caretaker" for the purposes of medication administration).
  3. Original Packaging: The medication is in its original packaging and is labeled as dispensed by the prescriber or pharmacist. The label must name the child and identify the medication, strength, time interval and route to be administered. Two labeled containers may be requested: one for home and one for school. If needed, the physician may be contacted for clarification on medication administration.
- B. Authorizations for Non-Prescription Medications. If a student must take non-prescription medication during school, procedures 2 and 3 above are to be followed before administration.
- C. Renewal of Authorizations. Medication authorizations must be renewed annually and updated immediately as changes occur.
- D. Documentation of Administration of Medication. The school district shall keep and maintain accurate medication administration records. A record of each dose of medication administered shall be documented reflecting the student's name, and the name of the medication, date, time, dosage, route, the signature and title of the person administering the medication and any unusual observations, and any refusal by the recipient to take and/or receive the medication. Medication documentation shall be kept confidential in accordance with the policies and practices concerning student records, provided that medication

administration records shall be available to the Department of Education and the Department of Health and Human Services Regulation and Licensure for inspection and copying according to the Family Education Rights and Privacy Act (FERPA) requirements. Such medication administration records shall be maintained for not less than two (2) years.

- E. Storage of Medications. Medication shall be stored in a locked or otherwise secure area in accordance with the manufacturer's or dispensing pharmacist's instructions or temperature, light, humidity, or other storage instructions. Only authorized school personnel who are designated by the administration of the school district for administration of medications shall have access to the medications. The school nurse shall establish procedures for monitoring the storage and handling of medication, the medication's expiration date, and the disposal of medication.
- F. Receipt and Disposal of Medications. Medication shall be delivered to school personnel and picked up by the parent. When medication is received, the amount received should be documented. Medication which is either past the expiration date or not claimed by the parent by the end of the school year shall be destroyed. Procedures for destroying medication shall include witness and documentation.
- G. Administration of Medication by School Personnel.
1. Administration of Medication: Administration of medication includes, but is not limited to:
    - a. Providing medications for another person according to the "five rights" (getting the right drug to the right recipient in the right dosage by the right route at the right time);
    - b. Recording medication provision; and
    - c. Observing, monitoring, reporting, and otherwise taking appropriate actions regarding desired affects, side effects, interactions, and contraindications associated with the medication.
  2. Authorized School Personnel: Administration of medication shall only be done by the following school personnel:
    - a. Health Care Professionals (School Nurses). This means an individual who holds a current license from the Department of Health and Human Services Regulation and Licensure for whom administration of medication is included in the scope of practice. For purposes of this Policy, such individuals are referred to as "school nurses."
    - b. Medication Competent Staff. This means a staff member of the school who has been determined to be competent to administer medication by: (i) a recipient with capability and capacity to make an informed decision about medications (at a minimum, the recipient must be age 19 or older), (ii) a caretaker for the student, or (iii) by the school nurse.

- (1) Determination of Competency by School Nurse: A staff member may be determined to be competent by a school nurse to administer medication where the staff member:
  - (i) passes a competency assessment every 3 years
  - (ii) that demonstrates the staff member can follow the minimal competencies
  - (iii) to the satisfaction of the school nurse (school nurses are the school district's designated health care professionals).

Training is not required. The school nurse shall, however, provide such training as the school nurse determines in the exercise of professional judgment to be appropriate given the experience level of the staff member and the anticipated medication administration for which the staff member will be responsible.

- (2) Competency Certificate: Upon successful completion of the competency assessment, the school nurse shall give the Principal and the medication competent staff member written documentation of successful completion of competency assessment. The documentation may be by letter, certificate, or other written memoranda and shall include: the name of the school staff member who successfully completed the competency assessment; the date the competency assessment was conducted; and, the name, profession, and license number of the school nurse who conducted the competency assessment.
- (3) Maintain Records of Assessments: The school shall maintain written documentation of successful completion of competency assessments, identification of the individual providing direction and monitoring, and acceptance of the responsibility for direction and monitoring for a minimum of two (2) years.
- (4) Direction and Monitoring: A medication competent staff member is to be subject to direction and monitoring, which involves responsibility for observing and taking appropriate action regarding any desired effects, side effects, interactions, and contraindications associated with the medication. Direction and monitoring is to be done by a recipient with capability and capacity to make an informed decision about medications, a caretaker, or the school nurse. The school nurse is identified as a person being responsible for direction and monitoring and for each medication competent staff member is to accept responsibility for direction and monitoring of medication competent staff member in writing.
- (5) Errors. Medication competent staff members are to promptly report any medication errors or concerns to the school nurse.

3. Minimum Competencies:

The minimum competencies to be demonstrated by medication competent staff and to be implemented in practice by all school personnel engaged in medication administration are:

- (1) Maintaining confidentiality.
- (2) Complying with a competent recipient's right to refuse to take medication and, in the case of a non-competent, recognize the requirement to seek advice and consultation with the physician, physician's designee, or caretaker of the student providing direction and monitoring regarding the procedures and persuasive methods to be used to encourage compliance with medication provision. Recognizing that persuasive methods should not include anything that causes injury to the recipient.
- (3) Maintaining hygiene and current accepted standards for infection control.
- (4) Documenting accurately and completely.
- (5) Safely providing medications according to the "five rights" ("five rights" means getting the right drug to the right recipient in the right dosage by the right route at the right time).
- (6) Having the ability to understand and follow instructions.
- (7) Practicing safety in application of procedures for storage, handling and administration of medications.
- (8) Complying with limitations and conditions under which school personnel may provide medications.
- (9) Having an awareness of abuse and neglect reporting requirements.
- (10) Recognizing general unsafe conditions indicating that the medication should not be provided including change in consistency or color of the medication, unlabeled medication or illegible medication label, and those medications that have expired.
- (11) Recognizing that unsafe conditions should be reported to the caretaker, physician or physician's designee for direction and monitoring thereof.
- (12) Recognizing general conditions which may indicate an adverse reaction to medication such as rashes/hives, and general changes in recipient's condition which may indicate inability to receive medications, and that all such conditions shall be reported to the caretaker, physician or physician's designee responsible for providing direction and monitoring.

4. Routes of Medication Administered by School Personnel:

- a. Routine Medication via Oral, Inhalation, Topical, and Instillation Routes: School nurses and medication competent staff may provide routine medications (meaning the frequency of administration, amount, strength, and method are specifically fixed) by the following routes:

- (1) Oral, which includes any medication given by mouth including sublingual (placing under the tongue) and buccal (placing between the cheek and gum) routes and oral sprays;

- (2) Inhalation, which includes inhalers, and nebulizers. Oxygen may be given by inhalation;
    - (3) Topical application of sprays, creams, ointments, and lotions and transdermal patches; and
    - (4) Instillation by drops, ointments, and sprays into the eyes, ears, and nose.
  - b. Administration of Medication via Additional Routes, PRN Medication, and Observing and Reporting: School nurses and medication competent staff may provide medication by additional routes not listed in subparagraph “a” above (“additional routes”), provide PRN medication (PRN medication means an administration scheme in which a medication is not routine, is taken as needed, and requires assessment for need and effectiveness), or participate in observing and reporting for monitoring medications only under the following conditions:
    - (1) In the case of a medication competent staff member, a determination has been made by the school nurse or by the student’s physician or duly licensed health care professional that that these activities can be done safely for the specified recipient by the medication competent staff member and the determination is placed in writing.
    - (2) Directions for additional routes must be for recipient specific procedures and must be in writing.
    - (3) Directions for PRN medication must be in writing and include parameters for provision of PRN medication.
    - (4) Directions for observing and reporting for monitoring medication must be in writing and include the parameters for the observation and reporting.
    - (5) School personnel administering the medication shall comply with the written directions.
  - c. Injections: School nurses will ordinarily be responsible for medications that must be provided or administered by injection. A medication competent staff member will not ordinarily administer medications by injection without specific training on injection administration. Students may be authorized to self-administer medication as hereafter provided.
5. Refusal to Administer Medication: School personnel may refuse to give a medication at school if after a reasonable and prudent research by a school health care professional as set forth in subparagraph "e" below, a decision has been made that the dosage prescribed exceeds that which is recommended in the Physician's Desk Reference, Mosby’s Nursing Drug Reference, the most recent edition of the Nursing Drug Handbook, or other pharmaceutical manuals handbook; or when a drug or substance is not currently approved by the FDA. When school personnel

refuse to carry out a request to administer medication, the following procedure shall be followed:

- a. Notify the nursing supervisor who will notify Superintendent.
- b. Notify attending physician by phone with follow-up in writing:
  - (1) State concern for dosage or particular medication, etc.
  - (2) Make every attempt to work out a suitable solution - Example: Change of time of administration, change of dosage, change of medication;
  - (3) Follow-up in writing.
- c. Meet with parents:
  - (1) State concern for dosage or medication;
  - (2) Offer alternatives - Example: Change of time so as not to be given during school hours.
- d. Consult with Nebraska State Board of Health for current procedures regarding refusal to follow written physician's orders.
- e. Research by health care professional:
  - (1) Collect research articles from professional journals, organizations, etc.;
  - (2) Contact other physicians requesting their professional opinions and ask them to review current research;
  - (3) Contact state licensing boards and school nurse consultant;
  - (4) Consult with district's legal counsel;
  - (5) Assemble all data for review;
  - (6) Present data to review team organized by the Superintendent;
  - (7) Decision rendered and implemented;
  - (8) Parents and physician contacted in writing; and
  - (9) Alter and update policies and procedures as needed.

Legal Reference: Neb. Rev. Stat. §§ 71-6718 to 71-6742; NDE Rule 59

Date of Adoption: May 11, 2015

Reviewed: March 13, 2017; May 11, 2020

**CARETAKER AUTHORIZATION FOR  
ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENT**

The undersigned(s) is/are the caretaker(s), parent(s), guardian(s), or person(s) in charge of \_\_\_\_\_ (“the Student”).

It is necessary that the Student receive \_\_\_\_\_ (medication), \_\_\_\_\_ (amount of medication) at \_\_\_\_\_ (time to be administered), over the counter or physician-prescribed medication, during school intervals beginning on \_\_\_\_\_ (date) and continuing through \_\_\_\_\_ (date).

**CHECK ONE (1) OF THE FOLLOWING BOXES**

\_\_\_\_\_ I hereby authorize Arlington Public Schools to allow the Student to administer the above-described medication to himself/herself without monitoring or supervision by school personnel.

\_\_\_\_\_ I hereby request Arlington Public Schools, or its authorized representative, to administer the above-named medication to the Student, in accordance with the prescribing physician’s instructions, and agree to:

1. Submit this request to the principal or school nurse.
2. Make certain the Physician’s Request for the Administration of Prescription Medication by School Personnel is submitted to the principal or school nurse.
3. Make sure personally that the medication is received by the principal or school nurse and/or county nursing services administering it, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the medication is in is marked with the medication name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the medication to the principal or school nurse IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Provide directions to the school personnel providing the medication.
7. Provide monitoring of the medication's effects, and assume full responsibility therefore.

I understand that unlicensed school personnel may be assigned to provide medication to the Student and hereby release the School District and the Board of Education of the School District and all employees, agents, and representatives of the School District from any liability concerning the providing or non-providing of the medication to the Student.

DATED this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Work Telephone Number

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Home Telephone Number

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Alternate Number for Parent

\_\_\_\_\_  
Parent/Guardian

**PROVISION OF MEDICATION TO STUDENT  
PHYSICIAN'S REQUEST FOR ADMINISTRATION OF PRESCRIPTION  
MEDICATION BY SCHOOL PERSONNEL**

Date \_\_\_\_\_

\_\_\_\_\_ (Student's full name) is under my care and must take medication which I have prescribed during the school day.

Name of medication (as it appears on container in which the medication is stored) \_\_\_\_\_

Dosage and time \_\_\_\_\_

Date provision of medication is to begin \_\_\_\_\_

Date after which the medication should not be provided \_\_\_\_\_

Possible adverse reactions to be reported to physician \_\_\_\_\_

Special instructions for the provision and storage of the medication \_\_\_\_\_

\_\_\_\_\_ Medication may be self-provided by the student, and the student is competent to self-provide medication, I, or my designee(s), and the student have developed a plan for self-provision of the medication(s), the storage of the medication and a plan for reporting and supervision of self-provision of the medication(s), and deem each to be safe and appropriate, and if applicable authorize the use of hypodermic syringes and needles or similar medical items.

\_\_\_\_\_ Medication may NOT be self-provided by the student, and the student is NOT competent to self-provide medication, I, or my designee(s), have trained school personnel or approved alternative training as adequate to provide the medication, have evaluated the situation, the storage of the medication, the general administration plan and if applicable, the self-administration plan or emergency care plan, and deem each to be safe and appropriate, and if applicable authorize the use of hypodermic syringes and needles or similar medical items.

\_\_\_\_\_  
Print or Type Name of Physician

\_\_\_\_\_  
Primary Phone Number

\_\_\_\_\_  
Signature of Physician

\_\_\_\_\_  
Secondary Phone Number

**REQUEST TO PROVIDE MEDICATION DURING SCHOOL HOURS:**

Acetaminophen, Ibuprofen, Cough Drops, Other

***IMPORTANT INFORMATION FOR PARENTS/GUARDIANS:***

Your written consent is required before your child may receive these medications at school. Please complete the entire form. By signing below, you acknowledge the following:

- You have reviewed the information and agree that your child may safely take the medications in the stated dose.
- The school nurse has the responsibility of approving your child’s use of these medications. In the case of a child with special health care needs, the school nurse may request authorization from your physician.
- Your child’s medication may be provided by a nurse or by other school personnel determined competent to provide medication as required by Nebraska law.
- In the event your child is ill and school policies require exclusion from school, your child will still be excluded, regardless of use of medication.

***PARENTAL CONSENT:***

I give my permission to the Arlington Public Schools to administer the following medications to

\_\_\_\_\_ according to approved guidelines (check if approved)  
(child’s name/names)

Acetaminophen (“Tylenol”)     Ibuprofen (“Motrin”)     Cough Drops

Reason for use: As needed or specify other. \_\_\_\_\_

**Please complete the following:**

My child  has  has not taken acetaminophen before, without problem.

My child  has  has not taken ibuprofen before, without problem.

Please notify me that day if my child takes any medication. \_\_\_\_\_

My child  is  is not taking other medications at this time (please list). \_\_\_\_\_

**It is the parent’s responsibility to notify the school if your child has taken any of these medications prior to coming to school.**

Special instructions concerning my child: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**RECORD OF THE PROVISION OF PRESCRIPTION MEDICATION**

Parent's Phone # \_\_\_\_\_  
 Name of Student \_\_\_\_\_ Grade \_\_\_\_\_  
 Medication \_\_\_\_\_ Date to Begin \_\_\_\_\_ Date to End \_\_\_\_\_  
 Dosage \_\_\_\_\_ Time \_\_\_\_\_  
 Doctor \_\_\_\_\_ Phone #1 \_\_\_\_\_ Phone #2 \_\_\_\_\_  
 Possible Adverse Reaction: \_\_\_\_\_

Person(s) Authorized to Administer Medications: \_\_\_\_\_

Date Provided	Time Provided	Medication Name	Dosage Provided	Route	Refused Medication	Signature of Employee Providing Medication

Instruction

## Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions upon:

- (1) written request of the student's parent or guardian;
- (2) authorization of the student's physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition;
- (3) receipt of a signed no liability statement from the parent or guardian; and
- (4) development of an asthma or anaphylaxis or a diabetes medical management plan for the student.

Students with such a medical management plan may possess the necessary medication to manage their medical condition under the conditions established in the plan and not be subject to discipline for such possession. Provided that, if the student uses or allows the medication to be used for any reason other than as prescribed or as provided in the plan or possesses the medication other than as provided in the plan the student shall be subject to discipline in accordance with the student conduct and drug-free school policies.

Legal Reference: Neb. Rev. Stat. §§ 79-224 and 79-225

Date of Adoption: December 12, 2016

Reviewed: March 13, 2017; May 11, 2020

**ARLINGTON PUBLIC SCHOOLS' SELF-MANAGEMENT OF ASTHMA  
& SEVERE ALLERGY (ANAPHYLAXIS) AT SCHOOL  
CONSENT/RELEASE FORM**

**Parental consent/release in writing is required annually and must be accompanied by:**

- **Signed physician authorization for self-management of asthma/anaphylaxis at school.**
- **Current written 'Student Asthma/Allergy Action Plan'. The school can provide a form for your use.**
- **We strongly recommend you allow us to keep an extra supply of your child's medication at school.**

**PARENT/GUARDIAN: By signing below, you acknowledge the following:**

1. You are requesting that your student be allowed to self-manage his or her asthma or allergy condition at school.
2. You have confidence that your student has the knowledge and skills needed to self-manage his or her asthma or allergy condition at school.
3. You understand that you are not required to make this request on behalf of your child. Your child may utilize the health office for asthma and allergy cares. Your child may request assistance from qualified school health personnel at any time during the school day.
4. If your student injures school personnel or another student as a result of misuse of asthma or allergy supplies, you shall be responsible for any and all cost associated with such injury.
5. The school and its employees are not liable for any injury or death arising from a student's self-management of his or her asthma or allergy condition.
6. You will indemnify and hold harmless the school and its employees and agents against any claim arising from a student's self-management of his or her asthma or allergy.

\_\_\_\_\_  
Parent/Guardian Printed Name

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

---

*THIS PORTION RECOMMENDED, NOT REQUIRED*

**STUDENT: By signing below, you agree that you understand:**

1. You must not share, or allow another student to handle, your medications or supplies.
2. You will notify the school nurse or other designated adult when you have used your medication.
3. If you don't feel better after using your medication, you will seek help from school personnel.

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

**ARLINGTON PUBLIC SCHOOLS**  
**STUDENT ASTHMA/ALLERGY ACTION PLAN**  
 (This Page To Be Completed by Health Care Provider)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (MONTH) (DAY) (YEAR)

- Exercise Pre-Treatment:** Administrator inhaler (**2 inhalations**) 15-30 minutes prior to exercise. (e.g. PE, recess, etc.)
- Albuterol HFA inhaler (Proventil, Ventolin, ProAir)  Use inhaler with valved holding chamber  
 Levalbuterol (Xopenex HFA)  Other: \_\_\_\_\_  
 Pirbuterol inhaler (Maxair)

**ASTHMA TREATMENT**

Give **quick relief medication** when student has asthma symptoms, such as coughing, wheezing or tight chest.

Albuterol HFA (Proventil, Ventolin, ProAir) **2 inhalations**  
 Levalbuterol (Xopenex HFA) **2 inhalations**  
 Pirbuterol (Maxair) **2 inhalations**  
 Use inhaler with valved holding chamber  
 Albuterol inhaled **by nebulizer** Proventil, Ventolin, AccuNeb)  
 .63 mg/3 mL  
 1.25 mg/3 mL  
 2.5 mg/3 mL

Levalbuterol inhaled **by nebulizer** (Xopenex)  
 0.31 mg/3 mL  
 0.63 mg/3 mL  
 1.25 mg/3 mL

May carry and self-administer inhaler (MDI)  
 Other: \_\_\_\_\_

**Closely Watch the Student after Giving Quick Relief Medication**

**If, after 10 minutes:**

- Symptoms are better, student may return to classroom after notifying parent/guardian
- Symptoms are not better, give the treatment again and notify parent/guardian right away
- **If student continues to get worse, CALL 911 and use the Nebraska Schools' Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol)**

**ANAPHYLAXIS TREATMENT**

Give **epinephrine** when student has allergy symptoms, such as hives, hard to breathe (chest or neck "sucking in"), lips or fingernails turning blue, or trouble talking (shortness of breath).

Epi Pen® 0.3 mg  
 EpiPen®Jr. 0.15 mg  
 Auvi-Q™ 0.3 mg  
 Auvi-Q™ 0.15 mg  
 Adrenaclick® 0.3 mg  
 Adrenaclick® 0.15 mg

May carry and self-administer epinephrine auto-injector

Use epinephrine auto-injector immediately upon exposure to known allergen.

If symptoms do not improve or they return, epinephrine can be repeated after 5 minutes or more.

*Lay person flat on back and raise legs. If vomiting or having difficulty breathing, let them lie on their side.*

**CALL 911 After Giving Epinephrine and Closely Watch The Student**

- Notify parent/guardian immediately
- **Even if student gets better, the student should be watched for more symptoms of anaphylaxis in an emergency room**
- **If student does not get better or continues to get worse, use the Nebraska Schools' Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol)**

- This student has a medical history of asthma and/or anaphylaxis and the use of the above-listed medication(s) has been reviewed by the HCP. If medications are self-administered, the school staff **must** be notified.

**Additional Information:** (i.e. asthma triggers, allergens) \_\_\_\_\_

**Health Care Provider Name:** (please print) \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Health Care Provider Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed by School Nurse/Nurse Designee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ARLINGTON PUBLIC SCHOOLS'**  
**STUDENT ASTHMA/ALLERGY ACTION PLAN**

(This Page To Be Completed by Parent/Guardian)

**Student Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Homeroom Teacher:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_ **Phone ( )** \_\_\_\_\_ **( )** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_ **Phone ( )** \_\_\_\_\_ **( )** \_\_\_\_\_

**Emergency Contact:** \_\_\_\_\_ **Phone ( )** \_\_\_\_\_ **( )** \_\_\_\_\_

**Known Asthma Triggers:** Please check the boxes to identify what can cause an asthma episode for your student.

<input type="checkbox"/> Exercise <input type="checkbox"/> Respiratory/Viral Infections <input type="checkbox"/> Odors/Fumes/Smoke <input type="checkbox"/> Mold/Mildew <input type="checkbox"/> Pollens <input type="checkbox"/> Animals/Dander	<input type="checkbox"/> Dust/Dust Mites <input type="checkbox"/> Grasses/Trees <input type="checkbox"/> Temperature/Weather-Humidity, Cold Air, etc., <input type="checkbox"/> Pesticides <input type="checkbox"/> Food-Please list below.	<input type="checkbox"/> Others-please list: _____ _____ _____ _____ _____
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**Known Allergy/Intolerance:** Please check those which apply and describe what happens when your child eats or comes into contact with the allergen.

- Peanuts \_\_\_\_\_
- Tree Nuts \_\_\_\_\_
- Fish/Shellfish \_\_\_\_\_
- Eggs \_\_\_\_\_
- Soy \_\_\_\_\_
- Wheat \_\_\_\_\_
- Milk \_\_\_\_\_
- Medication \_\_\_\_\_
- Latex \_\_\_\_\_
- Insect Stings \_\_\_\_\_
- Other \_\_\_\_\_

**Notice:** If your child has been prescribed epinephrine (such as an EpiPen®) for an allergy, you must provide epinephrine at school. If your student needs a special diet to limit or avoid foods, your doctor will need to complete the form "Medical Statement Form to Request Special Meals and/or Accommodations" which can be found on the website-www.airenebraska.org

**Daily Medicines:** Please list daily medicines used at home and/or to be given at school.

Medicine Name	Amount/Dose	When does it need to given?
_____	_____	_____
_____	_____	_____

**I understand that all medicines to be given at school must be provided by the parent/guardian.**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Reviewed by School Nurse/Nurse Designee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DIABETES  
MEDICAL MANAGEMENT PLAN  
FOR STUDENT SELF-MANAGEMENT OF HEALTH CONDITION**

**STEP 1  
PARENT OR GUARDIAN REQUEST TO ALLOW STUDENT  
TO SELF-MANAGE HEALTH CONDITION AT SCHOOL**

\_\_\_\_\_ (“the Student”) has diabetes. I/we hereby request that  
Arlington Public Schools allow the Student to self-manage the Student’s diabetes.

DATED this \_\_\_\_ day of \_\_\_\_\_, 200\_.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Parent/Guardian

**Contact Information**

Home Telephone #s		
Work Telephone #s		
Cell Phone #s		
Emergency Contact	Name:	#:

**STEP 2  
PHYSICIAN’S AUTHORIZATION FOR STUDENT  
TO SELF-MANAGE HEALTH CONDITION AT SCHOOL**

I am the Student’s Physician. The Student has diabetes. I authorize the Student to self-manage the health condition at school in accordance with a medical management plan to be developed for the Student.

DATED this \_\_\_\_ day of \_\_\_\_\_, 200\_.

\_\_\_\_\_  
Print or Type

\_\_\_\_\_  
Primary Phone Number

\_\_\_\_\_  
Signature of Physician

\_\_\_\_\_  
Secondary Phone Number

**STEP 3  
MEDICAL MANAGEMENT PLAN**

**“Health Condition” for purposes of this Plan means Diabetes.**

**A. Health care services the Student may receive at school relating to Student’s Health Condition.**

1. Standard health services available to all students.
2. Storage of backup diabetes medication supplies.
3. Individual Health Plan (IHP) for diabetes management, which may include recording of student self-administration reports.

**B. Evaluation of the Student’s understanding of and ability to self-manage Student’s Health Condition.**

The parents/guardians and the Physician certify that the Student has a sufficient level of understanding and ability to self-manage the Student’s Health Condition under the following conditions:

1. Access to Medication. Given the Student’s understanding and ability the must be:
  - Stored in the health office.
  - Stored in the health office, except the Student may have the medication in the Student’s possession at times when the health office is not accessible (e.g., when the Student is out of the school on field trips or participating in extracurricular activities).
  - In the possession of the student.
  
2. Self-Administration Given the Student’s understanding and ability the Student will be allowed to self-administer diabetes medication:
  - Only under the supervision of the school nurse or a school staff member.
  - Only under the supervision of the school nurse or a school staff member, except the Student may self-administer at times when the health office is not accessible (e.g., when the Student is out of the school on field trips or participating in extracurricular activities)
  - Independently and without supervision, as the Student has had had training and is proficient in self-administering medication.

**C. It is agreed that this Plan permits regular monitoring of Student’s self-management of Student’s Health Condition by an appropriately credentialed health care professional.**

**D. Medication Prescribed for Student’s Health Condition:**

Diabetes medication(s) prescribed for the Student:

Name	Purpose	Dosage	Time or Conditions When Medication is to Administered

Date after which the medication should not be administered or possessed by Student:

Possible adverse reactions to be reported to physician \_\_\_\_\_

Special instructions for the provision the medication \_\_\_\_\_

**E. Procedures for storage and access to backup supplies of such prescription medication for Student's Health Condition.**

1. The Student, when permitted to be in possession of medication, will only have the dosage of medication that might be needed on one school day.
2. The school will store any backup supply needed in accordance with its medication storage procedures.
3. The student may have access to the backup supply when necessary by requesting such from the health office.

**F. Signatures and No Liability Statement.**

**PARENT OR GUARDIAN AUTHORIZATION AND APPROVAL  
AND LIABILITY WAIVER**

The parents or guardians of the Student hereby accept and agree to this Medical Management Plan. It is specifically understood that the Guidelines for Diabetes Medical Management Plan are incorporated into and are a part of this Plan.

The parents or guardians understand and agree that if the Student injures school personnel or another student as the result of the misuse of necessary diabetes medical supplies, the parent or guardian of the Student shall be responsible for any and all costs associated with such injury. The parents or guardians acknowledge that (a) the school and its employees and agents are not liable for any injury or death arising from the Student's self-management of the Student's Health Condition and the parents or guardians release same from any such claims and (b) the parents or guardians shall and do hereby agree to indemnify and hold harmless the school and its employees and agents against any claim arising from the Student's self-management of Student's Health Condition. This release, indemnification and hold harmless agreement shall take effect immediately and shall stay in effect for as long as the Student is provided permission to self-administer medication.

DATED this \_\_\_\_ day of \_\_\_\_\_, 200\_.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Parent/Guardian

**STUDENT AGREEMENT**

I will use the prescription diabetes only as prescribed and as permitted by the Plan, will do so discreetly as possible, will not share it with others, and when I am in possession of the medication I will keep it concealed from others. I have been instructed how to self-administer this medication and understand the side effects of improper use and will promptly report self-administration and follow the Guidelines. I understand that if I do not abide by these terms, I may be disciplined and that this Plan will be re-evaluated. I disclaim all liability of the school or its employees as it relates to this Plan and my use of the medication.

DATED this \_\_\_\_ day of \_\_\_\_\_, 200\_.

\_\_\_\_\_  
Student

**PHYSICIAN AUTHORIZATION AND APPROVAL**

I am the Student’s Physician. The Student has the ability to safely and responsibly self-manage the Student’s Health Condition in accordance with this Diabetes Medical Management Plan. I approve the Plan and authorize the Student to self-manage the Student’s Health Condition at school in accordance with the Plan.

DATED this \_\_\_\_ day of \_\_\_\_\_, 200\_.

\_\_\_\_\_  
Print or Type

\_\_\_\_\_  
Primary Phone Number

\_\_\_\_\_  
Signature of Physician

\_\_\_\_\_  
Secondary Phone Number

**SCHOOL NURSE APPROVAL OF  
DIABETES MEDICAL MANAGEMENT PLAN**

This Plan is \_\_\_ approved \_\_\_ not approved.

DATED this \_\_\_\_ day of \_\_\_\_\_, 200\_.

\_\_\_\_\_  
School Nurse or School Nurse’s Designee

**GUIDELINES FOR  
DIABETES MEDICAL MANAGEMENT PLAN**

**Term of Plan:** The plan is effective immediately. It must be renewed and considered for approval an annual basis.

**Medications:** The parents or guardians are responsible for supplying any and all medications required under the Plan; the school is not responsible for providing the medications. Medications to be used by the Student under this Plan must be furnished in a current original container from the pharmacy with the student's name, the name of the medication, strength and the dosage to be given. If the prescribed medication, dosage or time of medication changes, the parents or guardians must promptly submit to the school nurse or designee the new prescription. Any non prescription medication must be furnished in the original container from the manufacturer.

**Disposal of Medical Supplies:** The student shall be responsible for proper disposal of used syringes and other medical supplies. Used syringes and blood borne pathogen materials shall be immediately placed in a safe receptacle and then delivered to the school health office for proper disposal.

**Consultations:** The school may consult with a registered nurse or other health care professional employed by such school during development of the plan.

**Permitted Self-Management:** Pursuant to the Diabetes Medical Management Plan the Student shall be permitted to self-manage the Student’s diabetes condition in the classroom or any part of the school or on school grounds, during any school-related activity, or in any private location specified in the plan.

**Student Reports of Self-Administration:** The Student is not required to report to the school when the Student has self-administered prescription diabetes medication pursuant to the Plan. However, as part of an IHP, the school nurse or the school nurse’s designee will record reports of self-administration made by the student so the parents and the school will have a record of medication use.

**Responses to Student Misuse:** The possession of medications by Students is a violation of the school's drug and student conduct policies and may result in an expulsion from school. To the extent this Diabetes Medical Management Plan permits the Student to be in possession of medications, the Plan allows the Student an exception to the school drug and student conduct policies. However, this exception only extends to the extent provided in the Plan. In the event the Student uses his or her prescription diabetes medication other than as prescribed, or possesses medication other than as permitted by the Plan, the Student is subject to disciplinary action by the school, up to and including an expulsion. The school will promptly notify the parent or guardian of any disciplinary action imposed. The disciplinary action will not include a limitation or restriction on the student's access to such medication; however, it is agreed that in the event of any such misuse an re-evaluation of the Student's understanding of and ability to self-manage Student's Health Condition and may result in a modification or termination of this Plan. The school may prohibit the Student from possessing the necessary medical supplies to self-manage the Student's diabetic condition or place other necessary and appropriate restrictions or conditions on the Student's self-management of the Student's diabetic condition if the school determines that the student has endangered himself, herself, or others through the misuse or threatened misuse of such medical supplies.

**Sharing Plan:** It is agreed that this Diabetes Medical Management Plan may be shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the Student's person so the Student is not reported for a violation of the school's drug policies). The school officials who may be informed of the Plan thus include: administration, school nurse, school office staff, teachers and any paraeducators or specialists who provide services to the Student, and the coaches and sponsors of extracurricular activities in which the Student participates.

**Filing of Plan:** This Diabetes Medical Management Plan is to be kept on file at the school where the Student is enrolled.

**RECORD OF STUDENT REPORTS OF  
SELF-ADMINISTRATION OF MEDICATION UNDER  
DIABETES MEDICAL MANAGEMENT PLAN**

Parent's Phone # \_\_\_\_\_  
Name of Student \_\_\_\_\_ Grade \_\_\_\_\_  
Medication \_\_\_\_\_ Date to Begin \_\_\_\_\_ Date to End \_\_\_\_\_  
Dosage \_\_\_\_\_ Time \_\_\_\_\_  
Doctor \_\_\_\_\_ Phone #1 \_\_\_\_\_ Phone #2 \_\_\_\_\_  
Possible Adverse Reaction: \_\_\_\_\_

Date & Time of Student Report	Date & Time of Self-Administration	Medication Name	Dosage Administered	Any Complications Reported by Student or Observed	Employee Recording Student Report
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InstructionSeizure Safe Schools

Each school building will have a “seizure action plan” if the following criteria are met: (1) at least one student in that building has been identified as having a seizure disorder; and (2) that student’s parent or guardian and health care provider have worked with the school to develop a seizure action plan.

Every building with a seizure action plan will have at least one employee who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms.

In accordance with state law, except in the case of an emergency, prior to the administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms by a school employee, a student's parent or guardian must:

1. Provide the school with a written authorization to administer the medication at school;
2. Provide a written statement from the student's health care practitioner containing the following information:
  - a. The student's name;
  - b. The name and purpose of the medication;
  - c. The prescribed dosage;
  - d. The route of administration;
  - e. The frequency that the medication may be administered; and
  - f. The circumstances under which the medication may be administered.
3. Provide the medication to the school in its unopened, sealed package with the intact label affixed by the dispensing pharmacy; and
4. Collaborate with school employees to create a seizure action plan.

If permitted by the student's seizure action plan, a student shall be allowed to possess the supplies, equipment, and medication necessary to treat a seizure disorder in accordance with such seizure action plan.

Any authorization provided by a parent or guardian shall be effective only for the school year in which it is provided and shall be renewed each following school year.

Legal Reference: Neb. Statute 79-3201 to 3207

Date of Adoption: 07/10/2023

InstructionBehavioral Points of Contact

The Superintendent is delegated the authority to designate one or more behavioral awareness and health points of contact for each school building in the District. The behavioral awareness and health point of contact may be an administrator, nurse, psychologist, or another appropriate staff member. Each behavioral awareness and health point of contact will be trained in behavioral awareness and health and have knowledge of community service providers and other resources that are available for the students and families in the District. The District will maintain or have access to a registry of local mental health and counseling resources for students and parents.

The points of contact will be listed on the District's website and in the student handbook.

The Superintendent shall report the designated behavioral awareness and health points of contact to the Nebraska State Department of Education each year when requested by the Department.

In addition, all District employees who interact with students, as determined by the Superintendent, shall receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year. The Superintendent or designee shall be responsible for coordinating this training.

Legal Reference: Neb. Rev. Stat. § 79-11,159  
LB 705, § 4 (2023)

Date of Adoption: 07/10/2023

## **6930.1 Opioid Overdose Prevention and Response**

The district will maintain an opioid antagonist in its schools, specifically naloxone, otherwise known by its brand name Narcan. Pursuant to Nebraska law and the Naloxone Standing Order issued by the Nebraska DHHS, Division of Public Health, the board will permit school nurses, trained school staff, or other individuals qualified by law to administer naloxone to any person at school or a school event displaying symptoms of an opioid overdose.

This policy shall not create a duty on the part of the school district and/or its personnel to administer naloxone. School representatives will not administer naloxone under the following circumstances:

- a. Naloxone is not available during the overdose emergency;
- b. There is no individual available who is qualified to administer naloxone; or
- c. School representatives are uncertain as to whether an opioid overdose is occurring.

Nothing in this policy is intended to regulate, restrict or otherwise deter a law enforcement officer, emergency medical technician, volunteer fire fighter, licensed medical professional or other authorized individual from administering his/her own supply of naloxone when responding in good faith to a suspected drug overdose occurring on school district property or at a school-sponsored event.

**Procurement and Storage.** The superintendent, in consultation with the school's nursing staff, will make the necessary arrangements to obtain naloxone. The naloxone will be stored unlocked in the nurses' office(s). The superintendent, in consultation with the school's nursing staff, will reorder naloxone.

Naloxone that is nearing its expiration date will be replaced. The school nurse shall maintain a log of naloxone supplies consistent with the district's practices for logging other medications.

**Training.** Licensed health care professionals and school resource officers employed on the high school and middle school levels shall all complete an approved naloxone training prior to carrying and/or administering naloxone. Other school staff members may be trained as determined by the administration. Once trained, staff members shall

review the DHHS standing order and applicable naloxone administration protocols as needed.

**Recordkeeping and Reporting.** Any individual who administers naloxone on behalf of the school district will promptly notify the building principal and superintendent of the facts and circumstances surrounding the drug overdose incident. The administration of naloxone to any student will be documented in his/her cumulative health record. The administration of naloxone to any staff member will be documented in his/her personnel file.

Adopted on: June 12, 2023

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

Instruction

Behavioral Intervention and Classroom Management

1. 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

<b>Tier 1: Universal Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared Leadership</b>	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.
<b>Layered Continuum of Support</b>	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.
<b>Data-Based Decision-Making</b>	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.
<b>Communication and Collaboration</b>	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.
<b>Tier 2: Targeted Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	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.
<b>Layered Continuum of Support</b>	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.
<b>Data-Based Decision-Making</b>	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.
<b>Communication and Collaboration</b>	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.
<b>Tier 3: Intensive, Individualized Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	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).	
<b>Layered Continuum of Support</b>	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.
<b>Data-Based Decision-Making</b>	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.
<b>Communication and Collaboration</b>	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: July 14, 2025