Ainsworth Community Schools
Board of Education
Public Hearings & Regular Meeting
District Office
June 9, 2025 - 7:00 PM

AGENDA

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

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

1. Opening Procedure, Regular Meeting of Board
   1.1. Call to Order, Roll Call, and Pledge of Allegiance
   1.2. Approval of Agenda
   1.3. Welcome Extended to Visitors
   1.4. Community Input on any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
   1.5. Community Input on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.
   1.6. Annual Public Hearing - Student Fees
   1.7. Annual Public Hearing - Parent & Family Involvement or Engagement Policies
   1.8. Bullying Policy Review
   1.9. Consent Agenda
       1.9.1.   Minutes of Previous Meeting(s) , attached
       1.9.2.   Set the next regular meeting for July 14, 2025, at 7:00 p.m. in the District Office. The current agendas will be available for public inspection in the office of the superintendent.
       1.9.3.   Payment of Claims, Authorization Report, attached
       1.9.4.   Cash Flow & Financial Reports
2. Reports/Information to the Board
   2.1. National FCCLA Presentation - Addilyn Doke
   2.2. NASB Strategic Planning - Next Steps
   2.3. Cognia Review Report
   2.4. Dyslexia Reporting Requirement Information
   2.5. Principals and Activities Director Reports
   2.6. Superintendent Report
3. Action Items
   3.1. Certified Teaching Contract Approval
   3.2. NASB Policy Updates - June 2025
4. Adjourn

The Board reserves the right to move into closed session to protect the public interest or needless injury to the

reputation of an individual for any action item listed on the agenda. The Board may, at its discretion, change the order of the agenda to accommodate unforeseen issues related to an agenda item.

STUDENT FEES

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. No fees, specialized or nonspecialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:
1. Extracurricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Postsecondary education costs means tuition and other fees associated with obtaining credit from a postsecondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:
1. Participation in extracurricular activities, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or prekindergarten services in accordance with state statute;
8. Summer school or night school; and
9. Breakfast and lunch programs.

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waivers shall be provided to students who qualify for free or reduced-price lunches for fees, specialized equipment and specialized attire required for participation in extracurricular activities.

The superintendent shall establish a Student Fee Fund and ensure that funds collected as fees for the following purposes are properly recorded and deposited to it:

• Participation in extracurricular activities;
• Postsecondary education costs; and

- Summer school or night school.

The superintendent shall distribute regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall distribute regulations to be published annually in the student handbook authorizing and governing:
1. Any nonspecialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified activities; and
3. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also distribute any regulations authorizing and governing the following areas:
1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;
5. Procedures for the handling of fees for students receiving postsecondary education credits;
6. Procedures for handling of fees related to summer school or night school; and
7. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy.

The maximum dollar amount of each fee must be specified as part of this policy.

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1005.01, Public Complaints.

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each household.

Legal Reference: Neb. Constitution, Art VII, Sect. 1
                      Neb. Statute 79-215 (tuition)
                                79-241 (option student busing)
                                79-605 (nonresident busing)
                                79-611 (transportation fees)
                                79-734 (books, equipment and supplies)
                                79-2,104 (student files)

79-2,125 to 2,134 (student fees law)
79-1104 (before-and-after-school services)
79-1106 to 1108 (learners with high ability)

Cross Reference: 505.05 Fines for Lost or Damaged Items
506   Student Activities
507.01   Student Records Access
801   Transportation
802.05   Free or Reduced Cost Meals Eligibility
1005.01 Public Complaints

Approved   July 13, 2020   Reviewed February 10, 2025   Revised _____

Appendix "1" to Student Fees Policy
of
Ainsworth Community Schools
Additional Specification of Required Materials and Fees

Program	General Description of Fee or Material:	$ Amount of Fee (Anticipated or Maximum)[1] or Specific Material Required:
Elementary Program:		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and socks, running shorts, T-shirt, undergarments.
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged.
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, recorders and a "gig bag", etc.) Limited instruments available for use by any student. Refundable damage deposit of $20.00 for use of school owned instrument.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers, notebooks, etc.)	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from a class supply list that may be handed out by the office or a teacher.
Field Trips	Transportation and admission costs of field trips	None—costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to $5.00 per student for each field trip to defray costs.

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[1] *Generally, dollar amounts are stated in terms of "maximums." The actual fee or charge may be less during the school year.*

Summer school courses	Classes offered during the summer, or at night, if any	Not to exceed $60 per class.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (10¢) per page when charges apply.
School Meals		Breakfast--$2.00 Lunch--$2.50 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Secondary Program:	**General Description of Fee or Material:**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required:**
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and socks, running shorts, T-shirt, undergarments.
Art and shop classes and special projects	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes.
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student. Damage deposit of $20.00 for use of school owned instrument.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers, notebooks, etc.)	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists that may be handed out by the office or individual teachers.
Laptop	Annual $50 non-refundable Fee	Nonrefundable $50 for one Apple MacBook, charger, battery, carrying case, & carrying strap.
Advanced math or science classes	Specialized calculators	Refundable damage deposit of $25 per semester may be required for students who wish to use school calculators outside the classroom. Students are encouraged but not required to

		purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (10¢) per page when charges apply.
School Meals		Breakfast--$2.00 Lunch--$3.70 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None--Any postsecondary education costs are to be paid directly by students to the college.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class: $325 Other classes: $60 per class.
Student Locker usage	Use of school combination lock.	Refundable damage deposit of $25 per year may be required for students who wish to use a school locker.
Parking	Use of school parking lot during school day	$20.00 per year. Students may be required to sign and display a parking permit.
Extracurricular and other programs:	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Athletic Programs:		
Admission	Spectator fees for admission to events	$5.00 per event maximum. Students may purchase an Activity Ticket for $35.00 per year. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed $20.00 per event.

Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.
Athletic Participation Fee	Fee to participate in athletic programs.	In the event an athletic participation fee is charged, the fee will be $50 per year maximum.
Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, arm or leg pads, etc.). Additional required items for particular sports or activities include: Basketball — No additional Cross County — No additional Football — No additional Golf — Golf bag & clubs Speech/Debate — Dress attire; copies of research Track — No additional Volleyball — Volleyball knee pads Wrestling — Knee pads. Cheerleading and Dance Team Squads — Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
Travel meals	Meals	Students are responsible for their own meals while traveling. Meals are furnished for overnight district and/or state-level competitions. Individual sports or activities may request students to pay up to $50 per season to be used towards team travel meals.

The nested table within "Equipment and attire" reads:

Basketball	No additional
Cross County	No additional
Football	No additional
Golf	Golf bag & clubs
Speech/Debate	Dress attire; copies of research
Track	No additional
Volleyball	Volleyball knee pads
Wrestling	Knee pads.
Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories

Locker use	Padlock for gym locker	Refundable damage deposit of $25 per season may be required.
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Annual dues not to exceed $50.00 per club if assessed by its members.
Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to $50.00.
Clubs/Organizations:		
Future Business Leaders (FBLA)	State & national dues, meals and activities	Annual dues not to exceed $50.00 per club.
Future Farmers (FFA)	State & national dues, meals and activities	Annual dues not to exceed $50.00 per club.
Future Career/ Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed $50.00 per club.
National Honor Society	State & national dues, meals and activities	Annual dues not to exceed $50.00 per club.
Science Club	State & national dues, meals and activities	Annual dues not to exceed $50.00 per club.
Foreign Language Club	State & national dues, meals and activities	Annual dues not to exceed $50.00 per club.
Student Council	State & national dues, meals and activities	Annual dues not to exceed $50.00 per club.
Social & Recognition Activities:		
School plays, musicals and social activities	Admission to events	$10.00 per play or activity
School dances	Admission to prom, homecoming, etc.	$25.00 per event

Class dues		Each of the six secondary classes may assess its members an amount not to exceed $50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed $50, will be assessed to those Seniors who elect to participate in such activities.

Extracurricular Activity Trips	Transportation, lodging, meals, admission to events, etc.	Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. Refer to Policy and/or AR's No. 6315, "Educational Trips"; 5305, "Activity Funds"; 3420, "Fund Raising"; 3515.1, "Transportation"; 3515.3, "Activity and Field Trips". The maximum costs of such trips will be $1,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

ORGANIZATION	Students	Fee	Total
Elementary			
Snack Milk Money for Kindergarten, 1st grade (Full Pay	22	$0.50	$935.00
Snack Milk Money for Kindergarten, 1st grade (Full Pay	18	$0.50	$747.00
Elementary Breakfast - Free	50	$0.00	$0.00
Elementary Breakfast - Reduced	22	$0.30	$6.60
Elementary Breakfast - Full	70	$2.00	$140.00
Elementary Lunch - Free	50	$0.00	$0.00
Elementary Lunch - Reduced	22	$0.40	$8.80
Elementary Lunch - Full	70	$3.45	$241.50
Middle School			
Class of 2029: Dues	22	$10.00	$220.00
Class of 2030: Dues	27	$5.00	$135.00
Class of 2031: Dues	31	$5.00	$155.00
Athletic Event Admission (Gate Receipts)		$3.00-$6.00	$4,679.20
Fees for damage or lost property		$3.00 - $50.00	$0.00
Charged for athletic equipment, uniforms not turned in		$10.00 - $50.00	$45.00
Laptop Repairs/Fees		$22.00 - $500.0(	$0.00
Summer School			$0.00
General Shop (Lab Fees)		$15.00 - $25.00	$0.00
Band Repairs/Fees (reeds, oil, instrument repairs, shirts)		$3.00-$200.00	$406.75
Middle School Breakfast - Free	31	$0.00	$0.00
Middle School Breakfast - Reduced	10	$0.30	$3.00
Middle School Breakfast - Full	67	$2.00	$134.00
Middle School Lunch - Free	31	$0.00	$0.00
Middle School Lunch - Reduced	10	$0.40	$4.00
Middle School Lunch - Full	67	$3.65	$244.55
High School			
Class of 2025: Dues	31	$0.00	$0.00
Class of 2026: Dues	23	$0.00	$0.00
Class of 2027: Dues	28	$0.00	$0.00
Class of 2028 Dues	23	$0.00	$0.00
Laptop Deposit	67	$35.00	$2,345.00
Laptop Repairs/Fees		$22.00 - $500.00	
POM Squad		$50.00 - $200.0(	$0.00
Cheerleader		$50.00 - $250.0(	$0.00
FBLA: Dues		$0.00	$0.00
FFA: Dues/Jacket/Convention		$20.00 - $55.00	$0.00
FCCLA: Dues		$0.00	$0.00
Thespians: Dues/shirts		$0.00	$0.00
Band Repairs/Fees (reeds, oil, instrument repairs, shir		$3.00 - $120.00	$316.00
Chorus (shirts)		$10.00 - $70.00	$0.00
Visual Arts Club: Dues/Shirt/Trip		$10.00 - $15.00	$0.00
General Shop (Lab Fees)		$4.00 - $300.00	$305.00
Speech tournament (Motel & Shirts)		$5.00 - $35.00	$0.00
Athletic Event Admission (Gate Receipts)		$5.00 - $6.00	$24,772.55
Fees for damage or lost property		$3.00 - $50.00	$0.00
Charged for athletic equipment, uniforms not returned		$10.00 - $50.00	$0.00
Library Fines (MS-HS)			
All Sports Passes - K-6 $25.00, 7-12 $35.00, Adult $75.00, Family $200.00		$25.00 - $200.0(	$3,165.00
Summer School			
High School Breakfast - Free	31	$0.00	$0.00
High School Breakfast - Reduced	11	$0.30	$3.30
High School Breakfast - Full	58	$3.65	$211.70
High School Lunch - Free	31	$0.00	$0.00
High School Lunch - Reduced	11	$0.40	$4.40
High School Lunch - Full	58	$3.65	$211.70
TOTAL			$39,440.05

Ainsworth Community Schools

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Dale Hafer
SUPERINTENDENT

Dedra Stoner
Bailie Kovarik
DISTRICT OFFICE

Board of Education

Public Hearing – Student Fees Policy

June 9, 2025 located in the ACS District Office

7:00 p.m.

<u>Purpose</u>

Schools are required to hold a public hearing annually to review fees and/or materials supplied by students and to consider changes to the policy. Additionally, schools are required to provide a complete list of fees and materials that students are expected to provide during the following school year.

<u>Agenda</u>

1. Open the Student Fee Hearing

2. Review the Student Fee Policy and List of Fees/Waivers

3. Receive Comment(s) from the Public

4. Adjourn the Hearing

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

It is the policy of the District to provide full access to the parents, guardians and educational decisionmakers of students of the district to review:

1. textbooks;
2. tests;
3. their students' records unless otherwise prohibited by law;
4. activities information;
5. digital materials, websites or applications used for learning;
6. training materials for teachers, administrators, and staff;
7. procedures for the review and approval of training materials, learning materials, and activities;
8. other curriculum materials used in the school district; and
9. any surveys of students done by the school district.

Summary information regarding the District's curriculum, testing, and surveys will be provided at the beginning of each school year. Requests for access to specific instructional materials should be addressed to the teacher or building principal.

The District will provide guidelines in the student handbook regarding how the District will provide access to parents, guardians, or educational decisionmakers other than by specific request for the information above, how it will provide access to records of students, and about the school district's testing policy.

Requests by parents and family members to attend and monitor courses, assemblies, counseling sessions and other instructional activities shall also be made to the building principal or teacher. While requests to monitor are usually granted, if the request is denied, reasons for the denial will be provided.

It is the policy of the District to provide as consistent an experience as possible in all classroom instruction, testing, surveys, and other school experiences. It is the policy of the District not to excuse students from classroom instruction, testing, and other school experiences unless an objection is submitted to the building principal or teacher outlining the specific experience, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and family members. See Policy 605.05 Religious-Based Exclusion from a School Program.

The request for the student to be excused will be reviewed by the building principal and a decision provided to the parents and family members. While verbal objections and decisions are valid, written follow-up to verbal communications is required from the parent and family members, and the principal. If a student is excused from the requested activity no penalty will be assessed but an agreed upon alternative activity must be performed to the satisfaction of the teacher and principal.

It is the policy of the District to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educational standards and both educationally and academically appropriate. It is the policy of the District to notify parents and family members of any standardized testing that may be scheduled within the school District.

It is the policy of the District to notify parents, guardians and educational decisionmakers of students electronically or by mail at least fifteen days prior to the administration of any survey which may be scheduled that includes:

1. sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature; or
2. a non-anonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use.

Such notice shall describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. Such surveys will be judiciously conducted, with full consideration of the fact that parents and family members may find items of the survey objectionable.

Parents, guardians, and educational decisionmakers have the right to request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student, review the survey in person at the school, and exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey shall not disclose personally identifiable information of a child. No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

The following activities will also be included in the District's plan for parental and family involvement:
   1. The District will involve parents and family members in the development of the Title I plan, the process for school review of the plan and the process for improvement;
   2. The District will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance;
   3. The District will build the schools' and parents' and family members' capacity for strong parental and family involvement;

4. The District will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The District will conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents and family members in Title I activities (with particular attention to parents and families who have low income, Limited English Proficient (LEP), minorities, disabilities and low literacy) and use the findings of the evaluation to design strategies for more effective parental and family involvement and to revise, as necessary, the parental and family involvement policies; and
6. The District will involve parents and family members in Title I activities.

The parent and family members or guardian of a student may have access to that student's records during normal business hours of the district according to Policy 507.01 Student Records Access. Nothing in this policy shall require the violation of student privacy statutes as referenced below.

This policy shall be adopted annually following a public hearing to receive public comments and suggestions.

Legal Reference: Neb. Statute 79-530 to 533
                     Every Student Succeeds Act (ESSA), 20 U.S.C. §1000 et. seq.
                     Family Educational Rights and Privacy Act (FERPA) of 1974, as
                          amended, 20 U.S.C. 1232g,
                     Protection of Pupil Rights Amendment of 1978, 20 U.S.C.
                     Children's Online Privacy Protection Act (COPPA) of 1998, 15
                          U.S.C. 6501 et seq.
                     Children's Internet Protection Act (CIPA), 47 C.F.R. 54.520

Cross Reference: 507.01 Student Records Access
                     605.05 Religious-Based Exclusion from a School Program
                     606.03 Objection to Instructional Materials
                     610.01 Test or Assessment Selection
                     610.02 Test or Assessment Administration
                     611.01 Student Progress Reports
                     611.04 Parent Conferences
                     1002.   District Annual Report
                     1005.01 Public Complaints

TITLE 1 PARENT AND FAMILY MEMBER ENGAGEMENT

The district commits to meeting all requirements of the No Child Left Behind Act of 2001 including Every Student Succeeds Act (ESSA) amendments as they apply to all Title 1 programs conducted within the District. For the purpose of this policy "parents and family members" means "parents and persons in a parental relation to the student." This Policy will be distributed to all parents annually, in a language that parents can understand.

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

1. Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

2. Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

3. Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

4. Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

5. Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

Approved __July 13, 2020____Reviewed _____ Revised _____

6. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

7. Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Reference: Neb. Statute 79-530 to 533
                     Title 92, Chapter 51, Nebraska Administrative Code
                     No Child Left Behind, Title 1, Sec. 1118, P.L. 107-110
                     Every Student Succeeds Act (ESSA)

Ainsworth Community Schools

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

Dale Hafer
SUPERINTENDENT

Dedra Stoner
Bailie Kovarik
DISTRICT OFFICE

Board of Education

Public Hearing – Parent & Family Involvement Policies

June 9, 2025 located in the ACS District Office

7:00 p.m. (Immediately following the Student Fees Hearing)

Purpose

A parental involvement policy hearing is to be held annually according to statute 79-533. This will review the district's Parental Involvement Policy 1005.03 and Title 1 Family Member Engagement Policy 1005.12 and General Parental/Community Involvement in Schools.

Agenda

1. Open the Parent/Family Involvement Hearing

2. Review the Parent/Family Involvement Policies

3. Receive Comment(s) from the Public

4. Adjourn the Hearing

BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

Every report of alleged bullying that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

This policy shall be reviewed annually.

Legal Reference: Neb. Statute 79-2,137

Cross Reference: 505   Student Discipline

Approved July 13, 2020 Reviewed September 14, 2020 Revised October 12, 2020
October 12, 2020
February 10, 2025

May 12, 2025

The Board of Education of School District #10 held a regular meeting on Monday, May 12, 2025. Board members present: Frank Beel, Crystal Dailey, Bryan Doke, Jake Graff, Jessica Pozehl, and Brad Wilkins. Board member absent: None. Also present were Principals Ben Wright, Steve Dike, AD Luke Wroblewski, and Superintendent Dale Hafer. There were a few guests in attendance.

The American Civics/Americanism Committee met at 6:30 p.m. with Superintendent Dale Hafer, and Principal Ben Wright to discuss Ainsworth Community School's role in Americanism teaching and processes. Principal Wright discussed current efforts to satisfy American Civics requirements as well as the outlook on Social Studies Curriculum review and consideration. Committee Members were afforded the ability to comment and ask questions. Public comment was allowed, although there were no guests present to address the committee.

The regular meeting was called to order by Board President Brad Wilkins at 7:00 p.m.

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

As noted during the meeting, a current copy of the Open Meetings Act was posted on the south wall of the District Office.

Motion was made by Frank Beel and seconded by Crystal Dailey to approve the following consent agenda items: Minutes of the April 14th meeting, claims in the amount of $878,819.37 from the General Fund, $28,232.62 from the Hot Lunch Fund, $31,450.00 from the Depreciation Fund, and $1,267.79 from Section 125. The Cash Flow Report for the month of April was given. The Treasurer's Report was given as follows: Cash Assets: April 30th, $3,598,414.19. The next regular board meeting will be on June 9th at 7:00 p.m. in the District Office. Current agendas will be available for public inspection in the office of the Superintendent. Roll call vote: Unanimous. Motion carried.

42620	1ST CLASS AUTO	357.71
42621	ACT	393.00
42622	ACTIVITY ACCOUNT	717.60
42623	AINSWORTH STAR-JOURNAL	789.42
42624	AMAZON CAPITAL SERVICES	3,053.74
42625	APPEARA	60.30
42626	APPLE INC	398.00
42627	ASHFALL FOSSIL BEDS	155.00
42628	AT&T MOBILITY	345.18
42629	BLACK HILLS ENERGY	3,718.42
42630	BLICK ART MATERIALS	104.84
42631	BROWN COUNTY HOSPITAL	124.20
42632	BUCKLES AUTOMOTIVE	709.02
42633	CENTRAL NEBRASKA COMMUNITY SERVICES, INC	26,345.56
42634	CENTRAL VALLEY AG	1,514.58
42635	CITY OF AINSWORTH	1,068.12
42636	COMFORT INN - KEARNEY	269.90
42637	JEFF HEIMES	2,775.00
42638	DISCOUNT SCHOOL SUPPLY	176.32
42639	E S U #17-MAIN	61,006.00
42640	E S U #17-MAIN	5,470.00
42641	EDMENTUM	2,827.35
42642	EMBASSY SUITES HOTEL LINCOLN	298.00
42643	FLINN SCIENTIFIC INC	43.83
42644	FLOOR MAINTENANCE	1,416.00
42645	MELISSA FREUDENBURG	796.01
42646	GENERAL FUND CLEARING ACCOUNT	103.66
42647	H & R FOOD CENTER	16.71
42648	HD SUPPLY	604.42
42649	HUBERT COMPANY	1,052.40
42650	INNOVATIVE OFFICE SOLUTIONS, LLC	51.48
42651	INSPIRE REHABILITATION AINSWORTH, LLC	1,202.12
42652	ISLAND SUPPLY WELDING CO	19.20

42653	KBRB AM FM	217.50
42654	HEATHER KING	215.46
42655	KSB SCHOOL LAW	197.00
42656	LAKESHORE LEARNING MATERIALS	65.96
42657	LACEY MARBRY	61.78
42658	MIDAMERICA BOOKS	204.60
42659	MIDWEST TECHNOLOGY PRODUCTS	142.20
42660	NE COUNCIL OF SCHOOL ADMIN	1,815.00
42661	NEBRASKA PUBLIC POWER DISTRICT	5,105.68
42662	NORTHEAST COMMUNITY COLLEGE	144.00
42663	OFFICE PRODUCTS CENTER	1,104.62
42664	OLSONS PEST TECHNICIANS	99.00
42665	ONE SOURCE	10.00
42666	PROPIO LANGUAGE SERVICES	70.85
42667	QUILL CORPORATION	212.58
42668	REALLY GOOD STUFF	217.19
42669	RED & WHITE	409.78
42670	KELSEY RIESEN	151.05
42671	JULIE RUHTER	682.29
42672	HANNAH SCHMITZ	997.50
42673	SCHOOL SPECIALTY LLC	857.87
42674	SEVEN SPRINGS INC	158.50
42675	ZOE SHANKLAND	135.68
42676	ASHLEY SMITH	917.70
42677	STAPLES ADVANTAGE	1,773.30
42678	STAPLES ADVANTAGE	657.63
42679	DEDRA STONER	25.47
42680	THREE RIVER TELCO	638.09
42681	US BANK	586.96
42682	VENTRIS LEARNING	1,053.50
42683	WAGEWORKS	146.00
42684	WEX BANK	1,761.54

NHD National Qualifiers Adeline Hladky and Blake Hansmeyer presented their national qualifying presentations along with their sponsor, Mrs. Flynn.

Elementary Principal Ben Wright reported on the following: NSCAS Testing, Summer School, and K-6 Enrollment.

High School Principal Steve Dike reported on the following: Enrollment, Graduation, Semester Test Schedule, Summer School, and Quiz Bowl.

Activities Director Luke Wroblewski reported on the following: Annual Athletic Banquet, NSAA Academic All-State, District Music, District Track, MS Track, Golf, Quiz Bowl, Fine Arts, FFA Banquet, and NHD.

Superintendent Dale Hafer reported on the following: Financial Report, Transportation, Buildings and Grounds update, Policy Review, Personnel and Hiring Update, Cognia Review and Strategic Plan, and Professional Development Opportunities.

Motion was made by Jake Graff and seconded by Jessica Pozehl to approve the contract with the ESU17 to provide special education services for 2025-26. Roll call vote: Unanimous. Motion carried.

Motion was made by Frank Beel and seconded by Crystal Dailey to approve the contract with ESU17 to provide nursing services for the 2025-26 school year. Roll call vote: Unanimous. Motion carried.

Motion was made by Jessica Pozehl and seconded by Frank Beel to approve the proposal from Complete Flooring to replace and/or install new flooring in the kitchen and cafeteria as presented, using depreciation funds. Roll Call vote: Unanimous. Motion carried.

Motion was made by Crystal Dailey and seconded by Jake Graff to approve the 2025-26 breakfast and lunch prices as presented. Roll call vote: Unanimous. Motion carried.

Motion was made by Bryan Doke and seconded by Frank Beel to recognize the periodic review of Board Policies 604.09 through 606.05, excluding 605.07. Roll call vote: Unanimous. Motion carried.

Motion was made by Frank Beel and seconded by Crystal Dailey to approve the 1st reading of revised wellness policy 508.13. Roll call vote: Unanimous. Motion carried.

Motion was made by Jake Graff and seconded by Bryan Doke to approve the resignation of Sarah Carpenter, effective at the conclusion of the 2024-25 school year. Roll call vote: Unanimous. Motion carried.

Motion was made by Jessica Pozehl and seconded by Bryan Doke to approve the resignation of Tammy Hancock at the conclusion of the 2024-25 school year. Roll call vote: Unanimous. Motion carried.

Motion was made by Jessica Pozehl and seconded by Bryan Doke to adjourn the meeting at 8:46 p.m. Roll call vote: Unanimous. Motion carried.

The next regular board meeting will be at 7:00 p.m. in the District Office on Monday, June 9, 2025. Current agendas and/or discussion topics will be available for public inspection in the office of the superintendent.

_____
Dedra Stoner, Recording Secretary

_____
Brad Wilkins, Board President

May 28, 2025

The Board of Education of School District #10 held a Work Session on Wednesday, May 28, 2025, in the District Office. Board members present were: Frank Beel, Crystal Dailey, Jake Graff, Jessica Pozehl, Brad Wilkins, and Bryan Doke arrived at 6:05 p.m.. Also present were Superintendent Dale Hafer, Principal Steven Dike, Principal Ben Wright, Kelsey Riesen, Lisa Schlueter, and Amanda Ganser. The work session was called to order by Board President Brad Wilkins at 6:00 p.m.

Notice of the work session was posted on KBRB, website, District Office, Post Office, Courthouse, and Ainsworth Community Schools.

As noted on the agenda cover sheet, a current copy of the Open Meetings Act is posted on the east wall of the Ainsworth Community Schools Cafeteria.

Superintendent Dale Hafer provided information on our recent hire in the middle school. Principal Steven Dike, Lisa Schlueter, and Kelsey Riesen provided the board with information on next year's schedule. The schedule is a working draft but overall reflects how we will go about things to start the 2025-26 school year.

Superintendent Dale Hafer provided information on the recent passing of LB 140, We need to have a discussion regarding our cell phone policy.
In addition, we will allow for any public comment regarding the cell phone policy to get the public's input, should they wish to attend the work session.
Further, we will survey our public for their input as well before making any final adjustments to the policy/procedure for the 2025-26 school year.

Principal Steven Dike and Lisa Schlueter provided information on Chronic Absenteeism continues to be a challenge for Nebraska schools. We would like to discuss the current attendance policy and procedures and get input on some ideas to better manage absenteeism and improve our district's numbers related to chronic absenteeism.

Principal Steven Dike provided information on currently, all HS courses give a final exam. While having "finals" certainly has its merits, discussing our approach to this policy/procedure would be beneficial to align our practice with the current practice that colleges are using related to "finals".

President Brad Wilkins adjourned at 8:45 p.m. Roll call vote: unanimous.

Meeting was adjourned at 8:45 p.m.

_____
Dedra Stoner, Recording Secretary

_____
Brad Wilkins, Board President

Ainsworth Community Schools
06/05/2025 12:06 PM
BOARD AUTHORIZATION REPORT
Posted - All; Batch Description 3 Records Selected

Page: 1

User ID: STO

Vendor Name	Invoice	Check #	Amount	Description
Checking	**1**	**Fund:**	**01**	**GENERAL FUND**
1ST CLASS AUTO	31456	42527	184.54	2009 CHEVY VAN KEYLESS ENTRY TRANSMIT
1ST CLASS AUTO	31631	42527	835.30	2014 DODGE CARAVAN CABLES & SEAT
1ST CLASS AUTO	32173	42706	385.20	2011 CHEVY VAN OIL COOLER LINES
1ST CLASS AUTO	32274	42796	201.33	2014 DODGE CARAVAN INSPECTOIN
1ST CLASS AUTO	32275	42706	61.41	2009 SUBURBAN SERVICE
1ST CLASS AUTO	32295	42796	61.41	2017 CHEVY VAN INSPECTION
			Vendor Total:	**1,729.19**
ACCO BRANDS USA LLC	4730343433	42707	354.06	LAMINATING FILM
			Vendor Total:	**354.06**
ACTIVITY ACCOUNT	251677PIONEER	42708	398.00	QUIK STRIPE PARKING LOT
ACTIVITY ACCOUNT	NHD-194433	42708	330.00	NHD NATIONAL CONTEST REGISTRATION
ACTIVITY ACCOUNT	NHD04122025	42528	72.00	NHD STATE REGISTRATION FEES
			Vendor Total:	**800.00**
AINSWORTH ELECTRIC	19071	42529	335.00	REPLACE MOTOR IN LOFT
			Vendor Total:	**335.00**
AINSWORTH MOTORS	11256	42709	6,611.00	DOCUMENTATION FEE & MILEAGE
			Vendor Total:	**6,611.00**
AINSWORTH STAR-JOURNAL	ASJ-MAR2025	42530	174.15	MEETING NOTICE, MINUTES, AD
AINSWORTH STAR-JOURNAL	ASJ-MAY2025	42710	270.32	MEETING NOTICE & MINUTES, ADS
			Vendor Total:	**444.47**
AINSWORTH VISION CLINIC	JF-02202025	42531	60.00	REMOVE OBJECT FROM EYE J FINLEY
			Vendor Total:	**60.00**
AKRS EQUIPMENT	4101568	42532	141.00	TRIMMER LINE & HEAD, STIHL MOTO MIX
			Vendor Total:	**141.00**
ALBERTS, STACEY	SA-AUG2024- 2025	42711	1,967.36	2024-2025 MILEAGE
			Vendor Total:	**1,967.36**
AMAZON CAPITAL SERVICES	11L4-LHDT-L6Q7	42712	184.57	CORRECTION TAPE, BANNER, CARDS
AMAZON CAPITAL SERVICES	139W-GY3D-33CY	42533	14.14	HEADPHONES
AMAZON CAPITAL SERVICES	13CW-1K1X-3GPF	42712	143.82	MESH POUCH, STORAGE CART
AMAZON CAPITAL SERVICES	13CW-1K1X-49QF	42712	20.81	BULLETIN BOARD BORDER
AMAZON CAPITAL SERVICES	13JT-TW6X-3G33	42533	75.68	LOTION
AMAZON CAPITAL SERVICES	13NR-T4JV-GV6N	42533	874.85	VACUUMS, CARPET CLEANER
AMAZON CAPITAL SERVICES	14Q7-1FQN-4GDR	42533	24.99	MONITOR STAND
AMAZON CAPITAL SERVICES	14Q7-1FQN-JVJ9	42533	34.47	POSTCARDS
AMAZON CAPITAL SERVICES	16YY-J7F6-3HKL	42712	275.57	SCIENCE SUPPLIES
AMAZON CAPITAL SERVICES	17LD-MCLG-KWC3	42712	187.51	PUZZLES, HEARING PROTECTION, TIMERS
AMAZON CAPITAL SERVICES	17PP-1RPY-K6C3	42712	272.07	PIPETTES, STAMPS, CHART PAPER, FOLDERS
AMAZON CAPITAL SERVICES	17V6-MDC4-4KHH	42533	117.88	AMERICAN & NEBRASKA FLAGS
AMAZON CAPITAL SERVICES	17Y7-NGWY-73QJ	42712	48.07	CASE, BOWLS, UTINSELS
AMAZON CAPITAL SERVICES	17Y7-NGWY-74G6	42712	703.83	SCIENCE SUPPLIES
AMAZON CAPITAL SERVICES	17Y7-NGWY-V1VW	42712	13.49	BOARD GAME
AMAZON CAPITAL SERVICES	1914-9VDV-6CC3	42712	45.73	SPLITTER & COUPLER
AMAZON CAPITAL SERVICES	191F-QLG3-HVMT	42712	688.86	CLOCK FACE DIALS & MOVEMENT KITS
AMAZON CAPITAL SERVICES	196G-P67P-9WWM	42712	411.87	FOLDERS, PUNCH, ERASERS, PEN HOLDER

Vendor Name	Invoice	Check #	Amount	Description
AMAZON CAPITAL SERVICES	197H-FKFN-HK9V	42712	202.86	CARPET SPOTS, PLASTIC SLEEVES, BAGS
AMAZON CAPITAL SERVICES	1CKX-NHPY-HKDV	42712	27.49	BAGS
AMAZON CAPITAL SERVICES	1CT1-6DT1-RFFH	42712	221.80	CHAIR ORGANIZERS, NAME PLATES, POUCH
AMAZON CAPITAL SERVICES	1D1W-JW61-7J9M	42712	251.93	MARKERS, FOLDERS, TAPE
AMAZON CAPITAL SERVICES	1DJ3-XXPP-3JFQ	42712	11.68	CUPS
AMAZON CAPITAL SERVICES	1G3W-QXL6-336P	42712	39.00	SHORT PENCILS
AMAZON CAPITAL SERVICES	1HGH-63GP-P49V	42712	12.99	WALL CALENDAR
AMAZON CAPITAL SERVICES	1HKP-J999-R99Y	42713	20.64	PEN PAL PEN HOLDERS
AMAZON CAPITAL SERVICES	1HRW-WKR9-46RD	42713	140.97	MESH BAGS, CARPET MARKERS
AMAZON CAPITAL SERVICES	1HRW-WKR9-W4QT	42713	328.31	IBUPROFEN, ALLERGY MEDS, BANDAGE
AMAZON CAPITAL SERVICES	1HRW-WKR9-W6CQ	42713	40.72	DECOR, FOOD COLORING, ERASERS
AMAZON CAPITAL SERVICES	1HYG-9D4V-JPQK	42533	(28.59)	RETURN SEALING SOLUTION
AMAZON CAPITAL SERVICES	1JVR-V4MM-GQY4	42713	79.96	STORAGE ORGANIZER, BORDERS
AMAZON CAPITAL SERVICES	1JVR-V4MM-R4DD	42713	219.24	SCIENCE SUPPLIES
AMAZON CAPITAL SERVICES	1JYR-4RWP-1R3N	42713	23.90	WALL CALENDAR
AMAZON CAPITAL SERVICES	1K4Q-4MKL-FF63	42533	41.87	SEALING SOLUTION, POPCORN
AMAZON CAPITAL SERVICES	1K6X-XVW4-3RDF	42533	70.18	COFFEE
AMAZON CAPITAL SERVICES	1L7Q-LVWR-L1PH	42713	311.58	POWER STRIPS, CORD REELS, CABLES
AMAZON CAPITAL SERVICES	1LMY-HFQH-JYWM	42713	115.26	PENCIL TIPS, PERMANENT MARKERS
AMAZON CAPITAL SERVICES	1LMY-HFQH-Y3K9	42713	289.56	BINDERS, FABRIC SHEETS, CUPS
AMAZON CAPITAL SERVICES	1M37-R1NX-3TTX	42713	16.50	TOILET SPRAY
AMAZON CAPITAL SERVICES	1M9K-NM3M-4LFM	42713	46.99	STORAGE CART
AMAZON CAPITAL SERVICES	1MTG-9WCM-7G47	42713	186.99	NAME PLATES, CUPS, STORAGE CABINET
AMAZON CAPITAL SERVICES	1MXL-KY4D-44N1	42713	11.76	PLATES & FORKS
AMAZON CAPITAL SERVICES	1NC9-1CHH-K7LV	42713	221.74	SEEDS, APRONS, FLORAL SCISSORS
AMAZON CAPITAL SERVICES	1NLD-LLY9-1Y7V	42713	147.05	PENCILS, CRAYONS, COLORING BOOKS ASAP
AMAZON CAPITAL SERVICES	1NNH-3XGM-96NK	42713	7.43	FORKS
AMAZON CAPITAL SERVICES	1P9D-PG4Q-CPV6	42533	84.96	VACUUM BAGS
AMAZON CAPITAL SERVICES	1PJX-1XCT-KDRH	42714	183.48	STAND UP DESK, CASTERS
AMAZON CAPITAL SERVICES	1PJX-1XCT-XKX3	42714	16.88	GRAPH PAPER
AMAZON CAPITAL SERVICES	1QCT-RPFM-KCM3	42714	45.42	PENCIL HOLDERS, THICK PENCILS
AMAZON CAPITAL SERVICES	1RF6-641N-3WJN	42714	16.14	STAMPS
AMAZON CAPITAL SERVICES	1RHJ-J3FX-HQ6N	42714	89.86	NAMEPLATES, DECOR
AMAZON CAPITAL SERVICES	1RMY-WM73-7QTP	42714	22.60	MAGNET WIRE
AMAZON CAPITAL SERVICES	1RRH-V3GF-31GN	42533	88.20	5 PORT SWITCH
AMAZON CAPITAL SERVICES	1V33-K3XN-6HLP	42714	79.99	SPEAKER
AMAZON CAPITAL SERVICES	1VM7-7NPG-7FCX	42714	168.01	CORD BUNDLERS, BADMITTON NET
AMAZON CAPITAL SERVICES	1VMV-X36Y-JK1M	42714	102.20	BOOKS
AMAZON CAPITAL SERVICES	1W9P-RYYX-CL7D	42714	34.50	BINDERS
AMAZON CAPITAL SERVICES	1WJ1-6FF4-79GM	42714	23.99	CENTRIFUGE TUBES
AMAZON CAPITAL SERVICES	1WL7-9PM9-QP19	42714	44.95	FAUCET
AMAZON CAPITAL SERVICES	1WYT-QHVJ-7QFN	42714	164.19	HOOKS, BAGS, PENCILS, CARDS
AMAZON CAPITAL SERVICES	1X9Q-D3HM-XMHN	42714	299.37	TAPE, LABEL MAKER, PLANNER
AMAZON CAPITAL SERVICES	1XF9-FP3H-RK71	42714	19.38	WALL CALENDAR
AMAZON CAPITAL SERVICES	1XQ1-WRLC-K4KL	42714	103.50	BINDERS
			Vendor Total:	**8,785.64**
APPEARA	1064896	42534	60.30	MATS, DUST MOPS, FLOORCARE, RAGS, SUPI
APPEARA	1081696	42715	60.30	MATS, DUST MOPS, FLOORCARE, RAGS, SUPI
			Vendor Total:	**120.60**
ASCD	001753050	42716	119.00	RIESEN MEMBERSHIP
ASCD	DHMEMBER25-26	42716	119.00	HAFER MEMBERSHIP
ASCD	SDMEMBER25-26	42716	119.00	DIKE MEMBERSHIP

Vendor Name	Invoice	Check #	Amount	Description
			Vendor Total:	**357.00**
AT&T MOBILITY	FN-MAR2025	42535	345.18	MONTHLY SERVICE
AT&T MOBILITY	FN-MAY2025	42717	345.18	MONTHLY SERVICE
			Vendor Total:	**690.36**
BEEL, JENNIFER	JB-AUG2024-2025	42718	1,875.70	AUGUST 2024 - MAY 2025 MILEAGE
			Vendor Total:	**1,875.70**
BJ'S INSTRUMENT REPAIR	013852	42719	200.00	INSTRUMENT REPAIR
BJ'S INSTRUMENT REPAIR	013857	42719	240.00	INSTRUMENT REPAIR
BJ'S INSTRUMENT REPAIR	013876	42719	80.00	INSTRUMENT REPAIR
			Vendor Total:	**520.00**
BLACK HILLS ENERGY	BH89-MAR2025	42536	240.60	NATURAL GAS
BLACK HILLS ENERGY	BH89-MAY2025	42720	107.55	NATURAL GAS
BLACK HILLS ENERGY	BH90-MAR2025	42536	10,225.25	NATURAL GAS & BUS BARN
BLACK HILLS ENERGY	BH90-MAY2025	42720	2,270.57	NATURAL GAS & BUS BARN
			Vendor Total:	**12,843.97**
BLICK ART MATERIALS	5571729	42721	49.20	PAINT, GLUE DOTS, PLASTIC TRAY
			Vendor Total:	**49.20**
BOBCAT OF NORTH PLATTE	NQ2037	42537	583.16	LEASE ROLLOVER TIRES
			Vendor Total:	**583.16**
BOMGAARS	32943449	42538	111.97	DRAIN SUPPLIES
BOMGAARS	32960232-6216	42722	1,521.27	ROUNDUP, BATTERIES, FLOWERS, CORD
			Vendor Total:	**1,633.24**
BREAKOUT EDU	59164	42723	99.00	PLATFORM RENEWAL
			Vendor Total:	**99.00**
BROWN COUNTY HOSPITAL	42014735	42724	124.20	CDL PHYSICAL - HAFER/FINLEY
			Vendor Total:	**124.20**
BUCKLES AUTOMOTIVE	427590-428570	42539	395.10	SUPPLIES
BUCKLES AUTOMOTIVE	432888-433681	42725	279.03	BATTERY, SPEED SENSOR,MOTOR TUNE UP
			Vendor Total:	**674.13**
CDW GOVERNMENT LLC	AE1SF5N	42726	1,063.70	CISCO 1 YR LICENSE
			Vendor Total:	**1,063.70**
CENTRAL VALLEY AG	CVA-MAR2025	42540	1,024.50	FUEL
CENTRAL VALLEY AG	G6736853-	42727	1,234.84	FUEL & SMALL BUS TIRES
			Vendor Total:	**2,259.34**
CENTURY LUMBER CENTER	201988-203994	42728	143.95	SCREWS, BUSHING, COUPLING,PIPE,PAINT
			Vendor Total:	**143.95**
CHADRON STATE COLLEGE	AIN022025	42729	200.00	HIGH PLAINS BAND & CHOIR FESTIVAL
			Vendor Total:	**200.00**
CITY OF AINSWORTH	CA-MAR2025	42541	1,065.82	WATER, SEWER & GARBAGE

Vendor Name	Invoice	Check #	Amount	Description
CITY OF AINSWORTH	CA-MAY2025	42730	1,154.17	WATER, SEWER & GARBAGE
			Vendor Total:	**2,219.99**
COGNIA INC.	00182774	42542	411.60	REVIEW TRAVEL EXPENSE
			Vendor Total:	**411.60**
COLONIAL RESEARCH CHEMICAL	153665	42731	2,380.00	TRIPLE THREAT, SUPER WET
			Vendor Total:	**2,380.00**
CONDITIONED AIR MECHAINICAL	42040	42732	1,082.50	HEAT PUMP REPAIR
			Vendor Total:	**1,082.50**
CROWNE PLAZA HOTEL	98725-98812	42543	559.80	ROOMS - BOARD
			Vendor Total:	**559.80**
DERAAD, LILA	LD-JAN-MAY2025	42733	654.36	JAN-MAY 2025 MILEAGE
			Vendor Total:	**654.36**
DIKE, STEVEN	MAY2025STATE	42734	255.00	MILEAGE TO STATE TRACK
DIKE, STEVEN	SD-03212025	42544	34.30	SUP OF THE YEAR FUEL
			Vendor Total:	**289.30**
E S U #17-MAIN	ACS-195-198	42546	67,008.41	SERVICES
E S U #17-MAIN	ACS203-208	42735	82,503.08	SERVICES
			Vendor Total:	**149,511.49**
EAKES OFFICE SOLUTIONS	9106450-0	42547	289.26	HAND SOAP, Q64, URINAL SCREENS
EAKES OFFICE SOLUTIONS	9139051-0	42737	130.00	ENZYME
EAKES OFFICE SOLUTIONS	INV651121	42737	159.51	SERVICE CONTRACT
			Vendor Total:	**578.77**
EDUCATIONAL SERVICE UNIT #1	SP 10557	42738	2,869.56	DEAF ED SERVICES
			Vendor Total:	**2,869.56**
FINLEY, JOSEPH	JF-03122025	42548	13.50	MEAL COACH BUS TO KEARNEY
FINLEY, JOSEPH	JF-04042025	42548	9.64	MEAL TRACK
FINLEY, JOSEPH	JF-05152025	42739	25.90	MEALS
			Vendor Total:	**49.04**
FLINN SCIENTIFIC INC	3140681	42740	132.70	BEAKERS, BLUE SOLUTION, SILVER NITRATE
			Vendor Total:	**132.70**
FLOOR MAINTENANCE	WEB-36198	42549	708.00	HAND TOWELS
FLOOR MAINTENANCE	WEB-36335	42549	320.21	GLASS CLEANER, SANI-T, SANITIZER
			Vendor Total:	**1,028.21**
FRESH IDEAS	6567700362	42550	233.20	COLLEGE VISIT MEALS
			Vendor Total:	**233.20**
FREUDENBURG, MELISSA	MF-MAR2025	42551	670.32	MARCH 2025 MILEAGE
FREUDENBURG, MELISSA	MF-MAY2025	42741	418.95	MAY 2025 MILEAGE
			Vendor Total:	**1,089.27**
GENERAL FUND CLEARING ACCOUNT	GF-MAR2025	42552	235.38	REIMBURSEMENT

Vendor Name	Invoice	Check #	Amount	Description
GENERAL FUND CLEARING ACCOUNT	GF-MAY2025	42742	742.80	REIMBURSEMENT
			Vendor Total:	**978.18**
GOPHER	IN447844	42743	227.89	BUMPER PLATE
GOPHER	IN447943	42743	950.81	TABLE TENNIS
			Vendor Total:	**1,178.70**
GRIZZLY INDUSTRIAL INC	12069570-01	42744	76.72	FOAM BRUSHES
			Vendor Total:	**76.72**
HEFNER ELECTRONICS	S 25048-5027	42553	11,122.35	OFFICE COMPUTERS
			Vendor Total:	**11,122.35**
HILTON GARDEN INN	1743968532GF	42554	745.00	SPONSOR ROOMS FFA
			Vendor Total:	**745.00**
HOMETOWN LEASING	101358580	42555	5,000.00	2025 S66 T4 BOBCAT SKID STEER LEASE
			Vendor Total:	**5,000.00**
INDUSTRIAL ARTS SUPPLY CO	M19893	42745	252.03	DRAGSTER KITS
			Vendor Total:	**252.03**
INSPIRE REHABILITATION	13444	42746	976.20	PT SERVICES
INSPIRE REHABILITATION	INV-12817	42556	1,206.83	PHYSICAL THERAPY & MILEAGE
			Vendor Total:	**2,183.03**
INSTRUMENTALIST COMPANY, THE	69210A 2502	42557	239.00	AWARDS
			Vendor Total:	**239.00**
ISLAND SUPPLY WELDING CO	339190	42558	331.10	ACETYLENE, NOS, ELECTRODES
ISLAND SUPPLY WELDING CO	340761	42558	19.84	C25
ISLAND SUPPLY WELDING CO	345180	42747	19.84	C25
			Vendor Total:	**370.78**
JAMF SOFTWARE LLC	90214590	42559	1,469.60	JAMF SOFTWARE SUBSCRIPTION MAR25-JUN2!
			Vendor Total:	**1,469.60**
JAYMAR BUSINESS FORMS, INC	065091	42560	416.39	GENERAL FUND CHECKS
			Vendor Total:	**416.39**
JONES SCHOOL SUPPLY CO, INC.	2145070	42561	475.02	TRACK RIBBONS
			Vendor Total:	**475.02**
JOURNEY ED.COM	10560697	42748	2,242.08	MICROSOFT OFFICE
			Vendor Total:	**2,242.08**
JUNIOR LIBRARY GUILD	716575	42749	174.00	BOOKS
			Vendor Total:	**174.00**
JW PEPPER	367434442	42562	21.00	MUSIC
JW PEPPER	367434871	42562	59.92	MUSIC
JW PEPPER	367441925	42562	7.99	MUSIC
JW PEPPER	367462885	42562	100.73	MUSIC
JW PEPPER	367466734	42562	17.98	MUSIC

Vendor Name	Invoice	Check #	Amount	Description
JW PEPPER	367498730	42750	83.97	MUSIC
			Vendor Total:	**291.59**
K-C KOLLISION LLC	6231	42564	477.50	2010SHORT BUS LIGHT REPAIR & OIL CHANG
			Vendor Total:	**477.50**
KBRB AM FM	125264-125538	42751	403.50	TEACHER APPREC,NURSING,SUMMER, ADMIN A
KBRB AM FM	KBRB-MAR2025	42563	56.00	HW PARA ADS
			Vendor Total:	**459.50**
KING, TESSA	TK-AUG-DEC2024	42752	801.99	AUG - DEC 2024 MILEAGE
KING, TESSA	TK-JAN-MAY2025	42752	788.03	JAN - MAY 2025 MILEAGE
			Vendor Total:	**1,590.02**
KSB SCHOOL LAW	18894	42753	298.00	LEGAL SERVICES
			Vendor Total:	**298.00**
LIBRARY WORLD INC	16966	42754	1,050.00	1 YEAR SUBSCRIPTION
			Vendor Total:	**1,050.00**
LINCOLN MARRIOTT CORNHUSKER	02192025	42565	118.00	ROOM - HAFER
LINCOLN MARRIOTT CORNHUSKER	04012025	42565	179.00	ROOM - HAFER
			Vendor Total:	**297.00**
LUNCHTIME SOLUTIONS	NE00001271	14	782.90	STAFF TRAINING MEAL
LUNCHTIME SOLUTIONS	NE00001367	14	434.42	STAFF TRAINING MEAL
LUNCHTIME SOLUTIONS	V*NE00001271	14	(782.90)	STAFF TRAINING MEAL
LUNCHTIME SOLUTIONS	V*NE00001367	14	(434.42)	STAFF TRAINING MEAL
			Vendor Total:	**0.00**
LYTLE'S PLUMBING, LLC	2955	42566	1,502.19	SEWER LINE CLEAN
			Vendor Total:	**1,502.19**
MIDWEST CONNECT	759243	42755	271.00	IX-3/5/7 SERIES INK CARTRIDGE
			Vendor Total:	**271.00**
MIDWEST GRADUATES	MG03292025	42567	598.28	DIPLOMA CERTS, COVERS, VAL/SAL MEDALS
			Vendor Total:	**598.28**
MIDWEST TECHNOLOGY PRODUCTS	2150997-00	42756	191.61	LEVEL, SANDPAPER, DUCT TAPE, CORD REEL
			Vendor Total:	**191.61**
NASCO	813810	42757	78.95	COW UTERUS
NASCO	814274	42757	246.51	DAWN CLEANER, WOK, GLOVES
			Vendor Total:	**325.46**
NASSP	9001956365	42758	95.00	NATIONAL ASSOC STUDENT COUNCIL
NASSP	9001960150	42758	385.00	NATIONAL JR HONOR SOCIETY
NASSP	9001971143	42758	385.00	NATIONAL HONOR SOCIETY
			Vendor Total:	**865.00**
NE COUNCIL OF SCHOOL ADMIN	06022025BUSMGR	42759	100.00	BUSINESS MANAGER TRAINING - STONER
NE COUNCIL OF SCHOOL ADMIN	85361	42568	75.00	GRIT CONFERENCE - HAFER
NE COUNCIL OF SCHOOL ADMIN	ADMINDAYS2025	42759	584.00	ADMINISTRATORS DAYS - HAFER/RIESEN

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Vendor Name	Invoice	Check #	Amount	Description
			Vendor Total:	**759.00**
NEBRASKA DEPT OF EDUCATION	T000552455	42569	400.00	DATA CONFERENCE
			Vendor Total:	**400.00**
NEBRASKA PUBLIC POWER DISTRICT	NPPD19974-	42570	84.52	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19974-	42760	62.45	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19977-	42570	32.63	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19977-	42760	32.63	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19980-	42570	102.46	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19980-	42760	102.89	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19983-	42570	4,925.40	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19983-	42760	5,474.89	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19986-	42570	99.60	ELECTRICITY
NEBRASKA PUBLIC POWER DISTRICT	NPPD19986-	42760	93.75	ELECTRICITY
			Vendor Total:	**11,011.22**
NEBRASKA SCHOOL TRANSPORTATION	JF-CONF2025	42761	150.00	SUMMER CONFERENCE
			Vendor Total:	**150.00**
NIMCO	207540	42762	89.47	BALL, YO-YO, RIBBON
			Vendor Total:	**89.47**
NORFOLK DAILY NEWS	0042767-25-26	42571	168.00	25-26 12 MO E-SUBSCRIPTION
			Vendor Total:	**168.00**
O'NEILL PUBLIC SCHOOLS	2025-2610648	42575	365.00	DISTRICT MUSIC ENTRY FEE
			Vendor Total:	**365.00**
OFFICE PRODUCTS CENTER	01LC2133	42572	276.55	SERVICE CONTRACT
OFFICE PRODUCTS CENTER	01LC2135	42572	839.14	SERVICE CONTRACT
OFFICE PRODUCTS CENTER	01LC8205	42763	1,201.66	SERVICE CONTRACT
OFFICE PRODUCTS CENTER	0ALC9210	42763	135.00	PRINTER DIAGNOSED
			Vendor Total:	**2,452.35**
OLSONS PEST TECHNICIANS	416305	42573	99.00	MONTHLY SERVICE
			Vendor Total:	**99.00**
ONE SOURCE	2022176241	42574	65.50	BACKGROUND CHECK
			Vendor Total:	**65.50**
ORIENTAL TRADING CO INC	73731834901	42764	101.84	BADGES, BRACELETS, VEST
			Vendor Total:	**101.84**
ORTON, SUMMER	SO-MAR-MAY2025	42765	750.12	MARCH - MAY 2025 MILEAGE
			Vendor Total:	**750.12**
PAM HOLLENBECK	PH-2024-2025	42766	5,773.53	2024-2025 MILEAGE
			Vendor Total:	**5,773.53**
PAPER TIGER SHREDDING	215115	42576	234.30	SHREDDING
			Vendor Total:	**234.30**
PITSCO EDUCATIONAL DIVISION	25-000008952	42767	56.36	GLUE

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Vendor Name	Invoice	Check #	Amount	Description
			Vendor Total:	**56.36**
POSTMASTER	ANNUAL2025	42768	246.00	ANNUAL PO BOX RENTAL
			Vendor Total:	**246.00**
POWERSCHOOL GROUP LLC	INV446598	42769	7,719.95	HOSTING, MAINTENANCE & SUPPORT
			Vendor Total:	**7,719.95**
PRECISION AUTOBODY	8187	42577	40.00	2007 BUS CHIP REPAIR
PRECISION AUTOBODY	8190	42577	40.00	2014 VAN CHIP REPAIR
PRECISION AUTOBODY	8191	42577	40.00	2021 FORD EXPLORER CHIP REPAIR
PRECISION AUTOBODY	8192	42577	40.00	2009 CHEVY SUBURBAN CHIP REPAIR
			Vendor Total:	**160.00**
PRESIDENT'S AWARD PROGRAM	504506	42578	234.30	CERTIFICATES AND PINS
			Vendor Total:	**234.30**
PRESTIGE GROUP INC.	L2025-029	42579	3,300.00	APR-MAY BUS LEASE
			Vendor Total:	**3,300.00**
PROPIO LANGUAGE SERVICES	0031380325	42580	49.40	INTERPRETATION SERVICES
PROPIO LANGUAGE SERVICES	0031380525	42770	54.60	LANGUAGE SERVICES
			Vendor Total:	**104.00**
QUADIENT	06092025	42771	1,000.00	POSTAGE
			Vendor Total:	**1,000.00**
RACK PERFORMANCE	6770	42772	1,000.00	RACK PRO RENEWAL
			Vendor Total:	**1,000.00**
RAPID FIRE PROTECTION INC	88357	42581	330.00	SEMI-ANNUAL ALARM INSPECTION
			Vendor Total:	**330.00**
RAPIDS	I2030197	42773	1.89	MEASURING SPOON SET
			Vendor Total:	**1.89**
RED & WHITE	RW-MAR2025	42582	427.48	SUPPLIES
			Vendor Total:	**427.48**
RENAISSANCE LEARNING INC	5546855	42774	4,552.80	FASTBRIDGE SUBSCRIPTION
			Vendor Total:	**4,552.80**
RODEWAY INN - AINSWORTH	76556251	42583	95.00	COGNIA VISIT ROOM
			Vendor Total:	**95.00**
RUHTER, JULIE	JF-MAY2025	42775	359.10	MAY 2025 MILEAGE
RUHTER, JULIE	JR-FEB2025	42584	610.47	FEBRUARY 2025 MILEAGE
RUHTER, JULIE	JR-MAR2025	42584	574.56	MARCH 2025 MILEAGE
			Vendor Total:	**1,544.13**
SANER PLUMBING AND IRON	0082N	42585	167.87	PARK RESTROOM REPAIR
			Vendor Total:	**167.87**
SCHMITZ, HANNAH	HS-FEB2025	42586	748.13	FEBRUARY 2025 MILEAGE

Vendor Name	Invoice	Check #	Amount	Description
SCHMITZ, HANNAH	HS-MAR2025	42586	798.00	MARCH 2025 MILEAGE
SCHMITZ, HANNAH	HS-MAY2025	42776	448.88	MAY 2025 MILEAGE
			Vendor Total:	**1,995.01**
SCHOOL HEALTH CORPORATION	CINV000241761	42777	20.61	APPLICATORS
			Vendor Total:	**20.61**
SCHOOL SPECIALTY LLC	208135566664	42778	283.03	GLAZE, PAINT
SCHOOL SPECIALTY LLC	208135699732	42778	333.96	PLANNERS, GLUESTICKS, EARBUDS
SCHOOL SPECIALTY LLC	208135722993	42778	325.96	CLAY, GLOSS GLAZE
			Vendor Total:	**942.95**
SCHOOLARTS MAGAZINE	SA100005	42779	24.95	SCHOOLARTS MAGAZINE
			Vendor Total:	**24.95**
SEVEN SPRINGS INC	0120543	42587	122.00	WATER
SEVEN SPRINGS INC	0120618	42587	46.50	RENTAL
SEVEN SPRINGS INC	0120744	42587	62.00	WATER
SEVEN SPRINGS INC	0121336	42780	46.50	RENTAL
			Vendor Total:	**277.00**
SIMPLIFASTER	7880	42781	2,199.00	FREELAP FXCHIP 10 PK
			Vendor Total:	**2,199.00**
SMITH, ASHLEY	AS-MAR2025	42588	734.16	MARCH 2025 MILEAGE
SMITH, ASHLEY	AS-MAY2025	42782	458.85	MAY 2025 MILEAGE
			Vendor Total:	**1,193.01**
STAPLES ADVANTAGE	6030563708	42783	52.65	PAPER
STAPLES ADVANTAGE	6030684997	42783	4,467.65	PAPER
			Vendor Total:	**4,520.30**
STUDENT ASSURANCE SERVICES INC	SA-2025-2026	42589	817.00	CATASTROPHIC COVERAGE
			Vendor Total:	**817.00**
SUPERIOR-SHOWBOARD CO.	00175308	42784	276.00	BLACK DISPLAY BOARDS
			Vendor Total:	**276.00**
TEACHER DISCOVERY	210164	42785	34.96	BOOKMARKS, POSTER
			Vendor Total:	**34.96**
TEHRANI MOTOR CO.	23737	42786	357.90	PROGRAM KEY
			Vendor Total:	**357.90**
THREE RIVER TELCO	10510249	42590	648.26	PHONE SERVICE
THREE RIVER TELCO	10516453	42787	645.61	PHONE SERVICE
			Vendor Total:	**1,293.87**
TK ELEVATOR CORPORATION	1000698778	42788	602.61	SERVICE JUN-AUG2025
			Vendor Total:	**602.61**
TRAVIS ELECTRIC INC	21390	42591	397.06	FLAG & COURTYARD LIGHTS
TRAVIS ELECTRIC INC	21508	42789	1,434.38	GYM LIGHT REPAIR
			Vendor Total:	**1,831.44**

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Vendor Name	Invoice	Check #	Amount	Description
UNIVERSITY OF NEBRASKA LINCOLN	JG TCP 2025	42592	1,750.00	JOSIE GANSER TRANSITIONAL CERT PROGRAM
		Vendor Total:	1,750.00	
US BANK	USBANK4445- ----	42593	715.83	SUPPLIES
US BANK	USBANK4445- ----	42790	870.05	SUPPLIES
		Vendor Total:	1,585.88	
VIRCO INC	92079719	42791	541.30	TABLE
		Vendor Total:	541.30	
VOYAGER SOPRIS LEARNING	8785365	42792	398.20	REWARDS PLUS
		Vendor Total:	398.20	
WAGEWORKS	INV7653624	42594	146.00	MONTHLY ADMIN FEE
WAGEWORKS	INV7863572	42793	146.00	MONTHLY ADMIN FEE
		Vendor Total:	292.00	
WELKE, ANGELA	AW-AUG2024- ----	42794	1,287.63	AUG 2024 - MAY 2025 MILEAGE
		Vendor Total:	1,287.63	
WEX BANK	103887125	42595	684.93	FUEL
WEX BANK	105132470	42795	1,401.52	FUEL
		Vendor Total:	2,086.45	
WILLIAMS, RACHEL	RW-DUES2025	42596	500.00	PROFESSIONAL DUES
		Vendor Total:	500.00	
WILLOW LANE EDUCATION	ARU0386470	42597	166.79	BOOKS
		Vendor Total:	166.79	
WITTE, LAURIE	LW-04082025	42598	201.00	COMPUTER PICK UP FROM GEORGE HEFNER
		Vendor Total:	201.00	

Fund Total: 311,250.06

Checking Account Total: 311,250.06

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Activity Fund Balance Report - Summary - Exclude Encumbrances
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Fund: 05   ACTIVITIES

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704	FUND BALANCE	230,000.00	0.00	0.00	0.00	230,000.00
05 704 0101	A CLUB BALANCE	1,286.55	0.00	350.00	0.00	1,636.55
05 704 0105	ACTIVITY TICKET BALANCE	3,165.00	0.00	0.00	0.00	3,165.00
05 704 0110	ASAP BALANCE	2,420.00	0.00	0.00	0.00	2,420.00
05 704 0120	ATHLETICS BALANCE	(291.64)	3,657.50	0.00	0.00	(3,949.14)
05 704 0125	BAND BALANCE	8,350.31	25.00	0.00	0.00	8,325.31
05 704 0126	BAND FUND RAISER	1,706.10	30.00	1,016.75	0.00	2,692.85
05 704 0127	BBB FUNDRAISER BALANCE	1,657.69	0.00	0.00	0.00	1,657.69
05 704 0128	BACKPACK PROGRAM BALANCE	807.00	0.00	0.00	0.00	807.00
05 704 0132	BOYS GOLF FUNDRAISER	361.61	0.00	81.34	0.00	442.95
05 704 0136	CLAPPER CD BALANCE	128.82	0.00	0.00	0.00	128.82
05 704 0137	CARL PERKINS BALANCE	297.05	0.00	0.00	0.00	297.05
05 704 0140	CHEER FUNDRAISER BALANCE	2,987.32	0.00	0.00	0.00	2,987.32
05 704 0145	CHORUS BALANCE	2,292.45	25.00	89.00	0.00	2,356.45
05 704 0167	CONCESSIONS - BULLDOG BALANCE	17,944.67	604.55	(10,586.14)	0.00	6,753.98
05 704 0168	VB FUNDRAISER BALANCE	3,895.56	0.00	0.00	0.00	3,895.56
05 704 0169	COCA COLA PARTNERSHIP BALANCE	9,031.69	0.00	0.00	0.00	9,031.69
05 704 0175	DRILL TEAM FUNDRAISER BALANCE	3,905.24	0.00	0.00	0.00	3,905.24
05 704 0180	DRIVER EDUCATION BALANCE	(16,040.00)	0.00	0.00	0.00	(16,040.00)
05 704 0185	ELEMENTARY FACULTY BALANCE	5,520.43	76.45	219.80	0.00	5,663.78
05 704 0186	ENTREPRENEUR CLASS BALANCE	156.40	0.00	0.00	0.00	156.40
05 704 0187	ESU INSERVICE BALANCE	487.01	0.00	0.00	0.00	487.01
05 704 0188	EXCELLENCE IN EDUCATION BALANCE	2,436.35	0.00	0.00	0.00	2,436.35
05 704 0190	FBLA BALANCE	1,010.78	0.00	271.20	0.00	1,281.98
05 704 0195	FFA BALANCE	26,300.65	6,559.51	1,402.00	0.00	21,143.14
05 704 0196	FFA SWEETCORN BALANCE	16,630.35	0.00	0.00	0.00	16,630.35
05 704 0200	FCCLA BALANCE	(267.56)	580.00	1,402.46	0.00	554.90
05 704 0201	FCCLA DIST 9 BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0205	FOREIGN LANGUAGE BALANCE	1,086.98	0.00	0.00	0.00	1,086.98
05 704 0210	GBB FUNDRAISER BALANCE	1,730.59	825.00	0.00	0.00	905.59
05 704 0215	GENERAL SHOP BALANCE	(8,377.89)	0.00	305.00	0.00	(8,072.89)
05 704 0221	GIRLS GOLF FUNDRAISER BALANCE	65.37	0.00	0.00	0.00	65.37
05 704 0223	MS TRACK FUNDRAISER BALANCE	157.27	0.00	0.00	0.00	157.27
05 704 0225	HIGH SCHOOL FACULTY BALANCE	1,436.02	63.07	1,037.06	0.00	2,410.01
05 704 0230	INTEREST BALANCE	20,000.95	1,000.00	218.94	0.00	19,219.89
05 704 0235	INVESTMENTS BALANCE	(50,000.00)	0.00	0.00	0.00	(50,000.00)

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Fund: 05   ACTIVITIES

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 0240	ONE ACTS BALANCE	(1,333.86)	0.00	0.00	0.00	(1,333.86)
05 704 0244	FOOTBALL FUNDRAISER BALANCE	12,585.58	954.00	86.00	0.00	11,717.58
05 704 0245	LIBRARY BALANCE	13,140.15	491.77	0.00	0.00	12,648.38
05 704 0251	MID SCH STUDENT COUNCIL BALANCE	3,470.64	30.00	720.90	0.00	4,161.54
05 704 0255	MISCELLANEOUS BALANCE	(135.69)	0.00	140.70	0.00	5.01
05 704 0256	PLAYGROUND BALANCE	7,663.13	0.00	0.00	0.00	7,663.13
05 704 0257	DI GLOBAL FINALS BALANCE	4,830.84	0.00	0.00	0.00	4,830.84
05 704 0258	RENTALS BALANCE	1,972.50	0.00	0.00	0.00	1,972.50
05 704 0259	DISTRICT MUSIC BALANCE	1,270.29	0.00	0.00	0.00	1,270.29
05 704 0260	NATIONAL HISTORY DAY BALANCE	371.11	3,970.50	6,419.87	0.00	2,820.48
05 704 0261	MOCK TRIAL BALANCE	(1,318.28)	0.00	1,018.69	0.00	(299.59)
05 704 0262	QUIZ BOWL	104.08	0.00	0.00	0.00	104.08
05 704 0265	SPEECH TOURNAMENT BALANCE	(2.29)	215.64	82.00	0.00	(135.93)
05 704 0270	HS STUDENT COUNCIL BALANCE	(25.88)	0.00	225.00	0.00	199.12
05 704 0271	STUDENT WELLNESS BALANCE	1,228.70	24.66	0.00	0.00	1,204.04
05 704 0273	SUMMER INS BALANCE	3,538.60	1,977.81	2,135.31	0.00	3,696.10
05 704 0275	SUMMER READING/MATH BALANCE	502.60	0.00	0.00	0.00	502.60
05 704 0277	ONE TO ONE TECHNOLOGY BALANCE	2,122.31	0.00	0.00	0.00	2,122.31
05 704 0280	THESPIANS BALANCE	2,470.55	214.00	924.41	0.00	3,180.96
05 704 0282	TRACK FUNDRAISER BALANCE	479.47	301.37	0.00	0.00	178.10
05 704 0283	TANSY PITCHER MEM	1,737.93	0.00	0.00	0.00	1,737.93
05 704 0284	VIDEO BOARD	3,566.13	872.54	0.00	0.00	2,693.59
05 704 0285	VISUAL ARTS CLUB BALANCE	7,037.57	43.54	0.00	0.00	6,994.03
05 704 0286	YEARBOOK BALANCE	18,685.82	358.51	1,781.00	0.00	20,108.31
05 704 0288	XC FUNDRAISER BALANCE	161.86	0.00	0.00	0.00	161.86
05 704 0290	WR BOYS FUNDRAISER BALANCE	7,334.11	0.00	100.00	0.00	7,434.11
05 704 0291	WEICHMAN BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0292	WR GIRLS FUNDRAISER	4,766.85	0.00	0.00	0.00	4,766.85
05 704 1001	HS FOOTBALL BALANCE	(972.25)	3,990.27	0.00	0.00	(4,962.52)
05 704 1002	MS FOOTBALL BALANCE	36.25	0.00	0.00	0.00	36.25
05 704 1003	HS VOLLEYBALL BALANCE	845.10	43.34	0.00	0.00	801.76
05 704 1004	MS VOLLEYBALL BALANCE	887.09	0.00	0.00	0.00	887.09
05 704 1005	CROSS COUNTRY BALANCE	(93.74)	246.08	0.00	0.00	(339.82)
05 704 1006	HS WRESTLING BALANCE	(7,413.03)	86.68	0.00	0.00	(7,499.71)
05 704 1007	MS WRESTLING BALANCE	4,478.24	0.00	0.00	0.00	4,478.24
05 704 1008	HS TRACK BALANCE	(2,634.91)	377.85	0.00	0.00	(3,012.76)

Ainsworth Community Schools
06/03/2025 8:06 AM

Activity Fund Balance Report - Summary - Exclude Encumbrances
05/2025 - 05/2025
Regular; Beginning Month 05/2025; Processing Month 05/2025; Accounts to Include Accounts with Activity; Fund Number 05

Page: 3
User ID: STO

Fund: 05   ACTIVITIES

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 1009	MS TRACK BALANCE	(1,583.04)	475.05	45.00	0.00	(2,013.09)
05 704 1010	HS BOYS BASKETBALL BALANCE	4,272.90	43.34	0.00	0.00	4,229.56
05 704 1011	MS BOYS BASKETBALL BALANCE	870.70	0.00	0.00	0.00	870.70
05 704 1012	HS GIRLS BASKETBALL BALANCE	257.35	143.39	0.00	0.00	113.96
05 704 1013	MS GIRLS BASKETBALL BALANCE	1,257.91	0.00	0.00	0.00	1,257.91
05 704 1014	BOYS GOLF BALANCE	314.49	2,031.67	1,380.00	0.00	(337.18)
05 704 1015	TRAINING SUPPLIES BALANCE	3,165.35	0.00	0.00	0.00	3,165.35
05 704 1016	GIRLS GOLF BALANCE	(1,791.53)	21.67	0.00	0.00	(1,813.20)
05 704 1017	CHEER BALANCE	(51.12)	19.99	398.48	0.00	327.37
05 704 1020	MS GOLF BALANCE	18.50	0.00	0.00	0.00	18.50
05 704 2017	CLASS OF 2017 BALANCE	637.78	0.00	0.00	0.00	637.78
05 704 2018	CLASS OF 2018 BALANCE	55.94	0.00	0.00	0.00	55.94
05 704 2019	CLASS OF 2019 BALANCE	553.93	0.00	0.00	0.00	553.93
05 704 2020	CLASS OF 2020 BALANCE	246.04	0.00	0.00	0.00	246.04
05 704 2021	CLASS OF 2021 BALANCE	274.08	0.00	0.00	0.00	274.08
05 704 2022	CLASS OF 2022 BALANCE	90.06	0.00	0.00	0.00	90.06
05 704 2023	CLASS OF 2023 BALANCE	517.58	0.00	0.00	0.00	517.58
05 704 2024	CLASS OF 2024 BALANCE	158.32	0.00	0.00	0.00	158.32
05 704 2025	CLASS OF 2025 BALANCE	2,121.56	1,420.00	72.00	0.00	773.56
05 704 2026	CLASS OF 2026 BALANCE	2,503.77	1,062.95	686.69	0.00	2,127.51
05 704 2027	CLASS OF 2027 BALANCE	3,147.67	0.00	1,558.58	0.00	4,706.25
05 704 2028	CLASS OF 2028 BALANCE	3,291.11	0.00	504.81	0.00	3,795.92
05 704 2029	CLASS OF 2029 BALANCE	1,504.58	0.00	962.09	0.00	2,466.67
05 704 2030	CLASS OF 2030	640.25	0.00	392.15	0.00	1,032.40
05 704 2031	CLASS OF 2031 BALANCE	190.00	0.00	191.40	0.00	381.40
05 704 5200	TRANSFER IN	(180,000.00)	0.00	0.00	0.00	(180,000.00)
	Fund Total: 05	226,300.87	32,862.70	15,632.49	0.00	209,070.66

May 31, 2025

INVESTMENTS

CLAPPER

Week of	Amount	Term	Homestead	WPB	Number	Maturity
June 24, 2024	4,000	12 Mo	<u>5.00%</u>	4.45%		Jun 13, 2025

ACTIVITY ACCOUNT

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Jun 14, 2024	25,000	12 Mo	<u>5.00%</u>	4.45%		Jun 13, 2025
Dec 20, 2024	25,000	12 Mo	3.70%	<u>3.66%</u>	26208125	Dec 15, 2025

GENERAL FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Sep 13, 2024	400,000	9 Mo	4.42%	3.60%	<u>NLAF 4.58%</u>	Jun 13, 2025
Oct 15, 2024	241,000	9 Mo	4.18%	3.61%	<u>NLAF 4.27%</u>	Jul 15, 2025
Feb 14, 2025	235,000	6 Mo	4.18%	4.10%	<u>NLAF 4.35%</u>	Aug 15, 2025
Feb 14, 2025	480,000	7 Mo	4.18%	4.10%	<u>NLAF 4.28%</u>	Sep 15, 2025
Mar 14, 2025	235,000	7 Mo	4.18%	4.00%	<u>NLAF 4.25%</u>	Oct 15, 2025
Apr 15, 2025	240,000	7 Mo	<u>4.15%</u>	3.96%	NLAF 3.95%	Nov 14, 2025
Apr 15, 2025	500,000	8 Mo	<u>4.15%</u>	3.96%	NLAF 4.075%	Dec 15, 2025
May 15, 2025	275,000	8 Mo	4.05%	<u>4.10%</u>	NLAF 4.05%	Jan 15, 2026
May 15, 2025	500,000	9 Mo	4.05%	<u>4.10%</u>	NLAF 4.05%	Feb 13, 2026
May 15, 2025	500,000	10 Mo	4.05%	<u>4.10%</u>	NLAF 4.10%	Mar 13, 2026

DEPRECIATION FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Feb 14,2025	237,000	12 Mo	3.94%	3.90%	<u>NSDLAF4.35%</u>	Jan 15, 2026

BUILDING FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Aug 21, 2024	246,000	12 Mo	4.75%	3.33%	<u>NSDLAF4.95%</u>	Aug 20, 2025
Feb 14, 2025	238,000	12 Mo	3.94%	3.90%	<u>NSDLAF 4.25%</u>	Jan 15, 2026

EMPLOYEE BENEFIT FUND

Week of	Amount	Term	Homestead	WPB	Number	Maturity
Jan 15, 2025	100,000	12 Mo	3.94%	3.67%	<u>NSDLAF4.35%</u>	Jan 15, 2026

FUND BALANCES
5/30/2025

DEPRECIATION FUND

Account	Checking	CD	NSDLAF
Band/Choir Uniforms	$ -		
Vehicle	-		
Desks	-		
Interest	41,093.07	-	
Ag Equipment	2,884.80		
Undesignated	48,314.87	-	237,000.00
TOTALS	$ 92,292.74	$ -	$ 237,000.00

BUILDING/SINKING FUND

Account	Checking	CD	
Track	$ -		
Bleachers	-		
Interest	32,340.78		-
Undesignated	544,550.97	-	484,000.00
TOTALS	$ 576,891.75	$ -	$ 484,000.00

EMPLOYEE BENEFIT FUND

Account	Checking	CD	
Unemployment	$ 5,846.61		
Volunteer Retirement	9,074.49		
Interest	2,726.23		100,000.00
TOTALS	$ 17,647.33	$ -	$ 100,000.00

BOND FUND

Account	Checking	CD
Bond	$ -	

STUDENT FEES

Account	Checking
Fees	$ -

Total
$ -
-
-
41,093.07
2,884.80
285,314.87
$ 329,292.74

Total
$ -
-
32,340.78
1,028,550.97
$ 1,060,891.75

Total
$ 5,846.61
9,074.49
102,726.23
$ 117,647.33

Total
$ -

Total
$ -

CASH FLOW
May 2025

Date	Description	Investment	NSDLAF	Receipt	Payment	Total
5/1/2025	BALANCE FORWARD	$740,000.00	$1,866,000.00			$992,414.19
5/5/2025	NECC - DUAL CREDIT			$2,265.65		$994,679.84
5/9/2025	RETIREMENT				$68,325.05	$926,354.79
5/12/2025	GENERAL BILLS				$138,819.37	$787,535.42
5/15/2025	BROWN CO TREAS-MV TAXES			$25,606.50		$813,141.92
	-TAXES			$1,048,675.86		$1,861,817.78
	-INTEREST			$50.93		$1,861,868.71
	-INTEREST ON TAXES			$50.83		$1,861,919.54
	-FINES/LIC LIQUOR			$75.38		$1,861,994.92
	-HOMESTEAD			$9,571.34		$1,871,566.26
	-COURT FINES			$1,750.68		$1,873,316.94
5/15/2025	CD	$1,275,000.00	-$275,000.00	$275,000.00	$1,275,000.00	$873,316.94
5/15/2025	PAYROLL				$348,792.60	$524,524.34
	PAYROLL				$127,238.58	$397,285.76
5/19/2025	EDUCATION QUEST			$1,210.85		$398,496.61
5/19/2025	ROCK CO TREAS - TAXES			$5,038.88		$403,535.49
	-PROP TAX CREDIT			$1,333.83		$404,869.32
	-SCHOOL TAX CREDIT			$2,913.01		$407,782.33
	-MV PRO RATA			$14.62		$407,796.95
5/30/2025	STATE AID			$59,419.00		$467,215.95
5/30/2025	HOMESTEAD NOW INTEREST			$991.69		$468,207.64
5/31/2025	TOTALS	$2,015,000.00	$1,591,000.00	$1,433,969.05	$1,958,175.60	$468,207.64

WHAT IS COGNIA?

Cognia is a nonprofit global leader in education improvement.

Accreditation is a continuous improvement process that helps an institution improve teaching and learning.

PERFORMANCE STANDARDS

- Culture of Learning
- Leadership for Learning
- Engagement of Learning
- Growth in Learning
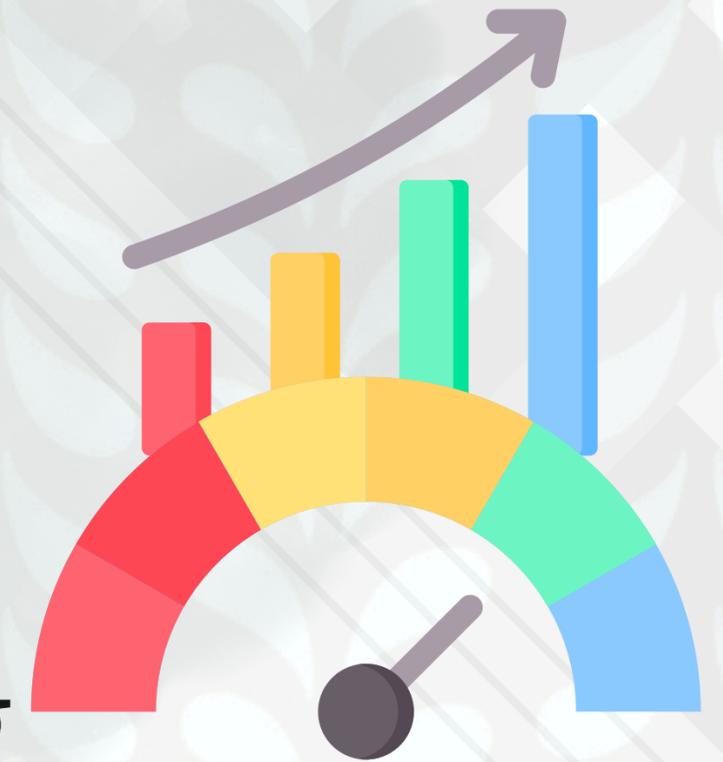
COMMENDATIONS

Culture

- Student Centered

- Relationships
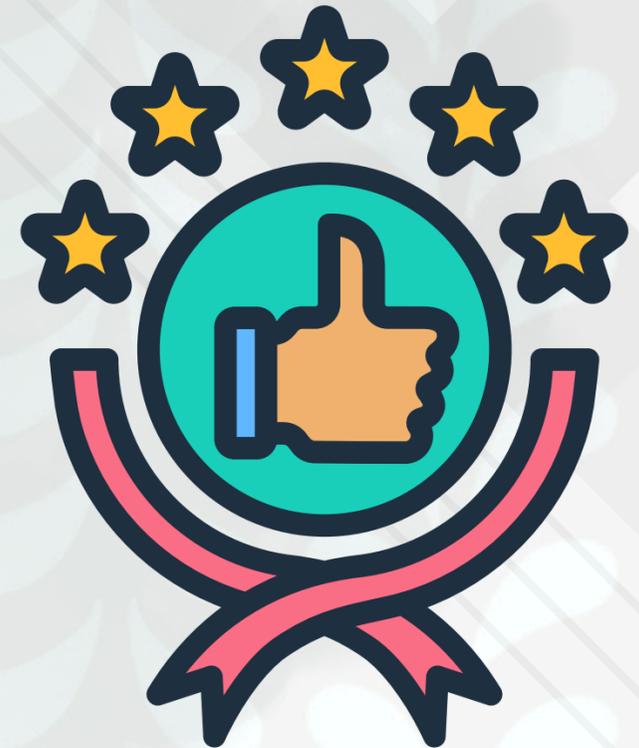
COMMENDATIONS

Continuous Improvement

- Curriculum Systems

- Intervention Systems

RECOMMENDATIONS FOR IMPROVEMENT

1. Develop and implement evaluation systems to optimize learning
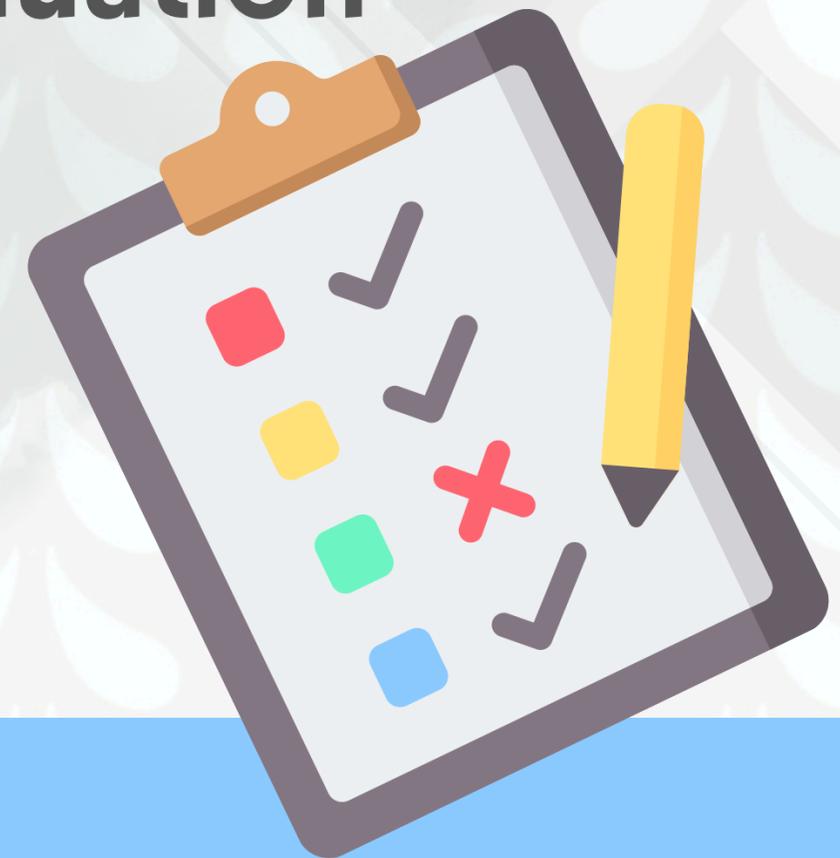
STANDARD 10

Leaders demonstrate expertise in recruiting, supervision, and evaluating professional staff members to optimize learning

STANDARD 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

RATIONALE

When systems are aligned with appropriate tools to evaluate curriculum and instruction then staff may be able to adjust programs and conditions that affect learning.

SPECIFIC NEXT STEPS

- Classroom observations should drive professional development
  - Create and maintain a system of peer observations
  - Set clear expectations and purpose in regards to fidelity
  - Narrow the focus but expect and maintain high expectatons

RECOMMENDATIONS FOR IMPROVEMENT

2. Structure goal-monitoring routines to engage students' love of learning

STANDARD 19

Leaders are immersed in an environment that promotes and respects student voices and respoinsibility for their learning.

STANDARD 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

STANDARD 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

RATIONALE

When students regularly set and monitor academic and non-academic goals based on their needs and interests, then they may develop greater motivation that deepens their engagement with instruction.

SPECIFIC NEXT STEPS

- Increase student voice and choice
  - In their learning experiences
  - How they demonstrate their learning
- Implement student goal setting and monitoring

WHAT'S NEXT?

Evidence of actions taken and the results of these actions must be addressed in a progress report due Spring 2028.

Accreditation Engagement Review

July 01, 2024 - June 30, 2025

Ainsworth Community Schools

Institution #15610

Box 65
520 E 2 Street
Ainsworth, Nebraska 69210-0065
United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future capabilities and capacities of an institution in the context of its mission, purpose, and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.

Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	⊘ Yes
2.	The institution complies with all applicable governmental laws or regulations.	⊘ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	⊘ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision-making, ethics, and authority; and engages in training aligned with its roles and responsibilities.	⊘ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	⊘ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety, and health for on-site and virtual environments that include expectations, communications protocols, and training for students, staff, and stakeholders.	⊘ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	⊘ Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★ Network Average: 2.9

Network Comparison for Stakeholder Feedback Analysis

Your Institution — 4.0

Cognia Network Avg. — 3.2

Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★ Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★ Network Average: 2.9

Network Comparison for Student Performance Analysis

Your Institution — 4.0

Cognia Network Avg. — 3.2

Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.4
The institution has analyzed and synthesized information.	★★★☆ Network Average: 2.9
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★ Network Average: 2.8

Network Comparison for Learning Environments Analysis

Your Institution: 3.8

Cognia Network Avg.: 3.1

Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Culture of Learning.	★★★★ Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★ Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆ Network Average: 2.8

Network Comparison for Culture of Learning

Your Institution: 3.8

Cognia Network Avg.: 3.2

Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Leadership for Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆ Network Average: 2.7

Network Comparison for Leadership for Learning

Your Institution	3.8
Cognia Network Avg.	3.1

Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Engagement of Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★☆☆ Network Average: 2.8

Network Comparison for Engagement of Learning

Your Institution	3.3
Cognia Network Avg.	3.1

Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Growth in Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★ Network Average: 2.8

Network Comparison for Growth in Learning

Your Institution	4.0
Cognia Network Avg.	3.1

Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

• Stakeholders are actively engaged and supportive of the institution's mission
• Learners' academic and non-academic needs and interests are the focal point
• Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

YOUR RATING
★★★☆
Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING
★★★☆
Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING
★★★★
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING
★★★☆
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

| 1 | 1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING
★★☆☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

Network Comparison for Culture of Learning Standards

Your Institution	3.0
Cognia Network Avg.	3.1

Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

• Communicate expectations for learning
• Influence and impact the culture in positive ways
• Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING
★★★☆
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING
★★★★
Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING
★★☆☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING
★★★☆
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.

2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.
1	1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING
★★★☆
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING
★★★☆
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

| 1 | 1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information. |

Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING
★★★☆
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards

| Your Institution | 3.0 |
| Cognia Network Avg. | 3.0 |

Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

• Are included in the learning process
• Participate with confidence
• Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Learners have equitable opportunities to realize their learning potential.

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING
★★☆☆
Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING

★★☆☆

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING

★★☆☆

Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING
★★☆☆
Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING
★★★☆
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards

Your Institution	2.5
Cognia Network Avg.	2.8

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when:

• Learners possess non-academic skills that ensure readiness to learn
• Learners' academic achievement reflects preparedness to learn
• Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING
★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING

★★☆☆

Network Average: 2.5

LEVEL	DESCRIPTION
4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING
★★☆☆
Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
1	1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING
★★★★
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
3	3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
2	2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
1	1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING

★★★☆

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING

★★☆☆

Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.

1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING
★★★☆
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Network Comparison for Growth in Learning Standards

Your Institution — 2.7

Cognia Network Avg. — 2.8

Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Stakeholders' relationships foster a culture focused on students' well-being. Serving students and families from a rural, primarily agricultural community that spans nearly 1,200 square miles, the culture of Ainsworth Community Schools (ACS) embodies small-town pride built on relationships and cooperation in support of its schools' success. Stakeholders used words like inclusive, fun, caring, and student-centered to describe the system and its importance to the entire community. As one stakeholder stated, "The future of our community is reliant on what we're doing and what we're providing for our kids." Regular strategic planning efforts include all stakeholder groups to refine and update the district's mission, vision, and improvement initiatives focused on learners' well-being. While several versions of the system's mission to provide a safe environment in which students acquire the knowledge, skills, and attitudes necessary to be successful individuals in an ever-changing world appear in written documents, the system's purpose is encapsulated by the phrase We CARE, meaning We Are Committed to Achieving Results for Everyone's Success. Leaders foster community-wide relationships with parents and patrons through open and transparent communication efforts, furthering stakeholders' understanding of the system's efforts. Input is gathered through survey

tools, focus groups, and routine interactions while progress data trends and updates are shared through platforms such as social media, print and digital report cards, and weekly radio interviews. Efforts such as this have garnered support for after-school activities, facility improvements, and more that benefit students and staff. Systems and routines support strong relationships and learning.

Small class sizes provide an environment for students and staff to build positive relationships, supported by formal structures that increase a sense of belonging and engagement. In addition over 30 extra and co-curricular offerings, community service activities, and programs such as TeamMates and Ainsworth Schools After-school Program (ASAP), Seminar and check-in/check-out (CICO) routines foster a sense of support and belonging. Seminar provides dedicated time each day with a rotating schedule for students to work with staff on grade checks, homework help, social-emotional learning lessons, and activities to support the school's climate and culture. Secondary students spoke highly of the fun activities, encouragement from classmates, team points, and possible field trips they can earn for their respective grade levels in the Bulldog Battles that are part of Seminar time. CICO offers further support to identified students, providing the student an opportunity to work with a trusted adult to practice the study and behavior skills necessary for success. Staff embrace collegiality and collaboration routines and report through surveys that they feel engaged and happy at work, free to be themselves around colleagues, and believe that their work matters and is meaningful. Collaboration around data occurs through multi-tiered system of support (MTSS) meetings and common plan times. Staff also have the autonomy to group students during Seminar to provide shared time for teachers to review information and plan solutions for students' needs. Collegiality is developed as part of the system's mentoring practices that pair new staff to the district with a partner teacher. According to the system's self-assessment, staff are open to the idea of peer observation and coaching to further collaboration around instructional practices that could improve students' engagement and learning outcomes. The Engagement Review team agrees with the system's theory of action and suggests that training around such a program clearly distinguishes between observation and evaluation. Additionally, using carefully selected, consistent tools could enhance both the observation process and the follow-

up coaching conversations.

Beyond mentoring for new staff, professional development consists of a combination of district-led days of training aligned to continuous improvement initiatives, an annual "data-dig" directed by Educational Service Unit 17 (ESU) staff, content-specific meetings, a mental health institute, and refine and refocus MTSS sessions. Staff shared that they are encouraged to pursue advanced degree coursework and attend other content-specific training opportunities that become available as a means to personalize their professional growth and that they have never been turned down for such a request. Self-assessment documents noted that professional development efforts during this cycle have transformed from "something we are doing to the way we do things." Despite the "heavy lift" of the cycle, staff have recognized the relevance and purpose of the work and training in support of learners. As the system moves forward, the team suggests that they ensure messaging around the mission and vision is consistent across documents so it might serve as a community-wide reminder of the strong relationships that exist in support of the school system and learners' success.

Leadership for Learning

Leaders utilize systems and routines to guide improvement. Collective leadership among adults exists to ensure continuous improvement throughout the system. Three members who make up the administrative team have the autonomy to effectively lead within their defined roles and foster leadership capacity among staff through the continuous improvement process (CIP), the MTSS leadership team, and a recently created teacher leader cohort group responsible for content area support and mentoring. In 2019, strategic planning work that included community input led to the creation of a slogan to complement the mission and beliefs. This was followed by a consultation with the Nebraska Association of School Boards (NASB) to outline five strategic goals: high-quality learning experiences, curriculum and instruction, a whole-child focus, culture and connectedness, and the effectiveness of district resources and personnel. Aligned with these strategic initiatives are three continuous improvement goals: improving student performance in reading, implementing positive behavior interventions and support (PBIS), and increasing reading proficiency scores to meet the Improving Learning for Children with Disabilities (ILCD) Targeted Improvement Plan

(TIP) goal for students in grades 1 through 3. A six-member board of education, elected at large, provides governance oversight based on regular training from NASB and a committee structure that emphasizes agenda-setting routines and transparent communication with the administrative team. Decisions are informed by data and budget retreats, policy reviews, regular student and staff presentations, and feedback from patrons. This ensures that systemic procedures comply with regulations and community standards while driving the strategic plan and continuous improvement. Recognized as a Board of Excellence for the past three years, the system's governing authority was also honored in 2024 with the NASB Board Member of the Year award for the president. Self-assessment documents accurately stated that the example of the system's formal leadership, "sets high expectations for the culture of learning at ACS."

Leaders ensure learners' needs are met by equitably allocating resources, guided by budgeting routines and documented adoption and renewal cycles. In collaboration with ESU, staff have developed curriculum scope and sequence documents aligned both vertically and horizontally to Nebraska Department of Education (NDE) standards. These guides outline learning objectives, resources, key vocabulary, and assessment suggestions for each grade and course unit. Staff have also worked with the ESU to document procedures for evaluating and selecting high-quality instructional materials (HQIM) for content areas from kindergarten through grade 12 on a cyclical basis. Both English language arts (ELA) and math curriculums have been purchased and implemented as a result of that effort. Elementary and Secondary School Emergency Relief (ESSER) funding supported the purchase of updated technology tools to support learning which will be ready for renewal in the next one to two years. Staff indicated that these efforts have helped create a more collaborative, systematic approach to teaching and learning instead of operating as elementary, middle, and high school silos. Ensuring these systems remain relevant and effective requires a formal process to assess their implementation. Lesson planning expectations and monitoring practices appear to differ between elementary and high school. The team suggests that leaders explore ways to standardize practices, supporting all staff, and ensuring curriculum and resource planning efforts remain relevant and effective.

Policies and routines ensure that qualified staff lead

learning. More than half of the system's 44 certified staff members hold a master's degree, serving alongside 12 paraprofessional staff. Additionally, many personnel are either alumni or spouses of alumni, reflecting the enduring school pride and culture within the community. Changing demographics, declining school enrollment, and a shrinking pool of teacher graduates have made it more challenging to attract applicants. However, staff possess flexible expertise and a willingness to adjust assignments to effectively meet students' needs. To provide regular feedback on performance, leaders utilize the Supporting Educator Effectiveness through Development (SEED) framework for supervision and evaluation that is aligned to the NDE Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). SEED is based on the Nebraska Teacher and Principal Performance Standards (NTPPS) which consists of five standards and 30 indicators. Monitoring practices through an instructional framework offers three key benefits: informing professional development, verifying training implementation, and providing feedback for improvement. The team, therefore, suggests leaders engage staff in training around the framework to ensure it effectively serves as a program evaluation tool, providing feedback and data points aligned with the institution's key instructional strategies for monitoring and improving practice.

Engagement of Learning

Equitable learning opportunities emphasize lifelong skills. Leaders used Cognia's Effective Learning Environments Observation Tool® (eleot®) in over 60 classrooms during the fall semester, which revealed that students engage in equitable learning environments (3.12/4.0) including differentiated activities (2.83), access to resources (3.42), and fair interactions (3.56) where they foster empathy, mutual respect, and appreciation of others (2.69). Staff noted that the diverse abilities, backgrounds, and cultures of the student body naturally contribute to an inclusive learning environment. To meet requirements, all students participate in grade-specific English, math, science, social studies, fine arts, and physical education courses. Additionally, all students have access to intervention and enrichment opportunities through What I Need (WIN) and Bulldog Times, with extra intervention time dedicated to addressing students' individual education plans (IEPs), individualized reading improvement plans (IRIPs), and English language acquisition needs. Social emotional behavioral learning (SEBL) lessons are taught at all

grades using Second Step and School Connect resources to develop self-awareness and interpersonal skills essential for future success. Students also have equitable access to a variety of career and technical education (CTE) organizations, activities like the spelling bee and quiz bowl, as well as clubs and athletics. Students noted that teachers advertise activities and use their knowledge of students' interests to encourage participation, further promoting an equitable environment where students feel supported in trying new things.

Staff credits their knowledge of students with allowing them to recognize learners' excitement, increasing independence, and maturity as evidence of students' growth and confidence. One student observed that "Learning is what you make it," but students and parents agreed that staff at all levels "go above and beyond" to reteach as needed to help students and make learning fun. These sentiments reinforce the system's eleot observation results that rated supportive learning (3.25) and well-managed environments (3.34) as the top two elements of students' engagement. As a 1-to-1 iPad district, students have daily access to technology tools that enhance engagement, life skills, and learning. They identified the required keyboarding class, Google Classroom, interactive Smartboard activities, and online textbook reading tools as beneficial in supporting their learning and preparing them for future success. Even though staff expressed the sentiment that collectively they have "plateaued" with implementing technology tools in lessons, students were quick to highlight online platforms such as IXL, Blookit, Kahoot, and Rocket Math as some of the "fun" strategies used to deepen their engagement. Students also noted that hands-on activities, opportunities to collaborate with classmates, field trips, and practical lessons where they can apply learning to "real world" situations were strategies they wished to experience more often.

Students have choices that foster responsibility for their learning, however. All students can choose how they demonstrate understanding through universal design for learning (UDL) principles and strategies like peer-led discussions and group projects; and secondary students select from a wide range of core, elective, CTE courses, and activities tailored to their needs and interests. PBIS systems also promote students' engagement and sense of responsibility by allowing them to earn citizenship points (2-4), punch card rewards (K-4), and Bulldog bucks (9-12) for making positive behavior choices that impact both

their academic and non-academic skills. To further cultivate ownership in their learning, students are sometimes involved in identifying and monitoring their progress toward goals. Outside formal IEP or 504 plans where students' goals are often monitored by adults, Seminar grade checks provide an informal opportunity for secondary students to monitor homework completion and course grades. Students cited examples of goal-setting during wellness Wednesday and Bulldog time leadership activities. Elementary students mentioned using progress trackers, setting individual assessment goals with teachers, and establishing class goals to earn assemblies or class of the month recognition. The district's self-assessment indicated that "while some teachers set clear goals with their students, this practice is not yet universal, limiting opportunities for all learners to take ownership of their progress." Such routines not only promote and respect students' voices and responsibility for learning but also serve as learner-centered practices that engage them in acquiring skills essential for their educational futures and careers. For these reasons, the team suggests the district implement systemic goal-setting and monitoring routines that allow students to identify their learning and personal growth targets.

Growth in Learning

Data exist to support improvement efforts. Leaders draw upon a mix of demographic, perception, program, and achievement data. For example, the district has responded to the growing number of English language learners within a declining student population by providing targeted staff training and adjusting staff assignments. Although stakeholder feedback is also used in planning, implementing consistent tools at regular intervals could enhance its value. While the system continues to work towards the 80% reading proficiency target, its consistent analysis of progress monitoring, interim, and summative assessment data provides a strong foundation for ongoing improvement planning.

The system has built dedicated intervention time into the school day schedule to support all students' academics as part of its MTSS. The leadership team relies on documented decision rules to assign and adjust tier II and III reading and math interventions every six weeks, using FastBridge progress monitoring data to inform their decisions. Although less formally structured than the academic tier system, the team monitors tier II CICO routines

designed to address non-academic needs, utilizing data derived from student behavior, trusted adult surveys, and SEBL lessons. Due to the exemplary nature of the system's model, NDE MTSS leaders have extended two invitations to the team to present at the state conference. While student progress is regularly monitored for WIN and Bulldog time, the process for differentiating tier I instruction to advance and deepen individual student skills is less clear. Based on documentation and interviews, pockets of inquiry, reflection, and dialogue seem to exist as some staff regularly collaborate on interventions and planning. Staff mentioned using UDL strategies for whole-class instruction and differentiating for elementary small-group activities or IEP requirements. There was little reference to how formative classroom data or students' responses to UDL strategies impacted instructional planning, however, and no mention of the district's DOGS Problem-Solving Model, which would be indicative of action research.

While leaders analyze trend data to inform improvement efforts, a documented process for evaluating the effectiveness of curriculum and instruction could inform decisions about retaining, changing, or replacing programs and practices. Although staff have received training on curriculum writing, engagement strategies, and effective use of instructional resources and technology, and leaders and ESU personnel conduct observations, the absence of clearly defined and consistently used observation tools makes it difficult to systematically define or assess instructional fidelity. Furthermore, the system's interest in both curriculum implementation and effective student engagement suggests a need for distinct observation tools and processes tailored to each purpose. Finally, while professional learning opportunities exist, a documented process for selecting, delivering, implementing, and evaluating these opportunities has not been established, hindering a truly learner-centered approach to professional growth. As part of the self-assessment process, the system outlined a theory of action that includes consistent fidelity checks, "to ensure the effective implementation of instructional programs, policies, and practices." The team agrees and suggests leaders define clear evaluation tools and systems to facilitate both current program evaluation and the ongoing evaluation necessary for continuous improvement.

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

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1   **Develop and implement evaluation systems to optimize learning.**

Standard 10   Standard 26

RATIONALE   When systems are aligned with appropriate tools to evaluate curriculum and instruction, then leaders and staff may be able to adjust programs and conditions that affect learning.

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2   **Structure goal-monitoring routines to engage students' love of learning.**

Standard 19   Standard 20   Standard 28

RATIONALE   When students regularly set and monitor academic and non-academic goals based on their needs and interests, then they may develop greater motivation that deepens their engagement with instruction.

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ

305

Cognia's IEQ Network Average: **296**

SCORE	DESCRIPTION
Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
220 - 300	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
Above 300	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.

Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
Tiffanie Welte **Lead Evaluator**	Dr. Tiffanie Welte is currently serving as a Midwest regional accreditation evaluator for Cognia after 30 years of teaching and leading in various public-school capacities in Nebraska and Missouri. Her experiences as a secondary English Language Arts teacher, assistant principal, building principal, curriculum director, and superintendent have been for districts ranging in size from 300–15,000 students. Additionally, she has accepted invitations from the Nebraska Department of Education to engage as a member of the Career Technical Education Advisory, Assessment and Accountability Advisory, Accreditation Advisory, and Commissioner's Superintendents Advisory. As a member of the Nebraska Council of School Administrators, she has also served in regional and statewide roles that continue to allow her to mentor emerging leaders and engage in state and national advocacy efforts.
Amy Trauernicht **Mary Koopman** **Raya Nagel**	

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Instructions updated: April 29, 2025

Nebraska Revised Statute 79-11,157.01 (Previously titled: Information Related to Learning Disabilities, Including Dyslexia)
Open: May 1
Due Date: June 16
Audit Due Date: June 30

SCOPE
The Nebraska Revised Statute (NRS) 79-11,157.01 data collection (previously titled Information Related to Learning Disabilities, Including Dyslexia) is to be completed by each public school building in each public district in the state. School building level data must be entered *individually* within this data collection on the NDE Portal. If you have further questions, please review the Guidance Document.

DIRECTIONS
Access

- The Nebraska Revised Statute 79-11,157.01 collection is found as a standalone collection in the Data Collections tab of the NDE Portal.
  - Accessing the Nebraska Revised Statute 79-11, 157.01 collection requires an activation code- District User or District Approver.
    - To obtain access, contact your NDE Portal District Administrator.
1. Log into the legacy NDE Portal at https://legacyportal.education.ne.gov/site/DesktopDefault.aspx.
2. Click on the blue **Data Collections** tab.

3. From the "Open Collections" list, choose **Nebraska Revised Statute 79-11,157.01 (Previously titled: Information Related to Learning Disabilities, Including Dyslexia)**.

Nebraska Revised Statute 79-11,157.01 (Previously titled: Information Related to Learning Disabilities, Including Dyslexia)

4. Once the data collection has been added, click the link for the **Nebraska Revised Statute 79-11,157.01** (Previously titled: Information Related to Learning Disabilities, Including Dyslexia) collection.

Navigation Instructions

On the Home page for this data collection, district users and the district approver will see a table that organizes the School ID and Name of each school building for which data must be entered, as well as the Status and Edit button for each school building.

School ID	Name	Status	Action
09-XXXX-XXX	Example District Early Childhood Center	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 1	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 2	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 3	Not Submitted	Edit
09-XXXX-XXX	Example District Middle School	Not Submitted	Edit
09-XXXX-XXX	Example District High School	Not Submitted	Edit

At the bottom of the Home page, the district approver (i.e., superintendent) will see a table with an Approve button.

Action	Status	Date	User	Phone Number	Email
Approve					

After data is entered and submitted for each school building in the district (i.e., the Status of each building is "Submitted"), the district approver will be able to officially submit their Nebraska Revised Statute 79-11,157.01 data to the NDE by pressing the Approve button. Once approved, the Status, Date, User, Phone Number, and email address of the district approver will appear in the table.

Menu

Main Menu

- District- Select the district whose data needs to be entered, saved, and/or submitted.
- Home- Lists the name and data submission status of each school building in the district
- Instructions- Opens this document
- Contact Us- Provides contact information for questions about this data collection

Instructions

1. On the Home page for this data collection, click the **Edit** button for the first school building in the district.

School ID	Name	Status	Action
09-XXXX-XXX	Example District Early Childhood Center	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 1	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 2	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 3	Not Submitted	Edit
09-XXXX-XXX	Example District Middle School	Not Submitted	Edit
09-XXXX-XXX	Example District High School	Not Submitted	Edit

2. In **Row A**, enter the total number of students in that school building evaluated for a specific learning disability (SLD) in the area of reading, including tests that identify characteristics of dyslexia.
   a. The value entered in Row A should reflect the total number of students for which reading was a concern at the time the student was referred for an initial evaluation or due for their three-year reevaluation to determine eligibility for special education services.
   b. For the current data collection, the relevant time period is evaluations conducted between *July 1, 2024, and June 16, 2025*.
      i. Row A is a required field for every school building level.

	Information	Total number of students
A.	SPECIFIC LEARNING DISABILITY Number of students in each public school evaluated (tested) for a specific learning disability (SLD) in the area of reading ages 3 to 21, including tests that identify characteristics of dyslexia:	

3. In **Row B1**, enter the total number of students in that school building *from Row A* whose special education evaluation outcome was a determination that the student was **eligible** with a specific learning disability (SLD) in the area of basic reading, reading fluency, and/or reading comprehension.
   a. Row B1 is a required field for every school building level.

B.	ELIGIBILITY The results of the evaluation (testing) to determine eligibility under the category of specific learning disability (SLD) in the area of reading:	
	Number of students determined eligible	

4. In **Row B2**, enter the total number of students in that school building *from Row A* whose special education evaluation outcome was a determination that the student was **not eligible** with a specific learning disability (SLD) in the area of basic reading, reading fluency, and/or reading comprehension.
   a. The value entered in Row B2 should reflect the number of students from Row A who were determined eligible for special education with a SLD in a non-reading area (e.g., listening comprehension, written expression, math calculation), were determined eligible in a different

primary disability category (e.g., Intellectual Disability, Other Health Impairment, Developmental Delay), *or* were determined not eligible for special education services.

    i. Row B2 is a required field for every school building level.

B.	ELIGIBILITY	
	The results of the evaluation (testing) to determine eligibility under the category of specific learning disability (SLD) in the area of reading:	
	Number of students determined eligible	
	The number of students determined not eligible.	

*Note: The sum of the values entered in Rows B1 and B2 must equal the value reported in Row A for each school building.

5. In **Row C**, enter the total number of K-3 students in that school building identified as having a reading deficiency and placed on an Individualized Reading Improvement Plan (IRIP) in kindergarten through third grade.
   a. *Exception*: K-3 students who have an IEP that includes at least one reading goal. However, if students have other IEP goals that do *not* relate to reading on their IEP, they may be eligible for an IRIP.
   b. *Exception*: K-3 English Learner (EL) students who have not yet received two years of EL services. After two years of participating in EL services, an EL student may be eligible for an IRIP.
   c. *Exception*: Students with 504 plans that conflict with the requirements of an IRIP.

C.	IDENTIFICATION OF READING DEFICIENCIES	
	Number of K-3 students on an IRIP during the 2024-2025 school year	

*Row C is only a required field for school buildings that include *kindergarten, first, second, and/or third grades*. This data collection has been programmed so that each school building will only see the SLD and/or IRIP data they are required to report based on their grade levels. As such, early childhood centers, middle schools, and high schools will only see the SLD data reporting rows.

6. In **IRIP data subrow (A)**, enter the total number of kindergarten, grade 1, grade 2, and grade 3 students in that building in each designated grade level who met or exceeded the *spring* threshold on the district's [NDE-Approved Assessment.](#)
   a. This means the number of K-3 students in each grade level who did not require an IRIP in the spring 2025 administration because they were performing on or above grade level.
      i. IRIP data subrow (A) is only a required field for school buildings that include kindergarten, first, second, and/or third grades.

	Kindergarten	Grade 01	Grade 02	Grade 03
(A) Number of students who met or exceed the **spring** threshold and do not require an IRIP	and →	and →	and →	

*Note: IRIP data subrow (A) value entered in each grade level column cannot exceed subrow (B) value entered for each grade level column.

7. In **IRIP data subrow (B)**, enter the total number of kindergarten, grade 1, grade 2, and grade 3 students in that building in each designated grade level who were screened in the *spring* 2025 administration.
    a. This means the number of K-3 students in each grade level who were assessed using the district's NDE-Approved Assessment in the spring.
        i. IRIP data subrow (B) is only a required field for school buildings that include kindergarten, first, second, and/or third grades.

	Kindergarten	Grade 01	Grade 02	Grade 03
(A) Number of students who met or exceed the **spring** threshold and do not require an IRIP				
(B) Number of students screened in the **spring**	◯ and →	◯ and →	◯ and →	◯

8. In **IRIP data subrow (C)**, enter the total number of kindergarten, grade 1, grade 2, and grade 3 students in that building in each designated grade level who did *not* receive the *spring* 2025 NDE-Approved Assessment.
    a. These students met one or more of the IRIP exceptions detailed in instruction #5 above. However, the district *may* have chosen to screen all K-3 students.
        i. IRIP data subrow (C) is only a required field for school buildings that include kindergarten, first, second, and/or third grades.

	Kindergarten	Grade 01	Grade 02	Grade 03
(A) Number of students who met or exceed the **spring** threshold and do not require an IRIP				
(B) Number of students screened in the **spring**				
(C) Number of students who did not receive the **spring** screener	◯ and →	◯ and →	◯ and →	◯

9. The system will *automatically* calculate **IRIP data subrow (D)** by adding the number of kindergarten, grade 1, grade 2, and grade 3 students in that building in each designated grade level who were and were not screened in the spring.
    a. No manual action is required.
        i. IRIP data subrow (D) is only a required field for school buildings that include kindergarten, first, second, and/or third grades.

	Kindergarten	Grade 01	Grade 02	Grade 03
(A) Number of students who met or exceed the **spring** threshold and do not require an IRIP				
(B) Number of students screened in the **spring**				
(C) Number of students who did not receive the **spring** screener				
(D) Total enrollment at the time of **spring** screener	Automatically calculated → ◯	Automatically calculated → ◯	Automatically calculated → ◯	Automatically calculated → ◯

10. In **IRIP data subrow (E)**, enter the total number of kindergarten, grade 1, grade 2, and grade 3 students in that building in each designated grade level *from Row C* who demonstrated growth on the NDE-Approved Assessment used to identify a reading deficiency during the screening cycle.
    a. If a student has made at least one point of progress on their composite score on the district-selected approved assessment OR on an individual section of the approved assessment, that constitutes growth and can be reported in IRIP data subrow (E).
        i. Districts that have selected approved assessments that have built-in progress monitoring can also use these tools to prove growth has been made. A student does *not* need to exit off of a plan to be reported as exhibiting growth in this row.
            1. IRIP data subrow (E) is only a required field for school buildings that include kindergarten, first, second, and/or third grades.

	Kindergarten	Grade 01	Grade 02	Grade 03
(A) Number of students who met or exceed the **spring** threshold and do not require an IRIP				
(B) Number of students screened in the **spring**				
(C) Number of students who did not receive the **spring** screener				
(D) Total enrollment at the time of **spring** screener				
(E) Number of students that made growth on the NRIA Note: Applies only to students who have been placed on an IRIP **at any point during the 2024-2025 school year**	◯ and →	◯ and →	◯ and →	◯

*Note: Sum of IRIP data subrow (E) values across grade levels cannot exceed Row C value.

11. In **IRIP data subrow (F)**, enter the total number of kindergarten, grade 1, grade 2, and grade 3 students in that building in each designated grade level *from Row C* who exited off an IRIP during the 2024-2025

school year by meeting the district's NDE-Approved Assessment threshold in the *winter and/or spring screening* period.

    a. This means students who were placed on an IRIP during the 2024-2025 school year, met the approved assessment in the winter and/or spring screening period, and did not require another IRIP or reading goal on their IEP in this same school year.

        i. IRIP data subrow (F) is only a required field for school buildings that include kindergarten, first, second, and/or third grades.

	Kindergarten	Grade 01	Grade 02	Grade 03
(A) Number of students who met or exceed the **spring** threshold and do not require an IRIP				
(B) Number of students screened in the **spring**				
(C) Number of students who did not receive the **spring** screener				
(D) Total enrollment at the time of **spring** screener				
(E) Number of students that made growth on the NRIA Note: Applies only to students who have been placed on an IRIP **at any point during the 2024-2025 school year**				
(F) Number of students who exited an IRIP during the 2024-2025 school year by meeting the NRIA threshold in the **winter and/or spring screening period** Note: Do not count students who exit and are placed back on an IRIP during the 2024-2025 school year	and →	and →	and →	

*Note: Sum of IRIP data subrow (F) values across grade levels cannot exceed Row C value.

12. For the **Screener Used** field, click the small triangle icon next to the 'Select Reading Assessment' text to choose the NDE-Approved Assessment that your district utilizes to identify reading deficiencies for *each* grade level from the dropdown list.

    a. Screener Used is only a required field for school buildings that include kindergarten, first, second, and/or third grades.

Screener Used	Select Reading Assessment →	Select Reading Assessment →	Select Reading Assessment →	Select Reading Assessment

13. Click the **Save button** to save all the data you have entered for that school building.

    a. Saved data can be revised and re-saved.

        i. Be aware that *all* data fields that are visible for each school building must be completed *before* the data can be successfully saved.

            1. Therefore, if a district user saves zeros in the SLD or IRIP fields because a different district user will report that portion of the data, it is essential that these

individuals communicate ensure that accurate data is provided prior to submission.

14. Click the **Submit button** to indicate that this school building's data for this collection is complete.
    a. When this step is completed for the school building, the Status column will say 'Submitted.' Additionally, the individual who submitted the data will be documented and timestamped.
       i. As long as the Superintendent has not approved the collection, school building data can be revised, re-saved, and re-submitted.

15. Next, click the link to the **Home** page on the far left of the screen to return to the district's list of school buildings.

16. **Repeat steps 1-15** above for *each* school building in the district.
    a. Notice that the Status column for a school building will change to 'Submitted' after the SLD and/or IRIP data has been entered and submitted for that building.

School ID	Name	Status	Action
09-XXXX-XXX	Example District Early Childhood Center	Submitted	Edit
09-XXXX-XXX	Example District Elementary School 1	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 2	Not Submitted	Edit
09-XXXX-XXX	Example District Elementary School 3	Not Submitted	Edit
09-XXXX-XXX	Example District Middle School	Not Submitted	Edit
09-XXXX-XXX	Example District High School	Not Submitted	Edit

17. When the District Approver (i.e., superintendent) has reviewed the submitted data for each school building and determines it to be correct, he or she must click the **Approve button** to submit the data to the NDE.

    a. The superintendent that submitted the district's data will be documented and timestamped, and the Status column in the table below will say 'Approved.'

Action	Status	Date	User	Phone Number	Email
Approve					

NOTE: After this data collection has been Approved, changes cannot be made to this collection. If changes are necessary after approval, please contact the NDE Service Desk toll-free at (888) 285-0556 or by emailing NDE.ServiceDesk@Nebraska.gov, and they will re-open the collection for your district.

Report to the Board of Education
June 2025

Enrollment Summary (As of 6/02/25)					
Middle School (7th & 8th)			**High School**		
Grade Level	Total in Grade		**Grade Level**	Total in Grade	
7th Grade	M 18 / F 10	**28**	**9th Grade**	M 19 / F 4	**23**
8th Grade	M 10 / F 13	**23**	**10th Grade**	M 11 / F 13	**24**
			11th Grade	M 13 / F 10	**23**
			12th Grade	M 13 / F 15	**28**
Total	M 28 / F 23	**51**	**Total**	**M 56 / F 42**	**98**

Summer School

Summer school is off and running and the start has been very smooth. We will be in session from June 3rd-26th and currently have 6 students in attendance. (2 middle school attendance, three middle school academics and 1 high school attendance make-up). Ms.Wirth and Mrs. Williams are guiding this process.

Summer Professional Development

We planning the following Professional Development for Various staff this summer:

5/21/25	-	PBIS - SPDG Grant Work and Planning (10)
5/22/25	-	MTSS Follow Up and Prep (12)
6/09/25	-	ESU #17 MTSS Refine and Refocus (12)
6/23-24	-	Canvas Road Show (9)
07/1,2,8-10	-	Soybean Institute(2)

Respectfully Submitted:
Steve Dike
7-12 Principal

AINSWORTH COMMUNITY SCHOOLS
ACTIVITIES DEPARTMENT

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

Luke Wroblewski – Activities Director

JUNE 2025 ACTIVITIES REPORT

The track and field season concluded at the State Track and Field Meet in Omaha. For the boys team, Owen Blumenstock qualified in the 200-meter dash and the triple jump. The 4x400-meter relay team—consisting of Chris Fernandez, Zaine Evans, Jacob Ortner, and Owen Blumenstock, with Logan Schroedl as the alternate also qualified. On the girls side, Gracyn Painter qualified in the long jump, 100-meter dash, and 200-meter dash. Kiley Orton qualified in both the 3200-meter and 1600-meter runs, and Willa Flynn qualified in the shot put. Gracyn Painter placed 8th in the 200-meter dash.

The middle school track and field team was represented by one athlete at the Nebraska State Championship Meet in Gothenburg. Reagan Moody qualified in both the 800-meter run and the 1600-meter run, placing 7th in each event.

The boys golf team hosted the district meet at the Ainsworth Municipal Golf Course and qualified two golfers for the State Meet at Quail Run Golf Course in Columbus: Jaxson Rucker and Jhett Hollenbeck.

The middle school golf season concluded in May with the team hosting the Ainsworth Middle School Meet at the Ainsworth Municipal Golf Course. This year, the team competed in a total of five meets.

Pre-participation physicals are required for all students entering grades 7–12 who plan to participate in a sport during the next school year. Physicals must be completed on or after May 1, 2025, and must be on file before any participation can begin.

The summer strength and conditioning program is underway. Additionally, several sports are hosting sport-specific workouts and camps throughout the summer.

The Community Center gym floor was refinished on April 26. The high school gym floor is scheduled to be refinished on June 30.

Ainsworth Community Schools

520 East 2nd Street, PO Box 65
Ainsworth NE 69210

402-387-2083
Benjamin Wright
PK-6 PRINCIPAL

Board of Education Meeting
6/9/2025

May's Monthly Mission was, "Every day is a chance to learn something new," which encouraged us to stay curious and open-minded. Whether it's gaining a new skill, discovering an interesting fact, or learning from a mistake, each day offers an opportunity to grow. Embracing this mindset helps us become more adaptable, knowledgeable, and confident in our daily lives.

Summer school is currently underway for students in grades Kindergarten through Sixth Grade. We have around 30 students attending each day and receiving instruction. The groups of students are a great size, which allows teachers to truly target small groups of students in areas where they need foundational instruction.

Thanks for a great school year and a great 4 years here at Ainsworth Community Schools! I know this school district will continue to grow and succeed in all aspects, and the staff and leadership at this school are some of the best educators I have had the privilege of working with.

Current anticipated Enrollment for the 2025-2026 school year as of May 9th:
*PK: 30 **students**

Kindergarten- **32**	1st Grade- **30**
2nd Grade- **24**	3rd Grade- **27**
4th Grade- **24**	5th Grade- **31**

6th Grade- **27**

K-6 Total: **197**

Ainsworth Community Schools

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

Dale Hafer	Dedra Stoner	Bailie Kovarik
Superintendent	Business Manager	Administrative Assistant

June 9, 2025

TO: Board Members

FROM: Dale

SUBJECT: Superintendent's Report for the June 2025 Regular Meeting

1) Financial Report

July is our next regular meeting which means I will be fully immersed in building the budget for 2025-26 by that time. The stage is set where we should be in good shape to 1) reduce taxes and 2) conduct some important short and long term planning related to budgeting for transportation and our facility. We should set a date for our annual Budget Retreat. How about August 25th at 7:00 p.m.?

Through the month of May, expenses totaled 6.184 million or 57% of the budget. Comparably, expenses in May of 2024 were 6.145 million (56%) and 6.016 million (55%) for 2023. On the revenue side, we have seen a increase in property tax credit which is the reason for our increase of revenue through May 2025 at a total of 8.029 million. In comparison, our revenue last year at this time was 7.309 million and 6.461 million in 2023.

2) Transportation, Buildings and Grounds

The summer cleaning and minor maintenance of the facility are underway and the custodial crew are making good progress. Joe is keeping on contact with the flooring company for the cafeteria and kitchen flooring replacement project set for July.

We are hearing that it is likely schools are going to be required to phase out the modified 12 passenger vans. This topic continues to be somewhat gray, and we are staying in the loop and waiting for clear communication and direction on what we must do related to this topic. I am hoping to get more clarity at the NASB Law Update on June 12th.

3) Board Policy Review

This month we have a number of policies from NASB in the wake of the 2025 legislative session. We will pause on our regular review of policies, as we did last year, in order to address the required updates mandated by the action of the legislature.

www.ainsworthschools.org

4) Personnel and Hiring Update

We hired Cory Friedrich to teach mostly middle school ELA and will have his contract on the board agenda for approval. We are excited to have Cory join our staff and securing his hire has been very helpful in the development of schedules in the district.

In addition, we continue to advertise for another ELA teacher as that still appears to be the best approach to meeting our needs and running our programs here at ACS.

We also will have Bailie Kovarik assuming the duties of the district office administrative assistant starting June 9th. We look forward to having Bailie on the team and beginning her training.

5) Cognia Review and Strategic Plan

Wendy Allen and Amanda Ganser will be present at this meeting to share the results of the Cognia report. We appreciate their efforts to package that information to share with the board.

Caden Frank will be here in June to help us get started with our next steps for strategic planning. He is engaging with the administration and the MTSS/CIP Leadership team at 3:30 and will be at the Board meeting to report to the board and share next steps.

6) Professional Development Opportunities

Brad, Jess, and I will be attending the NASB School Law Seminar and update on June 12th. In particular, it will be good to hear the update from the legislative session and the bills that passed and new requirements imposed on schools. In addition, there promises to be valuable updates and information shared that will bring us up to speed on the legal front of things to start the 2025-26 school year.

7) Other

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

June 2, 2025 NASB Policy Update

2 messages

Jim Luebbe <jluebbe@nasbonline.org>   Mon, Jun 2, 2025 at 1:51 PM
To: "Aaron Plas (aplas@bennps.org)" <aplas@bennps.org>, "Cherie Van Dyke (vandykec@discoverers.org)"
<vandykec@discoverers.org>, "Chip Kay - Columbus (kayc@discoverers.org)" <kayc@discoverers.org>, "Dale Hafer
(dhafer@ainsworthschools.org)" <dhafer@ainsworthschools.org>, "David Patton (david.patton@apsbulldogs.org)"
<david.patton@apsbulldogs.org>, "Evelyn Browne - Banner County (evelyn.browne@bcswildcats.org)"
<evelyn.browne@bcswildcats.org>, "J. D. Furrow (jdfurrow@callawaypublicschools.org)"
<jdfurrow@callawaypublicschools.org>, "Jeff Rippe (ripj@hotmail.com)" <ripj@hotmail.com>, "Jodi McCoy
(jmccoy@bennps.org)" <jmccoy@bennps.org>, "Joe'l Ruybalid (JoelRuybalid@bluehillschools.org)"
<JoelRuybalid@bluehillschools.org>, "Loren Engel (loren.engel@cvsstorm.com)" <loren.engel@cvsstorm.com>, "Rich
Lemburg (rlemburg@clarkson.esu7.org)" <rlemburg@clarkson.esu7.org>, "Rodney Brown (rodney.brown@bpsne.net)"
<rodney.brown@bpsne.net>, Rodney Olson <rodney.olson@bayardtigers.org>, "Samantha Wehenkel
(samantha.wehenkel@apsbulldogs.org)" <samantha.wehenkel@apsbulldogs.org>

Policy Update Subscribers,

Another long session of the Unicameral is concluding and the statutory changes involve quite a few policies. Over the
next month we may be sending out one more update to catch a few "cleanup" issues, but these will cover all the big
items needed for the next school year. Redlined versions to follow.

Policy 502.01 Resident Students and Policy 502.02 Nonresident Students/Option Enrollment – LB 143 restated the
Legislature's strong position that enrollment in a district should not be limited by a student's participation in a Section
504 plan, and IEP, or any similar special education provisions. We have put this language in policy 502.01 but also
reference it in 502.02 for convenience.

Policy 504.06 Student Dress Code and Grooming (formerly Student Appearance) – NDE has created a model Dress
Code policy and districts are required to adopt similar or stronger language in their policies. We've done some minor
rewriting of NDE's version to make it clearer and more readable.

Policy 504.12 Cell Phones and Other Electronic Communication Devices – LB140 details the Legislature's requirements
for limiting cell phone use in district facilities during instruction hours. We have updated our policy but it still leaves
important decisions regarding cell phone usage rules to each school district.

Policy 506.01 Student Activity and Policy 506.10 Physicals – LB89, called the Stand With Women Act created statutory
definitions for "male" and "female" and set certain limitations on participation in single-sex sports. Policy 506.01
includes mention of the requirement for a physical (which will include determination of the student's sex) prior to
sports participation and the districts adherence to NSAA bylaws. We've added the legal reference to Policy 506.10.

Policy 507.05 Student Privacy Notice and Admin. Reg. 507.05R1 Approved Web-Based Educational Services and
Programs – This policy is intended to help districts meet the guidelines of the Children's Online Privacy Protection Act

(COPPA).

Policy 508.12 Asthma and Allergic Reaction Protocol – LB 457 directs HHS and NDE to develop a model policy relating to allergies and anaphylaxis emergencies that districts may adopt or use as a guideline for their own policy by July 1, 2026. For now, policy 508.12 Asthma and Allergic Reaction Protocol remains in place with its associated Administrative Regulation and is not included here.

Policy 508.18 Administration of Naloxone (Narcan) – LB 195 more specifically sets forth immunity for persons administering Narcan or Naloxone for opioid related overdoses. This does not change policy 508.18 Administration of Naloxone (Narcan) since that provision was already mentioned in previous statutes and our policy. We've included it here for your use.

Policy 604.16 Behavioral Intervention and Classroom Management – NDE has created a model Behavioral Intervention policy and districts are required to adopt similar or stronger language in their policies. We have put the main language for Board expectations into Policy 604.16 but have put the detailed procedures for removal from the classroom and utilizing system supports into an Administrative Regulation 604.16R1. We've also done a moderate amount of rewriting of the policy portion of this, such as removing the instruction to "provide a structured approach for managing dysregulated behavior."

Policy 1005.03 Parental and Family Involvement in the Schools – LB 428 has added a great deal of detail specifying the kinds of information that must be available to all parents along with a general requirement that districts should tell parents how they can access that information. We think the "how" part of the requirement works best to be generally described in the Student Handbook, but the laundry list of all information that must be available will be described in the policy. Also Policy 605.05 Religious-Based Exclusion from a School Program will be referenced here since most boards have already adopted it. It is unchanged except for the addition of the cross reference.

Policy 1005.13 Parental Access to Library Materials – LB390 requires districts to provide thorough access to lists of the books in each school library, and if the parents wish, to monitor what books are being checked out by their students.

Thank you for your membership in the NASB Policy Update Service.

Jim

28 attachments

0502.01 - resident students.docx
19K

0502.02 - nonresident students, option enrollment.docx
28K

0504.06 - student dress code and grooming.docx
25K

0504.12 - cell phones and other electronic communication devices.docx
20K

0506.01 - student activity eligibility.docx
18K

0506.10 - physicals.docx
17K

0507.05 - COPPA student privacy notice.doc
26K

0507.05R1 - approved web-based educational programs and services.pdf
637K

0508.18 - administration of naloxone.docx
19K

0604.16 - behavior intervention and classroom management.docx
22K

604.16R1 - NDE Standards for System of Supports.docx
26K

0605.05 - religious based exclusion.docx
19K

1005.03 - parental and family involvement.docx
23K

1005.13 - parental access to library materials.docx
18K

0502.01 - resident students.docx
19K

0502.02 - nonresident students, option enrollment.docx
28K

0504.06 - student dress code and grooming.docx
25K

0504.12 - cell phones and other electronic communication devices.docx
20K

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23K

1005.13 - parental access to library materials.docx
18K

Aaron Plas <aplas@bennps.org>   Mon, Jun 2, 2025 at 2:30 PM
Reply-To: aplas@bennps.org
To: Jim Luebbe <jluebbe@nasbonline.org>, Cherie Van Dyke <vandykec@discoverers.org>, Chip Kay - Columbus
<kayc@discoverers.org>, Dale Hafer <dhafer@ainsworthschools.org>, David Patton <david.patton@apsbulldogs.org>,
Evelyn Browne - Banner County <evelyn.browne@bcswildcats.org>, "J. D. Furrow" <jdfurrow@callawaypublicschools.org>,
Jeff Rippe <ripj@hotmail.com>, Jodi McCoy <jmccoy@bennps.org>, Joe'l Ruybalid <JoelRuybalid@bluehillschools.org>,
Loren Engel <loren.engel@cvsstorm.com>, Rich Lemburg <rlemburg@clarkson.esu7.org>, Rodney Brown
<rodney.brown@bpsne.net>, Rodney Olson <rodney.olson@bayardtigers.org>, Samantha Wehenkel
<samantha.wehenkel@apsbulldogs.org>

When will redlines be sent?

Aaron Plas

Superintendent

Bennington Public Schools

11620 N. 156th Street

Bennington, NE 68007

Twitter: @aaronplasBPS

[Quoted text hidden]

RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition. Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education.

Any student who is a ward of the state or court, or who is residing in a residential setting in the district for reasons other than to receive an education shall be provided educational services in accordance with state satute 79-215 including such reimbursement to the district as may be due under the statute.

Children of military families may enroll preliminarily in the district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year. Such preliminary enrollment or advanced enrollment for a child of a military family shall also apply if such child has an individualized family service plan, has an IEP under the federal IDEA, receives special accommodations or services under section 504, or receives special education as defined in section 79-1125. A student of a military family shall be admitted to the school district without charge upon arrival in Nebraska.

When any person is on active duty as a member of the United States Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of that active duty member who also resides on that property shall be considered a resident of the school district where that property is located in accordance with the statutes. This also applies to children of parents employed by the federal government and residing with their parents on the property of national parks or national monuments within this state.

Each case involving the determination of residence of a student will be decided upon its individual merits by the superintendent. Payment of tuition will not be required in cases where the resident student would otherwise be denied free common school privileges. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. The superintendent shall determine the specific documents required for collecting enrollment, admission, and related information needed for any student to attend and they may be provided through electronic means or other means specified by the Nebraska Department of Education.

Approved_____ Reviewed_____ Revised_____

Legal Reference: Neb. Statute 79-215
                                  Neb. Statute 79-1125
                                  IDEA, 20 U.S.C. 1400 et seq.
                                  Section 504, Rehabilitation Act of 1973, 29 U.S.C. 794

Cross Reference: 101   District Organization and Basic Commitments
                                  503   Student Attendance
                                  801   Transportation

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times.

Applications: Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application. See policy 502.01 for preliminary enrollment of children of military families.

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:
1. after February 1 the student relocated to a different resident district; or
2. the student's option district merged with another district effective after February 1, and;
3. the student's attendance would occur during the next immediate and subsequent school years.

Initial Decision for Acceptance or Rejection: The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

Approved _____ Reviewed _____ Revised _____

district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building.

The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

Capacity for the district's special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee. If the district receives an option enrollment application indicating the student has an individualized education program under the Individuals with Disabilities Education Act or may be eligible to receive special education or related services, it shall be evaluated to determine if the appropriate class, grade level, or school building in the district has the capacity to provide the student with the appropriate services and accommodations.

The standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as allowed by law.

Option Priorities: An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

Acceptance or Rejection Procedures: The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act,, or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of the superintendent upon application and payment of tuition as stated in the contract. The tuition rate shall be the current per-pupil cost of the school district as computed by the superintendent.

Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

Transportation: The district may choose to provide transportation to the option student in the same manner as for resident students and may choose whether or not to charge the parents of those option students a fee to recover the district's costs for the transportation. All option students who qualify for free lunches are eligible for either free transportation or the reimbursement of transportation costs from the school district as provided by state statute. Students receiving special education services shall receive transportation services as provided in the student's Individualized Education Plan.

Legal Reference:

Neb. Statute 79-215
79-232 to 246
NDE Rule 19.008

Cross Reference:

503   Student Attendance
801   Transportation

STUDENT ~~APPEARANCE~~DRESS CODE AND GROOMING

The Board believes ~~inappropriate~~ student ~~appearance~~dress or grooming that causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees ~~and~~or visitors,

is not appropriate. Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a ~~good~~positive learning environment. ~~The standards will be those generally acceptable to the community as appropriate in a school setting.~~

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. ~~Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated.~~ When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

~~A student~~The Board respects the diverse racial and religious backgrounds of our students. The District's students have the right to visibly express themselves through their attire when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The District will facilitate and encourage a positive learning environment for all students while complying with any applicable health and safety law, rule, regulations or ordinance.

"Caregiver" in this policy shall include any parent, guardian or other adult caregiver who is ~~a member of an indigenous tribe~~**on record with the District as one of the** ~~United States or another country may~~**student's official custodians.**

GENERAL PRINCIPLES/STANDARDS:
1. Non-Discrimination: The District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin. Bullying Prevention and Harassment policies are also referenced below.

2. Respect for Individuality: Students are allowed to wear ~~tribal regalia in any public or private location on the~~religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school ~~grounds or at any~~personnel. Altering a student's appearance or removing or altering a student's attire without consent from their caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

3. Cultural and Religious Attire: Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion and will be protected from bullying and harassment according to district policies.

4. Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The District reserves the right to request immediate attire changes from students.

HEALTH AND SAFETY CONSIDERATIONS:

In school ~~function~~environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. A good faith effort applied equally and without discrimination will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance.

1. Proven Need: Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that such standard is necessary for the health and safety of the student or other individual.

2. Least Restrictive Means: Health and safety standards addressing such concerns should use the least restrictive means necessary. Measures that do not discriminate with respect to race, religion, sex, disability, or national origin should be pursued.

ENFORCEMENT:

Enforcement of this policy will be consistent with the district's code of conduct and discipline policies. Enforcement of this policy shall not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

TRAINING AND AWARENESS:

The district will communicate this policy with students and families in their preferred language(s). Feedback from diverse students, caregivers, staff, and administrators will be considered when adopting and revising this policy. The District will provide appropriate staff training about this policy for its effective implementation with caregivers.

CONFIDENTIALITY:

The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing confidential student information with school staff or outside parties.

PARENTAL CONSENT:

The District shall make a good faith effort to obtain informed consent from a student's caregivers in their preferred language for any health and safety standard accommodation

needed. To respect individual identity and parental authority, our process includes the following steps:

1. Initiate Contact: Make a good faith effort to contact the caregiver using their preferred communication method (phone, email, or in person ~~is otherwise authorized~~), explaining why adjustments to ~~be as long as~~ the ~~tribal regalia does not interfere~~student's attire or grooming are needed to meet health and safety standards.

~~1~~2. Collaborative Solutions: Work with the student and caregiver to find accommodation options to meet health and safety standards. Discuss the potential results of each option on the student's well-being and educational ~~process and is not detrimental to the health or safety of the student or another person~~experience.

3. Parental Consideration: Allow the caregiver time to privately discuss the situation with their student or family members to make an informed decision.

4. Obtain Consent: Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, stating the accommodation and health and safety standard that required the accommodation. A copy of this written consent should be provided to the caregiver.

5. Documentation & Follow-up: Communication and decisions made with the parent/guardian/caregiver shall be documented as below. These records are subject to the Family Educational Rights and Privacy Act (FERPA) and shall be maintained accordingly. Follow up with the caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

RECORD KEEPING:
The District will establish and maintain records for any efforts made to accommodate a student's appearance or grooming of any kind. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

The district will regularly review and analyse these records to identify areas that may require revisions of policies. It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

DEFINITIONS:

Grooming: the care of a body and its physical appearance, such as the personal hygiene routine of brushing one's teeth or combing one's hair.

National origin: includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

Natural and protective hairstyles: include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Race: includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

Religious attire and characteristics associated with religion: includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, yamaka, cross or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

Tribal regalia: includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526
Neb. Statute 79-2,158

Cross Reference: 501   Objectives for Equal Educational Opportunities for
                         Students
                  504.18 Harassment
                  504.20 Bullying Prevention

Approved —————————— Reviewed —————————— Revised ——————————

~~REGULATED~~CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

~~Carrying a cellphone/~~The District prohibits the use of cell phones or other electronic communication devices by students while on school property or attending a school instructional function except as provided otherwise below. Violation of this policy may include disciplinary measures under the district's student conduct policies up to and including suspension or expulsion.

Other electronic communication device ~~in the school building is~~means any device which transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. This includes personally owned electronic tablets, "smart" watches, earbuds, headphones, and gaming devices. The term "electronic communication device" includes a ~~privilege,~~cell phone.

Students are not prohibited from using an electronic communication device while on school property or attending a ~~right. Cellphones (including ear-buds or other communication accessories) may be not used~~school instructional function under any of the following circumstances:
1. When required by a student's individualized education program developed under the Special Education Act and its rules and regulations or a plan developed under section 504 of federal statutes;
~~1.~~2. When authorized by the District for educational purposes during ~~class~~instructional time ~~except when approved by the teacher as part of a specific class activity or school project.~~;

~~Any prohibited items or devices brought to school or school events may be confiscated by district staff. Prohibited items will be turned over to the student's parents or guardian on request unless the object seized is dangerous, contrary to law, or has been turned over to legal authorities.~~

~~Prohibited devices shall include any item which is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially disrupts the educational process. Students shall be advised annually through the Student Handbook of items that are prohibited on school grounds or at school activities.~~

3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When appropriate under District policies or otherwise allowed by an appropriate school employee.

In addition to any prohibitions on electronic communication devices ~~defined in the student handbook~~stated above, students shall not use ~~electronic~~such devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students

shall not use electronic devices at any time where there is an expectation of privacy. ~~Violations of this policy may result in disciplinary action, including, but not limited to, suspension and expulsion from school.~~

This policy does not authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Rules for confiscation of prohibited devices, returning of confiscated devices, and disciplinary measures will be published in the student handbook.

The development of this policy shall include stakeholder participation from students, parents, and educators in each community. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference: Rehabilitation Act of 1973, 29 U.S.C. 794
                     2025 Neb. Legislative session LB140

Cross Reference: 504.03 Student Conduct
                     505   Student Discipline

Approved _____ Reviewed _____ Revised _____

STUDENT ACTIVITY ELIGIBILITY

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilityabilities in the students during their school years and for their lifetime.

However, students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity and must conduct themselves in accordance with student conduct policies. Violations of district policies may result in the loss of some or all extracurricular eligibility.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board also will take action. The events must not disrupt the education program or other school district operations.

Participation in interscholastic sports designated as male or female only shall be limited according to statutes. Eligibility requirements as published by the Nebraska School Activities Association (NSAA) shall be observed by all students. Participating students shall follow Policy 506.10 Student Physicals for Athletes. Additional eligibility requirements may be imposed by the school district at the board's discretion.

Such eligibility requirements shall include good citizenship, acceptable academic standing, parental permission and good health (sports only). All eligibility requirements shall be published in applicable student/parent handbooks.

[The student must maintain satisfactory conduct, as determined by the building principal. (In any event, if the student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether actual court judgment is withheld, the student should be disqualified from participation in interscholastic extracurricular activities.)]

Any student who is sanctioned or is found by the school district or NSAA to be ineligible to participate in any extra curricular activity may appeal the sanction or finding in accordance with the student due process policy. conduct policy. Visitors attending these activities must follow Policy 1005.08 Public Conduct on School Premises.

It shall be the responsibility of the superintendent to implement this policy.

Legal Reference: 20 U.S.C. Sect.1681-1683; 1685-1686 (1994).
                     34 C.F.R. Pt. 106.41 (1993)
                     Neb Statute 79-296
                              79-443

~~Approved~~ ~~Reviewed~~ ~~Revised~~

2025 Neb. Legislature LB89

Cross Reference: 502   Student Attendance
                   504   Student Rights and Responsibilities
                   505   Student Discipline
                   506.10   Student Physicals for Athletes
                   508   Student Health and Well-Being
                   1005.08   Public Conduct

STUDENT PHYSICALS FOR ATHLETICS

All boys or girls that participate in any athletics or practices must have a physical examination signed by a physician. The results of the examination and the physician's signature must appear on all local and state forms where it is required. All such examination results must be on file in the school where the student is to participate in athletics. In all cases, these forms should be signed first by parents to signify their permission and then by the physician. Only proper forms are to be used in all cases.

Legal Reference: NSAA Athletic Bylaws sect. 3.4
                             2025 Neb. Legislature LB89

Approved _____ Reviewed _____ Revised _____

COPPA STUDENT PRIVACY NOTICE

The District may contract with publishers or online providers to offer online curriculum that aligns with school standards or other services that support the teaching and learning process of the students. These applications or websites are offered for the benefit of the students and our school. Online providers give our school full notice of their collection, use, and disclosure practices.

In order for our students to use these educational programs and services, certain personal identifying information, which may consist of the student's name, username, email address, grade level, age and/or date of birth, may be provided to the website operator strictly for educational purposes. Under the federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. For more information on COPPA, please visit:

https://www.ftc.gov/business-guidance/privacy-security/childrens-privacy

The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students strictly for educational purposes, thereby eliminating the need for individual parental consent given directly to the website operator.
By acknowledging receipt of the Student/Family Handbook, you consent for our school to provide personal identifying information to operators of approved web-based educational programs and services strictly for educational purposes.

Approved _____ Reviewed _____ Revised _____

BEHAVIORAL INTERVENTION AND CLASSROOM MANAGEMENT

In order to create and maintain a quality educational environment, the district will employ a system of supports for encouraging positive behavior, addressing challenges in a caring and constructive way, and fostering safe and supportive school and classroom environments. These support actions are intended to develop a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success. Disruptive or unsafe actions sometimes characterized by depression, anxiety, moodiness, anger, extended frustration or conflict with others will be addressed by these support actions to develop self-regulation skills and re-integration into the classroom.

The district will employ the procedures in the accompanying administrative regulation as appropriate, engaging families to address student behavior and communicating with them about student behavioral incidents where needed, plans for remediation and resources for behavior improvement. Collaboration, as appropriate, between educational staff, school psychologists, behavioral specialists, school counselors, and social workers will work to position supports with the student's needs and strengths.

Training

The District or its local ESU will provide training to employees with behavioral management responsibilities. Training must be consistent with the NDE System of Supports in this policy.

The Superintendent will recommend, and the board will approve the hours of training to be provided.
A. Behavioral awareness training must include, but not be limited to, evidence-based training on a continuum that includes:
   1. Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma.
   2. Positive behavior supports and proactive teaching strategies, including, but not limited to, expectations and boundaries.
   3. Verbal intervention and de-escalation techniques.
   4. Access to a registry of local mental health and counseling resources.
   5. Incorporation of all the requirements for the Behavioral Awareness Point of Contact (BAPC) in accordance with Policy 508.19 Behavioral Points of Contact.

Review

The school district will regularly review and update this policy to confirm its effectiveness and compliance with state statute. Feedback from students, parents, staff, and administrators will be considered in the review process. This policy must be included with any notifications required under the Student Discipline Act.

Legal Reference: Neb. Statute 79-262.01

Cross Reference: 504.03   Student Conduct
505.03   Suspension and Expulsion of Students
508.19   Behavioral Points of Contact
612   Special Education Services
1005.03 Parental and Family Involvement in the Schools
1005.12 Title 1 Parent and Family Member Engagement

Approved _____ Reviewed _____ Revised _____

USE OF ARTIFICIAL INTELLIGENCE IN THE SCHOOL

The board recognizes the potential benefits of Artificial Intelligence (AI) in enhancing educational outcomes and requiring innovative teaching practices, in part because this technology is already available to many students at home. This policy aims to ensure the responsible use of AI technologies within the school district along with teaching and homework strategies that consider the probability that students can easily access AI outside the school.

Artificial Intelligence Definition:
AI involves the operation of computer systems that process natural language to perform tasks that normally require human intelligence, such as the construction of complex responses to inquiries, visual perception in images or videos, speech recognition, decision-making, and translation between languages. It can generally expand, modify, and clarify its responses through repeated requests or additional specific directions. Commonly used AI systems include ChatGPT, Bard, Cohere Generate, DALL-E, Claude, and Synthesia but many AI systems are available for specific purposes and it is the administrators' responsibility to choose those suitable for an educational environment.

Ethical Considerations:
Any use of AI as part of the district's instructional program should prioritize its educational value, while avoiding discrimination and minimizing unwanted outcomes. Only AI platforms approved by the district with appropriate filters for preventing the use of discriminatory, hateful or otherwise inappropriate responses shall be used by the district. The use of AI by students to complete homework or assessments shall only be allowed to the extent stated by the teacher for the individual assignment or entirety of the course. The use of AI systems when allowed shall not violate computer use, copyright, plagiarism and intellectual property policies of the district when properly cited.

As always, students are expected to cite original sources for quotations, facts, information, statistics, dates, or the paraphrased statements of others. An AI system should be cited when its generated content is quoted, paraphrased or otherwise used in a student's work. The lack of such citations shall imply the assignment or assessment is entirely the work of the student, free of any AI system's writing, organization, direction, or modification of the student's work.

Student Privacy and Data Protection:
Prior informed consent from parents/guardians should be obtained before allowing student use of AI systems. The district will prevent or strongly discourage any collecting, storing, or analyzing of student data using AI platforms. Measures should be in place to prevent students from using AI to cheat on homework or assessments, including regular monitoring of student use of school computers, and planning homework and assessments to minimize the opportunity to complete them using AI systems. The administrators and staff are cautioned that the use of detection software as a means of monitoring AI use is fallible, difficult to prove, easily subject to claims of harassment, destructive of trust when false accusations are made, and unlikely to be successful with AI systems that are constantly improving.

Approved _____ Reviewed _____ Revised _____

Equity and Accessibility:
Use of AI systems shall comply with district Equal Educational Opportunity policies. AI-based instructional resources should be tailored to address individual student needs, allowing for personalized learning experiences and accommodating diverse learning styles when possible and appropriate.

Transparency and Rationale:
Students, parents/guardians, and educators should be provided with understandable information about the purpose, limitations, and potential benefits of AI technologies. Clear guidelines should be established to ensure that students are aware of the district's intended appropriate use of AI tools for homework and assessments. Consideration should be taken by the teaching staff that AI availability on district networks for its use as a business tool does not facilitate the misuse of AI in completing homework or compromising academic integrity.

Educator Training and Professional Development:
Educators should receive comprehensive training and ongoing professional development opportunities to understand the benefits and limitations of AI technologies, enabling them to both effectively incorporate and appropriately limit AI in their teaching practices. Educators should be equipped with the knowledge and skills necessary to evaluate and monitor student inputs to AI systems, AI responses to those inputs, and ensuring they are both appropriate.

Ongoing Evaluation and Accountability:
Administrators, network supervisors, and teaching staff will establish processes for ongoing evaluation and monitoring of AI technologies used within the school district, including periodic assessments of their impact on student learning. Procedures for reporting concerns, incidents, or breaches related to AI use should be established, ensuring accountability and addressing issues promptly.

Community Engagement and Communication:
The school board will engage with the community, including students, parents/guardians, educators, and relevant stakeholders, to foster understanding, gather comments, and address concerns related to the use of AI in education. Clear and regular communication channels including the district's website should be established to inform the community about the educational purpose, use, and benefits of AI technologies in the school district, along with measures taken to prevent inappropriate use of AI systems.

Implementation:
Administrators will provide procedures and professional development resources to assist with instructional changes that use the best features of AI while reducing the misuse of AI in completing homework and assessments. These procedures will emphasize the use of AI to enhance student education and address the ways traditional homework might be reshaped or redirected by AI's skillful use. Regular reviews will be conducted to ensure this policy's effectiveness, alignment with emerging best practices, and adaptations to address evolving challenges in AI usage.

Cross Reference	102	Educational Philosophy of the District
	501	Objectives for Equal Educational Opportunities for Students
	606.06	Acceptable Use of Computers, Tech. and the Internet
	606.08	Reproduction of Copyrighted Materials

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the principal, the parents shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious beliefs;
3. The objection shall state which activities or studies violate their religious beliefs;
4. The objection shall state why these activities or studies violate their religious beliefs; and
5. The objection shall state a proposed alternate activity or study.

The principal shall have discretion to make this determination. The factors the principal shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available principal-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs may be required to do an alternate supervised activity or study.

Cross Reference: 604   Instructional Curriculum
                    607.02 School Ceremonies and Observances
                    1005.03 Parental and Family Involvement in the Schools

Approved _____ Reviewed _____ Revised _____

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

It is the policy of the District to provide full access to the ~~parent~~parents, guardians and ~~family members~~educational decisionmakers of ~~any student~~students of the district to review:

1. textbooks~~,~~;
2. tests~~, curriculum and instructional materials,~~;
3. their students' records ~~of a student of any such parent,~~unless otherwise prohibited by law~~,~~;
4. activities information;
5. digital materials, websites or applications used for learning;
6. training materials for teachers, administrators, and staff;
7. procedures for the review and ~~to~~approval of training materials, learning materials, and activities;
8. other curriculum materials used in the school district; and
~~1.~~9. any surveys of students done by the school district.

Summary information regarding the District's curriculum, testing, and surveys will be provided at the beginning of each school year. Requests for access to specific instructional materials should be addressed to the teacher or building principal.

The District will provide guidelines in the student handbook regarding how the District will provide access to parents, guardians, or educational decisionmakers other than by specific request for the information above, how it will provide access to records of students, and about the school district's testing policy.

Requests by parents and family members to attend and monitor courses, assemblies, counseling sessions and other instructional activities shall also be made to the building principal or teacher. While requests to monitor are usually granted, if the request is denied, reasons for the denial will be provided.

It is the policy of the District to provide as consistent an experience as possible in all classroom instruction, testing, surveys, and other school experiences. It is the policy of the District not to excuse students from classroom instruction, testing, and other school experiences unless an objection is submitted to the building principal or teacher outlining the specific experience, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and family members. See Policy 605.05 Religious-Based Exclusion from a School Program.

The request for the student to be excused will be reviewed by the building principal and a decision provided to the parents and family members. While verbal objections and decisions are valid, written follow-up to verbal communications is required from the parent and family members, and the principal. If a student is excused from the requested activity no penalty will be assessed but an agreed upon alternative activity must be performed to the satisfaction of the teacher and principal.

It is the policy of the District to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educational standards and both educationally and academically appropriate. It is the policy of the District to notify parents and family members of any standardized testing that may be scheduled within the school District.

It is the policy of the District to notify parents, guardians and ~~family members~~educational decisionmakers of students electronically or by mail at least fifteen days prior to the administration of any survey which may be scheduled that includes:

1. sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature; or
2. a non-anonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use.

Such notice shall describe the nature and ~~to conduct~~types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. Such surveys will be judiciously conducted, with full consideration of the fact that parents and family members may find items of the survey objectionable.

Parents, guardians, and educational decisionmakers have the right to request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student, review the survey in person at the school, and exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey shall not disclose personally identifiable information of a child. No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

The following activities will also be included in the District's plan for parental and family involvement:
1. The District will involve parents and family members in the development of the Title I plan, the process for school review of the plan and the process for improvement;

~~Approved_____Reviewed_____Revised_____~~

2. The District will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance;

3. The District will build the schools' and parents' and family members' capacity for strong parental and family involvement;
4. The District will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The District will conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents and family members in Title I activities (with particular attention to parents and families who have low income, Limited English Proficient (LEP), minorities, disabilities and low literacy) and use the findings of the evaluation to design strategies for more effective parental and family involvement and to revise, as necessary, the parental and family involvement policies; and
6. The District will involve parents and family members in Title I activities.

The parent and family members or guardian of a student may have access to that student's records during normal business hours of the district according to Policy 507.01 Student Records Access. Nothing in this policy shall require the violation of student privacy statutes as referenced below.

This policy shall be adopted annually following a public hearing to receive public comments and suggestions.

Legal Reference:	Neb. Statute 79-530 to 533
	Every Student Succeeds Act, (ESSA), 20 U.S.C. §1000 et. seq.
	Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, 20 U.S.C. 1232g,
	Protection of Pupil Rights Amendment of 1978, 20 U.S.C.
	Children's Online Privacy Protection Act (COPPA) of 1998, 15 U.S.C. 6501 et seq.
	Children's Internet Protection Act (CIPA), 47 C.F.R. 54.520
Cross Reference:	507.01 Student Records Access
	605.05 Religious-Based Exclusion from a School Program
	606.03 Objection to Instructional Materials
	610.01 Test or Assessment Selection
	610.02 Test or Assessment Administration
	611.01 Student Progress Reports
	611.04 Parent Conferences
	1002. District Annual Report
	1005.01 Public Complaints

PARENTAL ACCESS TO LIBRARY MATERIALS

The Board directs that parents, guardians and persons designated by a court to make educational decisions for a student shall have access to library materials of their student's school.

The District will:

1. Require the creation of a catalog of all books for each school's library which may be viewed at the request of the parent, guardian or educational decisionmaker; and

2. Provide the opportunity for such persons to be notified by means of a website or other electronic verification when their student checks out a book from the library. Such notification shall include:
   a. The title of the book checked out by the student;
   b. The name of the author of the book checked out by the student; and
   c. The date the book checked out by the student is due to be returned to the school library.

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

Cross Reference: 606.05 Media Centers

Approved _____ Reviewed _____ Revised _____