

Shickley Public Schools
October 12, 2026
7:00 PM: Regular Board of Education Meeting
School Lobby

1. **Preliminary Procedures**
 - 1.1. Call to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Public Notice of the Meeting and Notification of Open Meeting Law
 - 1.5. Approve Board Member Absence(s)
 - 1.6. Approve the Agenda
2. Consent Agenda
3. Financial Reports
4. Claims and Bills
5. **Welcome Visitors**
 - 5.1. Public Comments not on agenda items
 - 5.2. Public Comments on agenda items
6. Committee Reports
7. **Discussion Items: Consider and Discuss - No Action to be Taken**
 - 7.1. Superintendent Evaluation process
8. **Action Items: Consider, Discuss, and Take all Necessary Action**
 - 8.1. Emergency Operations Plan
 - 8.2. Option Enrollment Resolution
 - 8.3. HVAC Needs - lower area
 - 8.4. Superintendent Resignation
 - 8.5. Superintendent Search
9. **Informational Items**
 - 9.1. Administrative Reports
 - 9.2. Multicultural Education Report
10. Establish Future Board of Education Meeting Date(s) and Time(s)
11. Closed Session
12. Items from Closed Session
13. Adjournment

Shickley Public School - Budget Hearing Minutes

Monday, September 14, 2026 6:45 PM Central

School Lobby 104 East Murray Shickley, NE 68436-0407

President Randy Noel called the meeting to order at 6:45 pm. Members present were Ambur Hinrichs, Wendell Nelson, Megan Loy, Randy Noel, Cassie Schlegel, and Jered Kempf. Noel noted the Public Notice and Open Meeting Law. The purpose for the budget hearing was presented. Superintendent Essink provided a presentation regarding 26-27 budgetary goals, valuations, levy projections, and historical data. There were no public comments made. Schlegel moved and Kempf seconded a motion to adjourn the meeting at 6:56 pm. Carried: Yes Yes: 6, No: 0.

Regular Board of Education Meeting

Monday, September 14, 2026 7:00 pm

School Lobby 104 East Murray Shickley, NE 68436-0407

Members Present: Ambur Hinrichs, Jered Kempf, Megan Loy, Wendell Nelson, Randy Noel, Cassie Schlegel. President Noel called the meeting to order at 7:00 pm. Roll call was taken and the Pledge of Allegiance recited. Public notice of the meeting and the Open Meeting Law were noted. Nelson moved and Kempf seconded a motion to approve the agenda. Carried: Yes: 6, No: 0. Kempf moved and Nelson seconded a motion to approve the consent agenda. Carried: Yes: 6, No: 0. Kempf moved and Schlegel seconded a motion to approve the financial reports as presented. Carried: Yes: 6, No: 0. Schlegel moved and Kempf seconded a motion to approve the claims and bills as presented. Carried: Yes: 6, No: 0. Visitors were welcomed. There were no public comments. Committee reports included the finance committee which met prior to the meeting to review the monthly and yearly financial statements and the budgeting process. The building and grounds committee reported on their recent meeting where they discussed getting cost estimates to maintain/update the building. HVAC challenges were also discussed. The board reviewed applications to the Shickley Community Foundation made on behalf of the school. The Strategic Plan was reviewed. The board discussed a proposal from Facility Advocates to provide cost projections for maintaining and upgrading the facility over the next ten years. Nelson moved and Schlegel seconded a motion to approve the three-year HVAC service agreement with Facility Advocates. Carried: Yes: 6, No: 0. Kempf moved and Hinrichs seconded a motion to approve the local substitute requests of Chris Schlegel and Rebecca Follmer. Carried: Yes: 5, No: 0, Abstain (Schlegel): 1. Kempf moved and Schlegel seconded a motion to approve the transfer of \$50,000 from the General Fund to the Lunch Fund. Carried: Yes: 6, No: 0. Schlegel moved and Nelson seconded a motion to approve the proposal of \$9500 from Facility Advocates for facility cost projections. Carried: Yes: 6, No: 0. Kempf moved and Loy seconded a motion to approve travel for the National FFA Convention in October. Carried: Yes: 6, No: 0. Principals Eberhardt and Schroeder provided reports on happenings and initiatives. The next regular board meeting is scheduled for October 12, at 7:00 pm. There will be a Special Hearing for the budget at 8:00 am on September 23, followed by a Special Board meeting to approve the budget and tax asking. Nelson moved and Schlegel seconded a motion to adjourn the meeting at 7:27 pm. Carried: Yes: 6, No: 0.

Special Budget Hearing

Wednesday, September 23, 2026 8:00 AM Central

School Office 104 East Murray Shickley, NE 68436-0407

President Noel called the Hearing to order at 8:00 am. Roll call was taken with all members present: Ambur Hinrichs, Jered Kempf, Megan Loy, Wendell Nelson, Randy Noel, Cassie Schlegel. Public Notice and Open Meeting Law were cited. The purpose of the Special Hearing was stated. No visitors were present. Dr. Essink reviewed the proposed budget. Schlegel moved and Wendell Nelson seconded a motion to adjourn the hearing at 8:02 am. Carried: Yes: 6, No: 0.

Special Board of Education Meeting

Wednesday, September 23, 2026 8:05am start or after Special Hearing

School Office 104 East Murray Shickley, NE 68436-0407

President Noel called the meeting to order at 8:05 am. Roll call was taken with all members present: Ambur Hinrichs, Jered Kempf, Megan Loy, Wendell Nelson, Randy Noel, Cassie Schlegel. The Pledge of Allegiance was recited and the Open Meeting Law noted. Kempf moved and Nelson seconded a motion to approve the agenda.

Carried: Yes: 6, No: 0. No public comments were given. Schlegel moved and Kempf seconded a motion to approve the proposed 26-27 budget. Carried: Yes: 6, No: 0.

Kempf moved and Nelson seconded a motion to approve the Tax Asking Request Resolution of \$4,439,836 for the 26-27 budget. Carried: Yes: 6, No: 0. The next regular board meeting is scheduled for October 12 at 7:00 pm. Nelson moved and Schlegel seconded a motion to adjourn the meeting at 8:09 am. Carried: Yes: 6, No: 0.

October 8, 2026

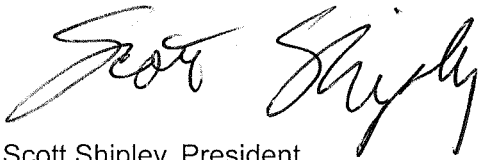
Shickley Public School
Board of Education
104 E Murray
Shickley, NE 68436

Dear Negotiations Committee:

The Shickley Education Association requests that the school board of Shickley Public Schools take action to recognize Shickley Education Association as exclusive bargaining agent for the district's certificated staff to begin bargaining next fall for the 2028-2029 contract year.

Please direct your response to the undersigned.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Shipley". The signature is fluid and cursive, with the first name "Scott" and last name "Shipley" clearly distinguishable.

Scott Shipley, President

A handwritten signature in black ink, appearing to read "Zac Schlegel". The signature is fluid and cursive, with the first name "Zac" and last name "Schlegel" clearly distinguishable.

Zac Schlegel, Head Negotiator

Shickley Education Association

Treasurer's Report

October 12, 2026

General Fund

Depreciation Fund

Activity Fund

School Nutrition Fund

Special Building Fund

Qualified Capital Purpose
Undertaking Fund (QCPUF)

Shickley Public Schools - General Fund

Shickley, Nebraska

Statement of Assets, Liabilities, and Fund Balance

As of September 30, 2026 and 2025

	2026	2025
Current Assets		
General Fund Checking	\$ 2,892,857.82	\$ 2,450,680.90
General Fund Savings	<u>113,612.80</u>	<u>114,091.22</u>
Total Current Assets	<u>3,006,470.62</u>	<u>2,564,772.12</u>
Total Assets	<u>\$ 3,006,470.62</u>	<u>\$ 2,564,772.12</u>

Liabilities and Fund Balance

	2026	2025
Total Liabilities	<u>0.00</u>	<u>0.00</u>
Fund Balance		
Fund Balance	2,811,037.80	2,460,217.71
Net Income	<u>195,432.82</u>	<u>104,554.41</u>
Total Fund Balance	<u>3,006,470.62</u>	<u>2,564,772.12</u>
Total Liabilities and Fund Balance	<u>\$ 3,006,470.62</u>	<u>\$ 2,564,772.12</u>

Shickley Public Schools - General Fund

Shickley, Nebraska

Statement of Receipts and Disbursements

For the 1 Month and 1 Month ended 09/30/26

	Current Month	Prior Year	Year to Date	Prior Year to Date	Total Fiscal Year Budget	% of Budget
Receipts						
Taxes Levied by the School	\$ 582,867.26	\$ 496,699.29	\$ 582,867.26	\$ 496,699.29		
Motor Vehicle Taxes	6,331.77	5,221.25	6,331.77	5,221.25		
Penalties & Interest on Taxes	113.37	255.94	113.37	255.94		
Tuition - Preschool	9,177.00	9,666.00	9,177.00	9,666.00		
Interest on Investments	750.31	1,024.01	750.31	1,024.01		
County Fines & Licenses	1,109.96	431.65	1,109.96	431.65		
ESU Receipts	788.19	0.00	788.19	0.00		
State Aid	38,354.00	39,884.00	38,354.00	39,884.00		
Other State Receipts	1,801.74	0.00	1,801.74	0.00		
Title I - Part A - ESSA - Improving Basic Programs	13,451.00	0.00	13,451.00	0.00		
Title II - Part A - Effective Instruction	3,979.00	0.00	3,979.00	0.00		
IDEA - Preschool - (619) Base & Enrollment	2,012.00	2,016.00	2,012.00	2,016.00		
IDEA - Part B - (611) Base & Enrollment	31,233.00	34,385.00	31,233.00	34,385.00		
Title IV - Part A	10,000.00	0.00	10,000.00	0.00		
Other Non-Revenue Receipts	0.00	255.38	0.00	255.38		
Total Receipts	<u>701,968.60</u>	<u>589,838.52</u>	<u>701,968.60</u>	<u>589,838.52</u>	<u>4,931,549.00</u>	<u>14.23%</u>
Disbursements						
Salaries	200,769.40	202,456.93	200,769.40	202,456.93		
Additional Compensation	10,828.11	9,877.87	10,828.11	9,877.87		
Group Insurance	46,436.81	42,669.20	46,436.81	42,669.20		
Social Security	16,008.93	15,986.34	16,008.93	15,986.34		
Retirement	14,809.88	15,983.35	14,809.88	15,983.35		
Health Benefits	13,226.80	11,285.76	13,226.80	11,285.76		
Other Benefits	621.40	240.00	621.40	240.00		
Accounting/Auditing Services	2,000.00	1,950.00	2,000.00	1,950.00		
Contracted Legal Services	0.00	480.00	0.00	480.00		
Professional Educational Services	1,488.00	0.00	1,488.00	0.00		
Employee Training & Development	2,050.00	3,396.70	2,050.00	3,396.70		
Other Professional Services	4,125.15	5,569.30	4,125.15	5,569.30		
Technical Services	3,412.74	12,460.54	3,412.74	12,460.54		
Distance Education & Telecommunication	5,900.00	4,400.00	5,900.00	4,400.00		
Utility Services	4,459.22	5,937.73	4,459.22	5,937.73		
Non-Technology Repairs & Maintenance	8,751.45	7,195.53	8,751.45	7,195.53		
Technology Related Repairs & Maintenance	5,109.87	3,301.70	5,109.87	3,301.70		
Rentals of Land & Buildings	170.00	170.00	170.00	170.00		
Other Purchased Property Services	32.50	32.50	32.50	32.50		
Student Transportation Services Purchased	0.00	5,100.02	0.00	5,100.02		

Shickley Public Schools - General Fund

Shickley, Nebraska

Statement of Receipts and Disbursements

For the 1 Month and 1 Month ended 09/30/26

	Current Month	Prior Year	Year to Date	Prior Year to Date	Total Fiscal Year Budget	% of Budget
Insurance	93,145.00	103,459.00	93,145.00	103,459.00		
Communications	53.91	61.52	53.91	61.52		
Postage	69.70	12.80	69.70	12.80		
Advertising	233.50	59.50	233.50	59.50		
Printing & Binding	1,873.49	1,746.17	1,873.49	1,746.17		
Travel	579.80	(65.31)	579.80	(65.31)		
General Supplies	11,910.47	12,030.96	11,910.47	12,030.96		
Utility Energy Services	608.43	740.15	608.43	740.15		
Fuels	1,229.30	1,065.01	1,229.30	1,065.01		
Books & Periodicals	2,025.44	1,012.82	2,025.44	1,012.82		
Digital Instruction Materials	0.00	4,582.92	0.00	4,582.92		
Web/Cloud Based Software	3,413.00	0.00	3,413.00	0.00		
Technology Supplies	0.00	230.60	0.00	230.60		
Technology Software	0.00	11,576.91	0.00	11,576.91		
Dues & Fees	251.48	277.59	251.48	277.59		
Miscellaneous Expenditures	942.00	0.00	942.00	0.00		
Fund Transfers to Lunch Fund	50,000.00	0.00	50,000.00	0.00		
Total Disbursements	<u>506,535.78</u>	<u>485,284.11</u>	<u>506,535.78</u>	<u>485,284.11</u>	<u>6,293,928.00</u>	<u>8.05%</u>
Net Income (Loss)	<u>\$ 195,432.82</u>	<u>\$ 104,554.41</u>	<u>\$ 195,432.82</u>	<u>\$ 104,554.41</u>		

Shickley Public Schools - Depreciation Fund

Shickley, Nebraska

Statement of Assets, Liabilities, and Fund Balance

As of September 30, 2026 and 2025

	2026	2025
Current Assets		
Depreciation Fund Checking	\$ 5,174.45	\$ 5,174.45
Depreciation Fund Savings	<u>286,794.63</u>	<u>327,834.62</u>
Total Current Assets	<u>291,969.08</u>	<u>333,009.07</u>
Total Assets	<u>\$ 291,969.08</u>	<u>\$ 333,009.07</u>

Liabilities and Fund Balance

	2026	2025
Total Liabilities	<u>0.00</u>	<u>0.00</u>
Fund Balance		
Fund Balance	291,874.82	332,790.06
Net Income	<u>94.26</u>	<u>219.01</u>
Total Fund Balance	<u>291,969.08</u>	<u>333,009.07</u>
Total Liabilities and Fund Balance	<u>\$ 291,969.08</u>	<u>\$ 333,009.07</u>

Shickley Public Schools - Depreciation Fund

Shickley, Nebraska

Statement of Receipts and Disbursements

For the 1 Month and 1 Month ended 09/30/26

	Current Month	Prior Year	Year to Date	Prior Year to Date	Total Fiscal Year Budget	% of Budget
Receipts						
Interest on Investments	\$ 94.26	\$ 219.01	\$ 94.26	\$ 219.01		
Total Receipts	<u>94.26</u>	<u>219.01</u>	<u>94.26</u>	<u>219.01</u>	<u>251,600.00</u>	<u>0.04%</u>
Disbursements						
Total Disbursements	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>543,678.00</u>	<u>0.00%</u>
Net Income (Loss)	<u>\$ 94.26</u>	<u>\$ 219.01</u>	<u>\$ 94.26</u>	<u>\$ 219.01</u>		

Shickley Public Schools - Activities Fund

Shickley, Nebraska

Statement of Assets, Liabilities, and Fund Balance

As of September 30, 2026 and 2025

	2026	2025
Current Assets		
Activities Fund Checking	\$ 140,672.18	\$ 111,463.36
Total Current Assets	<u>140,672.18</u>	<u>111,463.36</u>
Total Assets	<u>\$ 140,672.18</u>	<u>\$ 111,463.36</u>

Liabilities and Fund Balance

	2026	2025
Total Liabilities	<u>0.00</u>	<u>0.00</u>
Fund Balance		
Fund Balance	<u>140,672.18</u>	<u>111,463.36</u>
Total Fund Balance	<u>140,672.18</u>	<u>111,463.36</u>
Total Liabilities and Fund Balance	<u>\$ 140,672.18</u>	<u>\$ 111,463.36</u>

Shickley Public Schools - Activities Fund

Shickley, Nebraska

Statement of Receipts and Disbursements

For the 1 Month and 1 Month ended 09/30/26

	Beginning Balance	Receipts	Transfers	Disbursements	Ending Balance
Activities					
Annual	\$ 10,502.00	\$ -	\$ -	\$ (1,831.67)	\$ 8,670.33
Athletics	9,993.01	3,895.00	-	(4,636.37)	9,251.64
Athletics - Golf	205.00	-	-	-	205.00
Class of 2027	6,854.94	480.00	-	-	7,334.94
Class of 2028	3,699.04	-	-	-	3,699.04
Class of 2029	2,727.51	-	-	-	2,727.51
Class of 2030	2,035.53	-	-	-	2,035.53
Class of 2031	1,156.18	-	-	-	1,156.18
College Access	1,932.15	-	-	(185.71)	1,746.44
Concessions	5,935.36	5,207.00	-	(2,394.93)	8,747.43
Drama	3,594.39	-	-	(117.94)	3,476.45
Educators Rising	2,274.40	-	-	-	2,274.40
FBLA	4,094.18	165.00	-	(325.00)	3,934.18
FFA	5,803.34	2,098.90	-	(713.50)	7,188.74
Grants	16,391.30	-	-	-	16,391.30
Interest	-	21.88	-	-	21.88
Library	1,031.16	-	-	8.78	1,039.94
Music	9,135.22	-	-	-	9,135.22
National Honor Society	1,004.99	-	-	-	1,004.99
Post Prom	-	1,500.00	-	-	1,500.00
School Culture	4,893.24	250.00	-	-	5,143.24
Special Projects	13,914.00	-	-	-	13,914.00
Speech	2,012.67	-	-	(160.00)	1,852.67
Striv	15,705.00	5,600.00	-	-	21,305.00
Student Council	3,251.92	-	-	-	3,251.92
Teacher Scholarship	1,500.00	-	-	-	1,500.00
Wellness	2,604.13	-	-	(439.92)	2,164.21
Total Activities	<u>\$ 132,250.66</u>	<u>\$ 19,217.78</u>	<u>\$ -</u>	<u>\$ (10,796.26)</u>	<u>\$ 140,672.18</u>
Activities Budget	<u>\$ 118,307.00</u>	<u>\$ 285,000.00</u>	<u>\$ -</u>	<u>\$ 350,000.00</u>	<u>\$ 53,307.00</u>

Shickley Public Schools - Lunch Fund

Shickley, Nebraska

Statement of Assets, Liabilities, and Fund Balance

As of September 30, 2026 and 2025

	2026	2025
Current Assets		
Lunch Fund Checking	\$ 58,070.20	\$ 6,663.07
Total Current Assets	58,070.20	6,663.07
Total Assets	\$ 58,070.20	\$ 6,663.07

Liabilities and Fund Balance

	2026	2025
Total Liabilities	0.00	0.00
Fund Balance		
Fund Balance	19,331.88	19,648.51
Net Income	38,738.32	(12,985.44)
Total Fund Balance	58,070.20	6,663.07
Total Liabilities and Fund Balance	\$ 58,070.20	\$ 6,663.07

Shickley Public Schools - Lunch Fund

Shickley, Nebraska

Statement of Receipts and Disbursements

For the 1 Month and 1 Month ended 09/30/26

	Current Month	Prior Year	Year to Date	Prior Year to Date	Total Fiscal Year Budget	% of Budget
Receipts						
Interest on Investments	\$ 3.74	\$ 2.34	\$ 3.74	\$ 2.34		
Daily Sales - School Lunch	3,526.00	5,700.00	3,526.00	5,700.00		
Daily Sales - Non-Reimbursable Programs	381.40	0.00	381.40	0.00		
Fund Transfers In	50,000.00	0.00	50,000.00	0.00		
Total Receipts	<u>53,911.14</u>	<u>5,702.34</u>	<u>53,911.14</u>	<u>5,702.34</u>	<u>289,012.00</u>	<u>18.65%</u>
Disbursements						
Salaries	5,077.18	6,385.01	5,077.18	6,385.01		
Group Insurance	45.61	1,083.80	45.61	1,083.80		
Social Security	382.87	482.93	382.87	482.93		
Retirement	310.96	283.84	310.96	283.84		
General Supplies	25.56	0.00	25.56	0.00		
Food	9,330.64	10,452.20	9,330.64	10,452.20		
Total Disbursements	<u>15,172.82</u>	<u>18,687.78</u>	<u>15,172.82</u>	<u>18,687.78</u>	<u>250,000.00</u>	<u>6.07%</u>
Net Income (Loss)	<u>\$ 38,738.32</u>	<u>\$ (12,985.44)</u>	<u>\$ 38,738.32</u>	<u>\$ (12,985.44)</u>		

Shickley Public Schools - Building Fund

Shickley, Nebraska

Statement of Assets, Liabilities, and Fund Balance

As of September 30, 2026 and 2025

	2026	2025
Current Assets		
Building Fund Checking	\$ 479.61	\$ 154.61
Building Fund Savings	<u>614,006.58</u>	<u>465,519.51</u>
Total Current Assets	<u>614,486.19</u>	<u>465,674.12</u>
Total Assets	<u>\$ 614,486.19</u>	<u>\$ 465,674.12</u>

Liabilities and Fund Balance

	2026	2025
Total Liabilities	<u>0.00</u>	<u>0.00</u>
Fund Balance		
Fund Balance	553,890.24	426,073.13
Net Income	<u>60,595.95</u>	<u>39,600.99</u>
Total Fund Balance	<u>614,486.19</u>	<u>465,674.12</u>
Total Liabilities and Fund Balance	<u>\$ 614,486.19</u>	<u>\$ 465,674.12</u>

Shickley Public Schools - Building Fund

Shickley, Nebraska

Statement of Receipts and Disbursements

For the 1 Month and 1 Month ended 09/30/26

	Current Month	Prior Year	Year to Date	Prior Year to Date	Total Fiscal Year Budget	% of Budget
Receipts						
Taxes Levied by the School	\$ 60,391.24	\$ 39,285.93	\$ 60,391.24	\$ 39,285.93		
Penalties and Interest on Taxes	11.74	17.99	11.74	17.99		
Interest on Investments	192.97	297.07	192.97	297.07		
Total Receipts	<u>60,595.95</u>	<u>39,600.99</u>	<u>60,595.95</u>	<u>39,600.99</u>	<u>556,407.00</u>	<u>10.89%</u>
Disbursements						
Total Disbursements	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,097,904.00</u>	<u>0.00%</u>
Net Income (Loss)	<u>\$ 60,595.95</u>	<u>\$ 39,600.99</u>	<u>\$ 60,595.95</u>	<u>\$ 39,600.99</u>		

Shickley Public Schools - QCPUF Fund

Shickley, Nebraska

Statement of Assets, Liabilities, and Fund Balance

As of September 30, 2026 and 2025

	2026	2025
Current Assets		
QCPUF Savings	\$ 299,984.36	\$ 302,313.45
Total Current Assets	<u>299,984.36</u>	<u>302,313.45</u>
Total Assets	<u>\$ 299,984.36</u>	<u>\$ 302,313.45</u>

Liabilities and Fund Balance

	2026	2025
Total Liabilities	<u>0.00</u>	<u>0.00</u>
Fund Balance		
Fund Balance	266,028.42	270,965.05
Net Income	<u>33,955.94</u>	<u>31,348.40</u>
Total Fund Balance	<u>299,984.36</u>	<u>302,313.45</u>
Total Liabilities and Fund Balance	<u>\$ 299,984.36</u>	<u>\$ 302,313.45</u>

Shickley Public Schools - QCPUF Fund

Shickley, Nebraska

Statement of Receipts and Disbursements

For the 1 Month and 1 Month ended 09/30/26

	Current Month	Prior Year	Year to Date	Prior Year to Date	Total Fiscal Year Budget	% of Budget
Receipts						
Taxes Levied by the School	\$ 33,855.71	\$ 31,139.81	\$ 33,855.71	\$ 31,139.81		
Penalties & Interest on Taxes	6.59	17.67	6.59	17.67		
Interest on Investments	93.64	190.92	93.64	190.92		
	<hr/>	<hr/>	<hr/>	<hr/>		
Total Receipts	<hr/> 33,955.94	<hr/> 31,348.40	<hr/> 33,955.94	<hr/> 31,348.40	<hr/> 0.00	<hr/> 0.00%
Disbursements						
	<hr/>	<hr/>	<hr/>	<hr/>		
Total Disbursements	<hr/> 0.00	<hr/> 0.00	<hr/> 0.00	<hr/> 0.00	<hr/> 240,000.00	<hr/> 0.00%
Net Income (Loss)	<hr/> <u>\$ 33,955.94</u>	<hr/> <u>\$ 31,348.40</u>	<hr/> <u>\$ 33,955.94</u>	<hr/> <u>\$ 31,348.40</u>		

General Fund Cash Flow Report

October 12, 2026

Shickley Public Schools - General Fund

Statement of Cash Flows

For the 1 Month and 1 Month Ended September 30, 2026

	1 Month Ended September 30, 2026	1 Month Ended September 30, 2026
Cash Flows from Operating Activities		
Cash Received	\$ 701,968.60	\$ 701,968.60
Cash Paid - Salaries and Wages	(211,597.51)	(211,597.51)
Cash Paid - Group Insurance	(46,436.81)	(46,436.81)
Cash Paid - FICA	(16,008.93)	(16,008.93)
Cash Paid - Retirement	(14,809.88)	(14,809.88)
Cash Paid - Health Benefits	(13,226.80)	(13,226.80)
Cash Paid - Other Benefits	(621.40)	(621.40)
Cash Paid - Vendors	<u>(203,760.65)</u>	<u>(203,760.65)</u>
Net Cash Received (Paid) for Operating Activities	<u>195,506.62</u>	<u>195,506.62</u>
 Net Increase (Decrease) In Cash	 195,506.62	 195,506.62
 Beginning Cash	 <u>2,810,964.00</u>	 <u>2,810,964.00</u>
 Ending Cash	 <u>\$ 3,006,470.62</u>	 <u>\$ 3,006,470.62</u>

Reconciliation of Net Income (Loss) To Cash Received (Paid) for Operating Activities

Net Income (Loss)	\$ 195,432.82	\$ 195,432.82
<i>Increase (Decrease) in Operating Liabilities:</i>		
Pre-Paid Legal Withholding	<u>73.80</u>	<u>73.80</u>
Total Adjustments	<u>73.80</u>	<u>73.80</u>
Net Cash Received (Paid) for Operating Activities	<u>\$ 195,506.62</u>	<u>\$ 195,506.62</u>

Accounts

LUNCH FUND XX0648	Available balance \$58,070.20
ACTIVITIES FUND XX3527	Available balance \$141,671.36
GENERAL FUND XX3840	Available balance \$2,894,233.32
DEPRECIATION FUND XXX4158	Available balance \$5,174.45
BUILDING FUND XXX0725	Available balance \$479.61
DEPRECIATION FUND SAVINGS XX0614	Available balance \$286,794.63
BUILDING FUND SAVINGS XX8121	Available balance \$614,006.58
QCPUF FUND SAVINGS XX1116	Available balance \$299,984.36
GENERAL FUND SAVINGS XXXX5040	Available balance \$113,612.80

Claims and Bills Report

October 12, 2026

Shickley Public Schools - General Fund School - ESSA Bills

General Fund Checking
October 1, 2026 - October 31, 2026

Date	Ref	Account #	Account Description	Name	Description	Amount
10/01/26	ACCT	01-2-02510-315-000	Accounting/Auditing Services	Krista Swartzendruber, CPA	Accounting/Payroll Services	2,000.00
						2,000.00
10/01/26	OMNIFY	01-2-02510-810-000	Dues & Fees	Omnify Benefits	Omnify Benefits Charge	2.70
						2.70
10/12/26		01-2-02710-626-000	Fuels	Wex Bank	Transportation Fuel	3,847.75
10/12/26		01-2-02712-626-000	Fuels	Wex Bank	Transportation Fuel - SPED	1,015.02
						4,862.77
10/12/26	38570	01-2-01100-643-002	Web/Cloud Based Software	Amplify	Dibels	630.00
						630.00
10/12/26	38571	01-2-01200-569-000	Tuition - Other	Boys Town - Father Flanagan's Boys Home	SPED Tuition	3,000.00
						3,000.00
10/12/26	38572	01-2-02610-610-000	General Supplies	Building Tech Inc.	Shop Repair	2,419.12
						2,419.12
10/12/26	38573	01-2-02680-410-000	Utility Services	Burton Enterprises	Trash Service	187.00
						187.00
10/12/26	38574	01-2-02610-350-000	Technical Services	Central Nebraska Refrigeration	Repairs	297.36
						297.36
10/12/26	38575	01-2-02610-431-000	Non-Technology Repairs & Maintenance	Centrix Energy Partners, LLC	Repairs	27,370.00
10/12/26	38575	01-2-02610-340-000	Other Professional Services	Centrix Energy Partners, LLC	Service	6,396.00
						33,766.00
10/12/26	38576	01-2-01200-610-000	General Supplies	Collaborative Classroom	K-12 Sped Curriculum	486.00
						486.00
10/12/26	38577	01-2-02230-432-000	Technology Related Repairs & Maintenance	DAS State Accounting	Data Service	321.20
						321.20
10/12/26	38578	01-2-01100-650-000	Technology Supplies	Diode Technologies	Technology Related Supplies	315.00
10/12/26	38578	01-2-01100-810-000	Dues & Fees	Diode Technologies	Yearly Subscription	974.60
						1,289.60
10/12/26	38579	01-2-01100-610-000	General Supplies	Eakes Office Solutions	Janitorial Supplies	1,145.64
						1,145.64

Shickley Public Schools - General Fund School - ESSA Bills

General Fund Checking
October 1, 2026 - October 31, 2026

Date	Ref	Account #	Account Description	Name	Description	Amount
10/12/26	38580	01-2-02230-735-000	Technology Software	Educational Service Unit #4	Annual Dues	9,880.19
						<u>9,880.19</u>
10/12/26	38581	01-2-02230-432-002	Technology Related Repairs & Maintenance	Educational Service Unit #6	Technology Contracted Services	4,965.67
10/12/26	38581	01-2-06200-330-000	Employee Training & Development	Educational Service Unit #6	Professional Development	300.00
10/12/26	38581	01-2-01200-610-000	General Supplies	Educational Service Unit #6	Crave	120.00
						<u>5,385.67</u>
10/12/26	38582	01-2-02230-643-000	Web/Cloud Based Software	ESU Coordinating Council	Power School Membership	8,989.81
						<u>8,989.81</u>
10/12/26	38583	01-2-02190-340-000	Other Professional Services	Fillmore County Hospital	District - Contracted Services	2,500.00
						<u>2,500.00</u>
10/12/26	38584	01-2-02610-621-000	Utility Energy Services	Galyen Energy	Propane	1,630.64
10/12/26	38584	01-2-02620-610-000	General Supplies	Galyen Energy	Filters	286.80
						<u>1,917.44</u>
10/12/26	38585	01-2-01190-610-002	General Supplies	Geneva Superfoods	Daycare Food	1,036.91
10/12/26	38585	01-2-01100-610-000	General Supplies	Geneva Superfoods	General Food	13.32
						<u>1,050.23</u>
10/12/26	38586	01-2-02161-340-002	Other Professional Services	GO Physical Therapy, LLC	OT Rehab Services - Elementary	312.48
10/12/26	38586	01-2-02161-340-001	Other Professional Services	GO Physical Therapy, LLC	OT Rehab Services - Secondary	152.72
10/12/26	38586	01-2-02171-340-002	Other Professional Services	GO Physical Therapy, LLC	PT Rehab Services - Elementary	404.88
10/12/26	38586	01-2-02183-340-002	Other Professional Services	GO Physical Therapy, LLC	Vision Services - 0-2	495.64
10/12/26	38586	01-2-02181-340-002	Other Professional Services	GO Physical Therapy, LLC	Vision Services - Elementary	683.37
						<u>2,049.09</u>
10/12/26	38587	01-2-01100-550-000	Printing & Binding	Hometown Leasing	Copier Lease	1,873.49
						<u>1,873.49</u>
10/12/26	38588	01-2-02580-530-000	Communications	Intermedia	Telephone	53.91
						<u>53.91</u>
10/12/26	38589	01-2-01100-643-000	Web/Cloud Based Software	IXL Learning	Site License K-12	1,556.25
						<u>1,556.25</u>
10/12/26	38590	01-2-01100-640-001	Books & Periodicals	J.W. Pepper & Son, Inc.	Music	209.99
						<u>209.99</u>

Shickley Public Schools - General Fund School - ESSA Bills

General Fund Checking
October 1, 2026 - October 31, 2026

Date	Ref	Account #	Account Description	Name	Description	Amount
10/12/26	38591	01-2-01100-641-000	Digital Instruction Materials	Journey Ed	Adobe	500.00
						500.00
10/12/26	38592	01-2-02330-317-000	Contracted Legal Services	KSB School Law	Legal Services	653.00
						653.00
10/12/26	38593	01-2-01200-610-001	General Supplies	Lexia	SPED K-12 Subscription	322.00
						322.00
10/12/26	38594	01-2-02320-330-000	Employee Training & Development	NASB	Workshop	282.00
						282.00
10/12/26	38595	01-2-02310-540-000	Advertising	Nebraska Signal	Board Proceedings	503.17
						503.17
10/12/26	38596	01-2-01100-610-000	General Supplies	Nippon Sanso Matheson Inc	Welding	109.09
						109.09
10/12/26	38597	01-2-02630-350-000	Technical Services	Noel Lawn Care	Application	495.75
						495.75
10/12/26	38598	01-2-01100-643-000	Web/Cloud Based Software	Powerschool Group LLC	Subscription	1,801.33
						1,801.33
10/12/26	38599	01-2-01100-610-000	General Supplies	Quill	Supplies	108.32
						108.32
10/12/26	38600	01-2-02610-441-000	Rentals of Land & Buildings	River Road Units	Storage Units	170.00
						170.00
10/12/26	38601	01-2-02230-432-000	Technology Related Repairs & Maintenance	Segra	Internet	537.32
						537.32
10/12/26	38602	01-2-02620-610-000	General Supplies	Shickley Lumber Company	Supplies	86.53
						86.53
10/12/26	38603	01-2-02620-350-000	Technical Services	Sutton Electric	Electrical Repairs	277.98
						277.98
10/12/26	38604	01-2-01100-610-000	General Supplies	US Bank	School Supplies	2,434.87
10/12/26	38604	01-2-01200-320-000	Professional Educational Services	US Bank	SPED Conference	300.00
10/12/26	38604	01-2-02310-610-000	General Supplies	US Bank	Health Supplies	21.45

General Fund Checking
October 1, 2026 - October 31, 2026

Check count = 44

Lunch Fund Checking
October 1, 2026 - October 31, 2026

Lunch Fund Checking
October 1, 2026 - October 31, 2026

Total Paid	<u>18,297.02</u>
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Page 1

Shickley Public Schools - Building Fund
School - ESSA Bills

Building Fund Checking
October 1, 2026 - October 31, 2026

Date	Ref	Account #	Account Description	Name	Description	Amount
10/12/26	1719	08-2-04700-720-000	Buildings	Heartland Construction, Inc	Roof	111,000.00
						111,000.00

Total Paid 111,000.00

Check count = 1

Payroll Summary Report

October 12, 2026

Shickley Public Schools - General Fund

Payroll Cash Requirements

October 20, 2026

Description	Amount	Total
Cash Required for Net Pay and Electronic Funds Transfer (EFT)		
Net Pay Distributions		
Net Direct Deposits	182,402.27	
Net Pay		182,402.27
Employee Taxes		
FICA-SS	14,684.63	
FICA-MED	3,434.28	
FIT	12,335.08	
Nebraska SIT	6,995.21	
Employer Taxes		
ERFICA-SS	14,684.63	
ERFICA-MED	3,434.28	
Taxes Total		55,568.11
Payroll Total		237,970.38

Cash Required for Balance of Payroll

<u>Employee Deductions</u>		
DENTAL	900.21	
HSA	1,208.88	
FSA - MED	1,121.33	
FSA - DCB	625.00	
VISION	467.64	
LEGAL	309.09	
DISABILITY - POST-TAX	227.58	
ACCIDENT - PRE-TAX	167.03	
WHOLE LIFE	223.32	
ROTH 403(b)	300.00	
RETIREMENT	16,111.31	
GARNISHMENT	705.20	
CHILD SUPPORT	50.00	
<u>Employer Contributions</u>		
HEALTH INSURANCE	45,845.59	
SCHOOL DENTAL	944.99	
SCHOOL RETIREMENT	16,273.55	
SUPPLEMENTAL INS	82.64	
Payroll Total		85,563.36

Cash Required for Billing Detail

	Qty		
Payroll Fees			
Direct Deposit Fee	66	132.00	
Total Payroll Fees			132.00

Total Cash Required	323,665.74
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Shickley Public Schools - General Fund

Payroll Liabilities Paid

October 1, 2026 - October 31, 2026

Date	Ref	Name	Description	Amount
10/07/26		Colonial Life	Other Withholdings	617.93
				<u>617.93</u>
10/07/26		Nebraska Public Employees Retirement Systems	Retirement Withholding	32,384.86
				<u>32,384.86</u>
10/07/26	38563	Ameritas	Medical/Dental Withholding	467.64
				<u>467.64</u>
10/07/26	38564	Blue Cross Blue Shield	Medical/Dental Withholding	47,690.79
				<u>47,690.79</u>
10/07/26	38565	First Concord Benefits Group	125 Plan Withholding	1,746.33
10/07/26	38565	First Concord Benefits Group	Dues & Fees	37.50
				<u>1,783.83</u>
10/07/26	38566	Hauge Associates, Inc.	Other Withholdings	282.08
				<u>282.08</u>
10/07/26	38567	Pre-Paid Legal Services	Pre-Paid Legal Withholding	309.09
				<u>309.09</u>
10/07/26	38568	Professional Choice Recovery	Other Withholdings	423.12
				<u>423.12</u>
10/07/26	38569	Retirement Plan Consultants	Retirement Withholding	300.00
				<u>300.00</u>
10/07/26	38570	John M Schneider	Medical/Dental Withholding	82.64
				<u>82.64</u>
10/20/26		Internal Revenue Service	FICA Withholding	36,237.82
10/20/26		Internal Revenue Service	Federal Withholding	12,335.08
				<u>48,572.90</u>
10/20/26		Nebraska Department of Revenue	State Withholding	6,995.21
				<u>6,995.21</u>
10/20/26		Heartland Bank	HSA Withholding	1,208.88
				<u>1,208.88</u>
10/20/26		KS Child Support Payment Center	Other Withholdings	50.00
				<u>50.00</u>
Total Paid				<u><u>141,168.97</u></u>

Check count = 14

Superintendent Evaluation Process and Timeline: NASB

- **Evaluation Tool Confirmation:** Last year, we embedded the district's unique tool into the online system (attached). Please confirm if the district will be utilizing the same tool for evaluation again this fall.

- **Evaluation Timeline Confirmation:** To have reports back in time for your December meeting, I'd recommend the following dates. *Please review and confirm or make modifications that best support you and the board:*

1. **Thur. Nov. 5th – Wed. Nov. 11th:** Superintendent completes the self-evaluation
2. **Fri. Nov. 13th:** NASB sends board self-evaluation results
3. **Fri. Nov. 13th – Sun. Nov. 22nd:** Board members complete their evaluations
4. Final Report & Executive Summary will be emailed to the board president by **Thur. Dec 3rd** *(The board president will also receive a follow up call from a Board Leadership Team Member to discuss results.)*

Shickley Public Schools

Superintendent Evaluation Instrument

This model was developed after reviewing multiple sources of data, review instruments, and research on superintendent evaluation. The review included sample school district and state evaluation forms, research on leadership, school administration and the superintendency, and best practices for superintendent evaluation.

Six standards were identified that incorporate the scope of the superintendency and district-wide school administration. Each of the standards gives an introduction to explain what the standard covers, and then outlines specific informational performance indicators.

In particular, this model encourages the broad review of all the responsibilities of the position with the intent of highlighting areas for commendation and /or improvement, as part of a continuous improvement model of school governance and administration. The rating applies to the superintendent's overall performance.

This model assumes that the superintendent has the budget and supporting staff to successfully accomplish the work of the office, but also allows for a superintendent making priority decisions when resources are constrained.

Guidelines:

- Mutually agreed upon goal development for upcoming school year will be developed in the summer. Goal development to be completed not later than August 31 of the current school year. Goals may include core goals and ambitious long-range goals.
- The formal annual evaluation timeline and process of the Superintendent shall be agreed upon collaboratively by the Board and Superintendent, or as stated in the Superintendent's contract, or Board policy. This evaluation instrument may be provided to each Board member in hard copy form or through electronic means.

Key to Ratings:

- **Exceeds Expectations:** Indicates the Superintendent is working *above* the requirements of the job description.
- **Meets Expectations:** Indicates the Superintendent is working *within* the requirements of the job description.
- **Does Not Meet Expectations:** Indicates performance *below* the requirements of the job description.

Instructions:

For each category, please rank the superintendent's performance as "exceeds expectations, meets expectations, or does not meet expectations." A category marked as "exceeds expectations" or "does not meet expectations" should be accompanied by written documentation.

Standard 1: LEADERSHIP

The increasing diversity of school communities places a premium on school leaders who can create a vision of success for the district now and in the future, and use their skills in communication, collaboration and community building to ensure that the vision becomes a reality.

Effective leaders mobilize resources to move the district forward. They attract competent people to enhance the organization's capabilities, cultivating and focusing the strengths of colleagues to achieve the shared vision. They welcome change as an opportunity for growth and they help people through the change process. They learn from the knowledge and experiences of others while they freely offer their expertise to those who seek it. They are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

A school superintendent's leadership focuses on expanding opportunities and encouraging a climate for people to reach their highest level of achievement.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- Works to create a district culture that provides for continuous learning and sharing of knowledge in an open, supportive and challenging learning community.
- Can prioritize and focus the energy and resources of the district in good times and in bad.
- Fosters community understanding and support of the school system.
- Identifies potential efficiencies and mutually beneficial relationships of regional, city and other collaborations.
- Promotes and expects a system-wide climate of respect, responsibility, understanding, and civility.
- Explores ways to find common ground in dealing with difficult and divisive issues.
- Demonstrates courage and provides leadership in difficult situations, providing a model for the behavior of others.
- Describes and promotes the importance of education in maintaining a healthy community and a democratic society.
- Recognizes that leadership skills can be learned. Nurtures activities to make sure other individuals in the district develop as leaders.
- Develops, implements, promotes and monitors long-term planning and continuous improvement processes.

Rating for Standard 1: Leadership

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Does not meet expectations

Written comments:

Standard 2: POLICY and GOVERNANCE

This standard emphasizes the superintendent's ability to work with the school committee to formulate district policy, and demonstrate effective governance to staff, students and the community at large. To the extent possible, is fair and impartial in administering policy and understanding the need for occasional reasonable exceptions to policy.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- Understands and articulates the system of public-school governance and differentiates between school committee policy-making and the superintendent's administrative responsibilities.
- Establishes procedures for superintendent/committee interpersonal and working relationships.
- Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to the local districts and schools.
- Uses legal counsel in governance and procedures to address potential civil and criminal liabilities.
- Advises the school Board on the need for new and/or revised policies and makes recommendations regarding possible changes.
- Collaborates with the school Board to set measurable annual goals to achieve compliance with legal mandates and school committee policy as well as other goals, as appropriate.
- Establishes administrative guidelines and policies to govern the system.

Rating for Standard 2: Policy and Governance

- ☐ **Exceeds expectations**
- ☐ **Meets expectations**
- ☐ **Does not meet expectations**

Written comments:

Standard 3: COMMUNICATIONS and COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective communications with students, staff, parents and other districts, but also the community as a whole including beneficial relationships with the media, city officials, regional leaders and state legislators. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- Develops formal and informal techniques to become informed about external perceptions of the district.
- Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments).
- Promotes parent and community involvement in the school system in ways that are safe and not disruptive.
- Makes an effort to build relationships and communicate with the city mayor, council and committees, community groups, colleges and non-profits.
- Establishes effective school/community relations, school/business partnerships and public service.
- Provides regular and timely reports to the school Board and to others as needed or required.
- Through various types of communications and community involvement, makes efforts to positively influence or manage perceptions of the district.
- Understands the role of media in shaping and forming opinions as well as how to work with the media.
- Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

Rating for Standard 3: Communications and Community Relations

- ☐ **Exceeds expectations**
- ☐ **Meets expectations**
- ☐ **Does not meet expectations**

Written comments:

Standard 4: FINANCIAL and RESOURCE MANAGEMENT

This standard requires the superintendent to oversee successful fiscal management of the school district, and to make recommendations to the Board of Education and related community officials as needed. It stresses the need to prioritize and allocate district resources during good times and bad, advance planning and prioritization, and general financial and business operations. It also stresses the skills necessary to locate and maximize supplemental and/or entrepreneurial resources and partnerships.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- Manages the budget and financial resources including forecasting, planning, cash flow management, account auditing and monitoring.
- Takes a leadership role in raising the financial acumen of middle managers within the district, raising levels of sophistication in contracts, hiring, grant writing, budgets, and budget planning.
- Develops and monitors long range plans for district technology and information systems making informed decisions about computer hardware and software and staff development and training needs.
- Takes a leadership role with facilities and facilities management, improving systems in place; shows an interest in internal and external building care and cleanliness; helps build internal, city, and public support for facility needs and capital borrowing projects.
- Collaborates with city officials in addressing school system finances and planning.
- Explores alternative sources of funding (i.e. grants, entrepreneurial revenue, state and federal special revenue).
- Identify and explore potential efficiencies in budgeting and resource management.
- Engages in contingency planning, identifies and works with revenue stream protocols to work towards financial stability for the system.

Rating for Standard 4: Financial and Resource Management

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Does not meet expectations

Written comments:

Standard 5: CURRICULUM and INSTRUCTIONAL DEVELOPMENT

This performance standard addresses what is taught and how it is taught and the resources that support teaching throughout the system. It encompasses the goals of education: exposing students to a wide range of skills, opportunities and information; helping them find their areas of talent and interest; providing remedial services in areas of gaps and weaknesses; and measuring accomplishments of students and schools.

This standard encompasses curriculum and also instruction in areas of social and personal growth: building character, learning social skills, and developing habits of citizenship. It spans the horizon from the developmental learning in kindergarten to graduation with a meaningful plan for their immediate future.

It encompasses outreach to parents to support their children's learning, and the use of external resources including consultants. It seeks a balance between complying with grant and state requirements, and fostering hometown initiatives and creativity.

It emphasizes staying up-to-date in curriculum, teaching, learning and achievement measures. It requires the superintendent to weigh and consider a variety of competing programs and proposals and to make sound judgments. It requires having a knowledge of research and best practices in a wide array of instructional fields and encouraging district professionals to do due diligence about curriculum and instructional decisions at the building and classroom level.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- Works to ensure developmentally appropriate curriculum and instruction in all areas of learning for all levels of students.
- Directs the review and revision of the district's curriculum on a rotating basis to assure all the curriculum programs have regular and timely reviews. Ensures that the review includes consideration of occupational trends, outstanding models, and cataloguing of resources used.
- Has one or more systems in place to monitor, measure and improve teaching methods and classroom management as needed.
- Fosters a culture with expectations for high achievement of all students including those with special needs, English language learners, and advanced students.
- Establishes affordable, manageable supplemental programs to enrich the learning experience.
- Has a variety of interventions to support students at levels above and below average norms for their age and or grade in ways that enhance the quality and vitality of the district.
- Encourages innovation and creativity to keep the system competitive.
- To the extent possible, retains and/or supports the signature programs of the district or those programs identified by the community as essential.
- Encourages extracurricular, artistic, and athletic programs to keep the system well rounded and help students find their areas of interest and talent.
- Uses defensible measures to evaluate the program and identify ways it can improve.

Rating for Standard 5: Curriculum & Instructional Development

- ☐ **Exceeds expectations**
- ☐ **Meets expectations**
- ☐ **Does not meet expectations**

Written comments:

Standard 6: HUMAN RESOURCES and LABOR RELATIONS

This performance standard requires skills in recruiting and developing a qualified work force. It also stresses the ability to discern strengths and weaknesses of personnel and encourage effective placement within the organization. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Labor relations skills enable the superintendent to provide technical advice to the committee during labor negotiations, and/or to keep the committee apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- Acts resourcefully to recruit and train personnel to meet the human resources needs of the district.
- Develops systems for feedback and review that are beneficial to professional development and the system.
- Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel.
- Provides for effective management of distributed staff in all buildings.
- Advises the Board of Education and the Negotiating Committee during the collective bargaining process.
- Identifies contract language issues and propose modifications.
- Establishes productive relationships with bargaining groups while managing contracts effectively.

Rating for Standard 6: Human Resources & Labor Relations

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Does not meet expectations

Written comments:

Standard 7: GOAL ATTAINMENT

This performance standard requires the Superintendent to take an active role in setting and attaining district or professional goals as mutually agreed upon by the Superintendent and Board. The end result of the goal may be a short-term item or a longer more complex goal needing one or more years of progress and implementation, or an ongoing long-term goal with yearly benchmarks. The result of this standard should be to keep the Superintendent and Board focused on identifying important goals for the district, and for the Superintendent to maintain focus, reporting, and goal attainment.

These goals should be approved by the Board in consultation with the Superintendent. The measurable progress indicators, or evidence the board can expect to see over the next year of progress toward the goals, should be suggested by the Superintendent in consultation with the Board and approved by the board. The measurable progress indicator should be clear and understood by both the Board and Superintendent.

Goal 1: Build a budget to support general operations and obligations of the district and:

- a) Build cash reserves and meet future building projects;
- b) Continue to search out inefficiencies;
- c) Continue to monitor and seek alternative funding for Activity accounts;
- d) Continue to apply for grants and ensure that the monies received are used accordingly.

Rating for Standard 7 - Goal 1:

- ☐ **Met and complete**
- ☐ **Progressing**
- ☐ **No progress**

Written comments:

Goal 2: Ensure that all handbooks and policies are updated/revised with the most current revision in place and securely housed in one central location.

Rating for Standard 7 - Goal 2:

- ☐ **Met and complete**
- ☐ **Progressing**
- ☐ **No progress**

Written comments:

Goal 3: Provide guidance and mentorship for Mr. Schroeder as the Principal and help him to grow into his position and responsibilities.

Rating for Standard 7 - Goal 3:

- ☐ **Met and complete**
- ☐ **Progressing**
- ☐ **No progress**

Written comments:

Goal 4: Monitor the ELF building financials, accounts receivable, and future enrollment numbers.

Rating for Standard 7 - Goal 4:

- ☐ **Met and complete**
- ☐ **Progressing**
- ☐ **No progress**

Written comments:

Goal 5: Provide orientation, training, or opportunities for Board members to attend new member orientation and for all Board members to attend local meetings, regional workshops, and the state conference.

Rating for Standard 7 - Goal 4:

- ☐ **Met and complete**
- ☐ **Progressing**
- ☐ **No progress**

Written comments:

SUMMARY

Please use this area to summarize the Superintendent's performance from Standards 1-7, and add further comments.

Significant Achievements:

Areas for Growth:

Superintendent's Signature: _____ Date: _____

Evaluation period: _____, 20____ to _____, 20____

Board President's Signature: _____ Date: _____

Shickley Safety Committee
2026-27
Meeting Agenda and Notes

September 16, 2026: 6:30 pm

Present:

Agenda:

1. Purpose of meeting
 - a. Current practices/Recent changes
 - b. Emergency Operations Plan
 - c. Collaboration
 - d. Areas for improvement
2. Current Practices/Recent Changes
 - a. Students and Staff: Standard Response Protocol (SRP), Fire Drills/Tornado, Bus and Van Evacuation drills.
 - b. Staff: Safety Training through Vector (General Safety, Bloodborne Pathogens, Bullying, Dating Violence, Suicide, Seizures, Harasment, and Slips, Trips and Falls). Additional for Safety Team: Crisis Response and Recovery, Building the EOP, Implementing the EOP.
 - c. Transportation: All employees complete 2-hour driver training.
 - d. Safety Team: Internal team meets 4 times per year
 - e. Annual Safety Inspection: Alicap Insurance provides safety and loss audit
 - f. Updated evacuation maps throughout the building
 - g. EOP is reviewed and approved by the board annually
 - h. Transportation: New vans purchased to comply with Federal safety law: all equipped with first aid kits, fire extinguishers, seat belt cutters, and window breaking tools.
 - i. Safe2Help: App for anonymous reporting threats, talk of suicide, etc.
 - j. Cameras/Doors
 - k. Part-time school nurse
 - l. 2 Defibrillators - checked each year
 - m. One Call - notification system
 - n. Walkie/Talkies for communication
 - o. Fillmore County Sheriff office - regularly onsite and provide training to students
 - p. Student rosters and guardian contact available at Community Center
 - q. Recently purchased Emergency Response Kits/Lockdown Buckets
3. Emergency Operations Plan -
 - a. Updated annually and approved by board
 - b. Not public information
 - c. Need to provide public awareness of EOP and planning processes
 - d. Will review this fall
4. Collaboration
 - a. Communication among entities, fobs, familiarization of building, cell service
5. Areas for Improvement/Questions/Possible Actions to take

RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS

WHEREAS, Shickley Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district's faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Shickley Board of Education, in consultation with the administration, has reviewed the school district's faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

Special Education Capacity. Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the director of special education services or the director's designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

Other Standards. The school district shall not accept an option student when acceptance of the student or potential siblings of the students either now or in the future:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, furnishings, or facility modifications;

- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals and/or require modifications to curriculum, content delivery, or services;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member _____ moved for passage of the motion. Board member _____ seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion:

_____.

The following members voted against the motion:

_____.

The following members did not vote:

_____.

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this 12th day of October, 2026.

President, Board of Education

Quote for HVAC: Lower area of original building

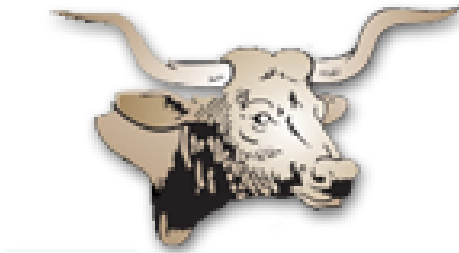
From Mitch Ozenbaugh

As discussed with Building and Grounds Committee.

**Stan I have the quote
completed minus the
refrigerant line set as I
haven't heard back
from Lennox
\$14,500 plus whatever
the line set might be.
My guess is around
\$600**



Proposal for



Shickley Public Schools

October 7, 2026

Scope of Work:

HVAC Replacement Basement

- Provide and install a 3-zone ductless split system.
- Remove existing high wall units from Samsung VRF system.
- Install a new Mitsubishi M series 2.5-ton heat pump outdoor unit with Hyper-Heat on a wall bracket on the north side of building.
- Install 3 new M series high-wall indoor units. One 12,000 BTUH, and (2) 9,000 BTUH units per existing capacity.
- Core drill through the north exterior wall for piping.
- Install new refrigerant piping from the indoor units to the outdoor unit zone ports.
- Leak test and evacuate the system.
- Install new condensate drain line from the new indoor units to the existing outlet.
- Install new conduits and conductors for intercommunication from outdoor unit to indoor units.
- Handheld remote of each zone control.
- Install electrical feed to new outdoor unit, 208 volt single phase including breaker.

Clarifications

- Work to be performed during normal business hours, 8 am to 5 pm Monday through Friday.
- The proposal does not include State and City sales tax.
- Proposal is valid for 30 days
- Permits will be obtained by the sub-contractor

Pricing:

Pricing for the above scope of work\$30,950

ACCEPTANCE:

AGREEMENT IS SUBJECT TO CUSTOMER'S ACCEPTANCE OF THE ATTACHED TERMS AND CONDITIONS
AND IS VALID 30 DAYS FROM PROPOSAL DATE:

<i>Byron Copeland</i>	
Customer Acceptance	
Printed Name	Printed Name Byron Copeland
Title	Title: Sales Account Manager
Purchase Order	10-7-2026
Acceptance Date	Signature Date

TERMS AND CONDITIONS

By accepting this proposal, purchaser agrees to be bound by the following terms and conditions.

1. **Performance.** Company shall perform the Services in accordance with industry standards generally applicable in the state or province where the Services are performed under similar circumstances when Company performs the Services. Company may refuse to perform where working conditions could endanger property or put people at risk.
2. **INVOICING & PAYMENTS:** Facility Advocates will invoice per the payment term listed in the pricing schedule. Waivers of lien, if applicable, will be furnished upon request, as the work progresses; to the extent payments are received. If our invoice is not paid within 30 days of its issuance, it is delinquent. Invoices not paid within 60 days will bear interest at the rate of 1 ½% per month (18% annum).
3. **WARRANTY:** Facility Advocates warrants that the installation shall be free from defects in workmanship for one (1) year from the date of installation. Facility Advocates will repair installation defects at no charge to the customer. Any and all warranties upon any equipment shall be those of the manufacturer, subject to any limitations thereon. Facility Advocates will assist purchaser in any warranty claims made to manufacturer. This warranty does not cover damage caused by misuse or negligence and does not apply to the equipment installed nor work done by others. This warranty shall be voided if the work performed by Facility Advocates is repaired by others or in any way abused, altered or misused or which has not been properly and seasonably maintained. **THIS WARRANTY SHALL BE IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THOSE OF MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE.**
4. **LIABILITY:** Facility Advocates shall not be liable for any special, indirect or consequential damages arising in any manner from the equipment or material furnished or the work performed pursuant to this agreement.
5. **TAXES:** The price of this proposal does not include duties, sales, use, excise, or other similar taxes unless required by federal, state or local law. Purchaser shall pay in addition to the stated price, all taxes not legally required to be paid by Facility Advocates or, alternatively, shall provide Facility Advocates with acceptable tax exemption certificates. Facility Advocates shall provide purchaser with any tax payment certificate upon request and after completion and acceptance of the work.
6. **PERMITS & FEES:** The price of the proposal does not include any amount for local or state fees, permits, or drawings, unless otherwise indicated on the contract.
7. **DELAYS:** Facility Advocates shall not be liable for any delay in the performance of the work resulting from or attributed to acts or circumstances beyond Facility Advocates' control, including, but not limited to, acts of God, fire, riots, labor disputes, acts or omissions of the purchaser, owner or other contractors or delays caused by suppliers or subcontractors of FACILITY ADVOCATES, etc.
8. **COMPLIANCE WITH LAWS:** Facility Advocates shall comply with all applicable federal, state and local laws and regulations and shall obtain all temporary licenses and permits required for the prosecution of the work. This proposal does not include the amount for local or state permit fees or drawings, unless otherwise specified.
9. **ATTORNEY'S FEES:** Purchaser agrees that they will pay and reimburse Facility Advocates for any and all reasonable attorney's fees which are incurred by Facility Advocates in the collection of amounts due and payable hereunder.
10. **INSURANCE:** Insurance coverage in excess of Facility Advocates' standard limits will be furnished when requested and required. No credit will be given or premium paid by Facility Advocates for insurance afforded by others.
11. **INDEMNITY:** The parties hereto agree to indemnify each other from any and all liabilities, claim, expenses losses or damages, including attorney's fees, which may arise in connection with the execution of the work herein specified and which are caused, in whole or in part, by the negligent act or omission of the indemnifying party.
12. **OCCUPATIONAL SAFETY AND HEALTH:** The parties hereto agree to notify each other immediately upon becoming aware of an inspection under, or any alleged violation of, the Occupational Safety and Health Act relating in any way to the project or project site.
13. **ENTIRE AGREEMENT:** This proposal, upon acceptance, shall constitute the entire agreement between the parties and supersedes any prior representations or understandings.
14. **CHANGES:** No change or modification of any of the terms and conditions stated herein shall be binding upon Facility Advocates unless accepted by Facility Advocates in writing.
15. **LIEN NOTICE:** Upon acceptance of this proposal you will be sent the appropriate lien notice, if applicable. This lien notice will be for Facility Advocates' payment protect.



Shickley Public Schools

Dr. Stan Essink, Superintendent

Mrs. Carissa Eberhardt, PK-6 Principal

Mr. Greg Schroeder, 7-12 Principal

P.O. Box 407

104 East Murray Street

Shickley, NE 68436

Telephone (402) 627-3375

October 5, 2026

Shickley Board of Education,

Please accept this letter as my official resignation as superintendent of Shickley Public Schools effective at the end of my current contract, June 30, 2027. This is a difficult decision as the staff members at Shickley are some of the best I've ever worked with and I will truly miss the team effort so prevalent here. While the role of superintendent can be an overwhelming one, my decision to leave is purely personal as I am looking forward to semi-retirement after 34 years in education.

I've appreciated the school board's support during my time here. The district took a chance on hiring me as an inexperienced superintendent and allowed me to grow into the position over the past five years. While we forge ahead with this year's endeavors, I will work to facilitate a smooth transition and ensure Shickley continues to be a great place for kids.

Sincerely,

Stan Essink, Ed.D



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MEMBERSHIP

MEMBER
SERVICES

EVENTS &
CONFERENCES

COMMITTEES

CONTACT

MEMBER
SIGN-IN



U.S. BANK ONE CARD

NEW LEAF TELETHERAPY

SUPERINTENDENT
SEARCH

ABOUT THE SERVICE

NRCSA operates the Superintendent Search Service as part of our commitment to maintaining the vitality of rural schools and communities.

Finding the right Superintendent for your rural school and community is one of the most important tasks a Board of Education



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APPLICATION MATERIALS

CONTACT THE SEARCH
SERVICE

OUR CONSULTANTS

SEARCH SERVICE EXPERIENCE

PRINCIPAL SEARCH SERVICE

PLANNING SUPPORT

SCHOLARSHIPS &
AWARDS

Why Choose NRCSA ? Not all Superintendent search services are the same. NRCSA can make a difference for you!

- **Since 1980, NRCSA has represented Nebraska's rural community schools.** We represent the Board-Superintendent teams that lead rural schools and the rural communities they serve.
- **NRCSA's focus is solely on rural schools and communities.** Your schools are the reason we exist and we are dedicated as an organization to serving them effectively. You are our priority!
- **NRCSA understands rural school leadership.** Our Superintendent Search consultants are experienced, successful former rural community school Superintendents. They know what it takes to be an effective educational leader in a Nebraska community.
- **NRCSA isn't done when your Superintendent search is completed.** We'll work with your new Superintendent and Board to bring about a smooth transition.

Our Consultants... We'll assign two NRCSA consultants to your search and they'll work with you from the initial planning meeting to the post-selection transition. Our consultants actively recruit and



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search plan, including:

- **Comprehensive** planning with the Board, faculty/staff and community. We'll work with you to develop a community engagement plan, build district and candidate profiles, and analyze comparable salary and contract language.
- **Active** recruiting and screening. We broadly advertise your vacancy, actively seek out candidates that fit your profile, use our consultants' extensive personal networks to effectively screen candidates, check for proper certification, and handle the paperwork burden of a search.
- **Finalist** selection. Our consultants provide your Board with each applicant's materials, make recommendations on those best suited to the position, and arrange for a formal background check of finalists chosen by the Board.
- **Interviews.** We help your Board and faculty/community groups develop interview questions and facilitate the interview day. We'll be there to assist you throughout.
- **Transition.** Our consultants meet with the Board and new Superintendent once he/she is on duty to get your new leadership team off to a great start.



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Does NRCSA Offer a Lower-Cost Option? Yes. A reduced-price search, with more limited services, is offered for \$3,000 plus the reimbursable expenses listed above for member schools (\$4,000 for non-members).

For Further Information... We look forward to a face-to-face presentation to your Board should the need for a Superintendent search arise. Contact Paul Sheffield, Executive Director, at (402) 759-1609 or psheffield@nrdsa.net.

NRCSA SEARCH SERVICE BROCHURE

NRCSA Superintendent Search Service 2026-27



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440 South 13th Street, Ste B
Lincoln, NE 68508
Phone: 402-759-1609
Fax: 402-476-7740



Overview

Governance

Members by
District

History

National Rural
Education
Association
(NREA)

By-Laws

Resources

Regular
Member

Individual
Member

Business
Affiliate /
Exhibitor
Member

U.S. Bank One
Card

New Leaf
Teletherapy

Superintendent
Search

Planning
Support

Scholarships &
Awards

Overview

District
Meetings

Golf Tournament

Legislative
Forum

Spring
Conference

Event Calendar

Exhibitor
Directory

Committees

Legislative
Committee

Scholarship and
Recognition
Committee

Closing the
Achievement
Gap Committee

Rural Teacher
Committee

Past Leadership



NASB Superintendent Search Information Prepared for **Shickley Public Schools**

“Preparing Students for Success”

Through Leadership, Innovation, Vision and Engagement, the Nebraska Association of School Boards provides programs, services, and advocacy to strengthen public education for all Nebraskans.





Shickley Board of Education,

We appreciate the opportunity to share information on the NASB Superintendent Search Service with the Board of Education. As some of you know, the Nebraska Association of School Boards provides a multitude of services to our members, including superintendent search services.

My name is Shari Becker, and I am the Director of the Nebraska Association of School Boards Education Leadership Search Service. I have been the Director of the Search Service since April of 2013 and worked for the Service for six years prior to becoming the Director.

Hiring a superintendent is one of the most important decisions a school board will make. The NASB Search Service looks at the process through the eyes of a board member. We ensure a highly professional search process that will attract quality applicants but will also bring credit to the board for the manner in which the search is conducted.

The NASB search process is a cost conscious, comprehensive package which covers all details of the search process including the opportunity for NASB to continue to support the superintendent, board and district after the hire is final.

Please contact me at the number below if you have any questions. The team at NASB would value the opportunity to work with the board again, through the search process.

Respectfully submitted,

Shari L. Becker

Shari L. Becker
Director of NASB Education Leadership Search Services
402.416.4483 Cell

Search Service Protocol

In the following section, you will see a detailed outline of the NASB Search Protocol. We typically conduct two to three meetings during the search process. These can be with the full board or a combination of a committee and the board.

NASB Preliminary Work

- Distribute a board member survey to learn about district strengths and challenges from the board perspective
- Begin creation of marketing brochure
- Advertise vacancy on NASB and other applicable sites

Board Work Session

- Collaborate with the board to design a timeline to guide the search process
- Review and discuss board survey results and Leadership Profile document

NOTE: Leadership Profile is developed from input directly from board members. The Board will review the Profile and NASB will alter, as necessary. The Profile is then used to guide the Board in selecting interview questions, selecting interview candidates, and assessing the interview process. The Profile will ultimately guide a board retreat once the superintendent begins.

- Discuss NASB Statewide Superintendent Salary Survey and compensation package
- Discuss interview questions and procedures
- Discuss interview schedule structure including participants and logistics
- Review and discuss superintendent related documents: job description, evaluation tool, and contract

Note: The Association stipulates in the Search agreement that, following discussion of the contract, the board will communicate and work with the district's school attorney to authorize any and all changes as the Board deems appropriate to the contract

NASB Duties

- Recruit to identify quality applicants
- Receive, process, and screen all completed online applications and supporting documentation
- Conduct comprehensive professional and personal reference checks including internet search, criminal background search, adult/child abuse check and credit check

District Staff and Education Partners Survey

- Engage staff, students, parents, patrons and community leaders through an electronic survey
- Compile survey comments and provide for board review prior to final meeting

Final Special Meeting

- NASB presents all applicant names and screening results to the Board of Education for review and consideration (unless board requests otherwise)

- NASB provides a Candidate Assessment document for the board's use during the interview and deliberation process to compare candidate materials and candidate interview
- Finalize interview schedule and questions
- Discuss final interview details and protocol
- Discuss candidate selection and negotiations protocol

Board Final Duties

- Interview candidates for the position
- Negotiate with the candidate of choice (NASB will assist at the board's request)
- Ratify the contract at an advertised meeting of the board

NASB Final Duties

- Handle communications with all applicants and interview candidates
- Coordinate travel arrangements for candidates
- Attend interviews at the request of the board
- Conduct post-interview conference with interview candidates and communicate information to the board

Transition

- Continue communications with board president and incoming superintendent to ensure a smooth transition
- Provide transition assistance and resources to the incoming superintendent to prepare for role
- Arrange mentoring for new superintendent if needed
- Conduct Board Retreat with the board once the new superintendent begins
 - This session fee is included in the search fee except for travel to the district
- Provide a two-year guarantee for boards who complete the Retreat by December of the first contract year
 - If the superintendent leaves during the first year of their contract, NASB will do the search again with no fee. Expenses will be billed back to the district for travel, background checks, and any fee-based advertising.
 - If the superintendent leaves at the end of the 2nd year of their contract, the guarantee is considered fulfilled. NASB will conduct a new search at a reduced negotiated fee plus expenses.

Summary of Screening Process

- Screen all completed applications/supporting documentation
- Contact numerous references per applicant for verbal questionnaire
- Provide verbal summary of **all** applicant information to the board

- Share strengths and areas of growth
- Utilize open and closed sessions for this process
- OneSource background check

Engaging District Staff and Education Partners

The Association will engage district staff and education partners in a variety of ways throughout the search process. An electronic survey link will be distributed to staff, administration, community and parents. The participants will be asked to provide feedback through the electronic survey, regarding strengths, challenges and preferred attributes for the new superintendent.

In addition to eliciting feedback through the electronic survey, the board may also want to engage staff and education partners in the interview process. During our planning session with the board, we will discuss the specifics of the interview schedule. Each interview schedule is unique to the needs of the district. Generally, boards invite a small number of staff members, administrators and community members to meet with the interview candidates. NASB will provide interview questions and training for these interview team members. The groups will then provide feedback to the board, in written format, as to the strengths and potential weaknesses of the interview candidates. The board will review the feedback as they deliberate about the candidates.

Board Member References

Ainsworth Community Schools, Brad Wilkins, Board President, (402) 760-1278

Hemingford Public Schools, Justin Ansley, Board President, (308) 760-7004

Logan View Public Schools, Chad Rebbe, Board President, (402) 380-9104

Sterling Public Schools, Mark Horstman, Board President, (402) 239-2622

Sumner-Eddyville Miller Schools, Kirby Burden, Board President, (308) 440-5685

Sutherland Public Schools, Janet Mueller, Board President, (308) 539-4221

Twin River Public Schools, Jennifer Swantek, Board President, (402) 750-7139

NASB Search Fee

\$6,000

Included in the Search Fee

- All details described in the Search Service Protocol including but not limited to
 - Marketing brochure
 - Advertising options with no fee

- Recruiting quality candidates
- Creation of Leadership Profile
- Interview questions, schedule, procedures and support
- Engagement of district staff and education partners
- Review of superintendent personnel documents
- Collection and screening of all application materials
- OneSource background checks
- Interview assessment document
- Two to three in-person meetings and attendance at interview process if requested by board
- Negotiations support if requested
- Communication with board and applicants throughout the process
- Board Retreat after the new superintendent starts
 - To be held prior to December 31 of the first year of the contract
- Two-year Guarantee on the hire – according to stipulations on p. 4 and listed in the agreement
- Superintendent transition document
- Superintendent transition assistance/mentor (with a minimal additional fee)
- Ongoing support for the board and superintendent

Expenses to be billed back to the district

Travel expenses for NASB Consultants include mileage and meals (mileage billed at the standard IRS mileage rate i.e. \$.725 for 2026)

NOTE: If additional planning discussion is required during the search process, NASB may arrange for a virtual meeting with the board, or the board may appoint a committee to work through logistical questions that arise.

NOTE: If the board would like to conduct the planning meetings virtually to save travel expenses, this may be arranged.

Consultant Details



The search for a Superintendent for Shickley Public Schools will be managed by Director of Search Services, Shari Becker as well as Consultants and staff members that specialize in searches and open meetings law.

Shari Becker started with the Association Search Service in 2007 as a Field Consultant and has served as the Director of the Search Service since April 2013. Shari handles recruiting quality educators, facilitating district engagement and board work sessions,

and screening applicants. Shari is knowledgeable in Open Meetings Law and tracks all superintendent openings in Nebraska. Shari is active with the National Affiliation of Superintendent Searches (NASS). She is the current Past Chair of the group.

Shari brings a wide range of background experience to her role with the Association. Prior to her employment with NASB she provided recruitment, hiring and training services to a local financial/management company for 13 years. She has her bachelor's degree in Administrative Resource Management as well as a Post-Baccalaureate in Education. Shari is also a Gallup Certified Strengths Coach and an ODR Approved Mediator.



John Neal is currently serving as an adjunct professor for Doane University in its Education Specialist program, preparing current school leaders to be Nebraska's next generation of public-school superintendents. Dr. Neal retired from his position as Associate Superintendent for Civic Engagement with Lincoln Public Schools in July 2024. He held this role in LPS for the last 12 of his 37 years in public education.

Dr. Neal's career in Lincoln Public Schools included extensive work with its school board members. Dr. Neal served as LPS's first Director of Secondary Education. Other previous work included serving in various roles in three different school districts as a high school associate principal and principal, middle school principal, and elementary school administrator.

Dr. Neal is originally from Lincoln. He graduated from Lincoln Northeast High School. He received his bachelor's degree from the University of Nebraska-Lincoln, his master's degree from the University of Nebraska at Omaha, and his educational specialist's and doctorate degrees from Doane University.



Rex Pfeil recently joined the NASB Leadership Search team as a Search Consultant and has served as a teacher, coach, assistant principal, principal, and superintendent for 35 years. Rex served as Superintendent of Blair Community Schools until his retirement in July 2018. Since that time, he has served as an Interim Superintendent at Nebraska City, Shickley, and Yutan. Rex has worked with a wide variety of school boards and focuses on developing positive superintendent-board relationships, open communication strategies, and leadership development.

Rex graduated from Wayne State College with a bachelor's degree in Education. He received his master's degree in Educational Administration from the University of Nebraska – Lincoln, and his specialist degree in Educational Leadership from Wayne State College.

OCTOBER BOARD REPORT

Instruction, Assessment and Student Growth

Pati Montgomery and Monica Blank:

These two ladies visited our school to see how we are implementing strategies from our literacy and MTSS professional development. They observed classrooms, reviewed our data, and identified strengths and areas for growth. Overall, they were very impressed with our implementation of DIBELS and reading interventions, as well as how our reading curriculum is being implemented.

DIBELS and Progress Monitoring:

We have started the second phase of DIBELS, which is progress monitoring. We are monitoring students who need additional reading support. Teachers are getting a clearer picture of specific student needs and providing more targeted practice and repetition in areas such as decoding.



Third Graders read
to the Kindergarten class

IPGs (Instructional Pacing Guides)

Our IPGs are complete (at least for the fall data collection window)! Data has been uploaded online, which will allow us to begin tracking trends and identifying areas for continued professional growth. Second round will start again in the spring.



Kindergartners work
collaboratively to construct a
massive tower!

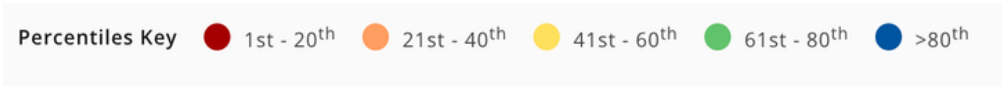
Teacher Evaluations: Teacher evaluations are underway and going very well. I have seen a lot of great teaching and learning taking place in our classrooms.



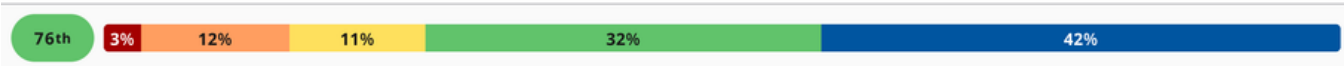
MAP Assessment and Growth:

Compared to last fall, MAP data shows positive movement in both reading and math, with more students in our highest achievement bands and fewer students in our lowest. Thank you to our teachers, staff, and students for their continued hard work!

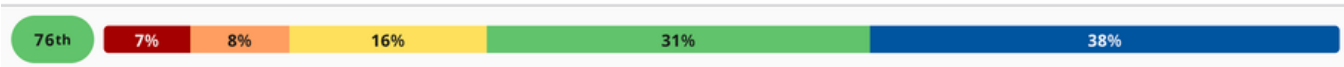
Reading



Achievement Fall 2026-2027 Median and Distribution
Reading

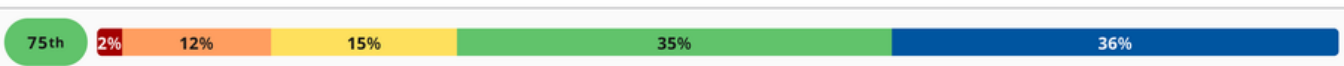


Achievement Fall 2025-2026 Median and Distribution
Reading

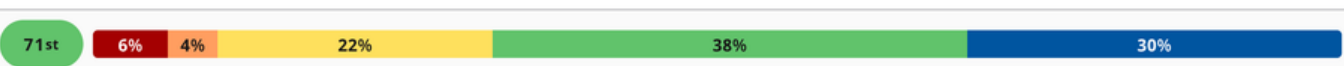


Math

Achievement Fall 2026-2027 Median and Distribution
Math



Achievement Fall 2025-2026 Median and Distribution
Math



Math Adoption: We had our first visit with Amber Vlasnik from ESU 6, who is guiding us through the math curriculum adoption process. This will be an ongoing process as we evaluate resources and determine what best meets the needs of our students and teachers. Our goal is to have our new math curriculum selected by the end of first semester, get some training on how to use it and be ready to implement for the 2027–28 school year.

Continuous Improvement/External Team Visit

April Kelley worked with our staff to provide a better understanding of the purpose and process of our upcoming External Team visit. For staff who have never been through an external visit, understanding the process and the “why” behind it was very helpful, as it can be intimidating and overwhelming. Afterwards our SCIT team was able to work through additional planning and brainstorm ways we can best share our Shickley story.



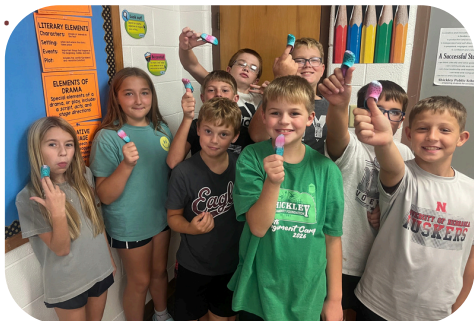
Student Activities and School Culture

Homecoming

Homecoming was a blast! It was another great week filled with fun activities and opportunities for our students and staff to show their school spirit.

Dolly Days

Our Sunshine Committee surprised staff with a drink in honor of Dolly Parton and her contribution to literacy through the Imagination Library. It was a fun way to celebrate our staff while also recognizing a program that has put millions of books into the hands of young children. I noticed that most people who walked by my office that day were humming or quietly singing, "Working 9 to 5..."



Croc-tober

It's officially Croc-tober, a fun little activity we do with our students! This year, Ms. Nuss and some of her students 3D printed Croc shoe keychains for every elementary student. This way, students don't have to own or wear Crocs to participate in the fun.

10/11 Weather Visit

Mrs. Menke continues to do a great job organizing special opportunities for our students. She arranged a visit from a 10/11 meteorologist, giving students an opportunity to learn more about weather and forecasting here in Nebraska.



PBIS – Slushies with the Principal

This is one of my favorite parts of PBIS! So far, students have turned in 440 PBIS tickets for following school-wide expectations. Tickets reinforce positive behaviors while also creating great teachable moments. Our first winning herd was the Purple Team. We celebrated by having blue slushies with candy sharks (look for pictures in next month's board report).



7-12 Principal Report - October 2026 Board Meeting

Map Score Reporting

Please Note: 25-26 Year tested Grades 7-11 meaning 10th/11th grade students in more advanced classes were included in the scoring on a norm scale that levels out as students move up in grade. 26-27 Year, 10th and 11th students have shifted focus from MAPS to Pre-ACT and ACT.

- **Math 71% Middle Tier and Above 29% Lower Tier (Grades 7-9)**
(80% in 25-26 with 20% in Lower Tier - Grades 7-11)

School Profile		
Achievement Overview		
SHICKLEY HIGH SCHOOL Math K-12		
Grade	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All Grades	<div><div>64th</div><div>6%</div><div>23%</div><div>17%</div><div>34%</div><div>20%</div></div>	35
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th		Rostered Fall 2026-2027 Tested Fall 2026-2027

- **Reading 75% Middle Tier and Above - 25% Lower Tier (Grades 7-9)**
(78% in 25-26 with 22% in Lower Tier - Grades 7-11)

School Profile		
Achievement Overview		
SHICKLEY HIGH SCHOOL Reading		
Grade	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All Grades	<div><div>64th</div><div>8%</div><div>17%</div><div>19%</div><div>28%</div><div>28%</div></div>	36
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th		Rostered Fall 2026-2027 Tested Fall 2026-2027

- **Science 83% Middle Tier and Above - 17% Lower Tier (Grades 7-9)**
(72% in 25-26 with 28% in Lower Tier - Grades 7-10)

School Profile		
Achievement Overview		
SHICKLEY HIGH SCHOOL Science K-12		
Grade	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All Grades	<div><div>72nd</div><div>6%</div><div>11%</div><div>5%</div><div>42%</div><div>36%</div></div>	36
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th		Rostered Fall 2026-2027 Tested Fall 2026-2027

- **Language Usage 86% Middle Tier and Above - 14% Lower Tier (Grades 7-9)**
(80% in 25-26 with 20% in Lower Tier - Grades 7-11)

School Profile		
Achievement Overview		
SHICKLEY HIGH SCHOOL Language Usage		
Grade	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All Grades	<div><div>69th</div><div>3%</div><div>11%</div><div>19%</div><div>36%</div><div>31%</div></div>	36
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th		Rostered Fall 2026-2027 Tested Fall 2026-2027

Key Takeaway: Class Averages are in the 64th Percentile or Higher.
This year we added class time to JH Reading and Math for more instruction and support.

7-12 Principal Report - October 2026 Board Meeting

What Concepts are Tested in the Tests? :

- **Math:** Problem-solving and reasoning across number, algebra, and geometry.
- **Reading:** Reading comprehension, vocabulary, and literary or informational text analysis.
- **Science:** General science concepts, scientific reasoning, and core processes.
- **Language Usage:** Grammar, mechanics, sentence structure, and writing style.

Out and About

District ACT Testing October 21st: Juniors will take this along with five seniors who chose to take the ACT on this date as well.

Seniors FFA Students attended Husker Harvest Days - Donated Food to United Way as part of entry to the event.

College Fair for Juniors and Seniors

FBLA Fall Leadership Conference in Kearney (7 Students)

Seniors Participated in Apply to College Day - Applications, scholarships, presentations.

Cornerstone Careers in AG Day (Sophomores and 5 Seniors)

Ignite Conference for Leadership in Kearney (Junior High Students)

FFA Land Judging

FFA Connecting Chapters

Homecoming Week went well! Thankful the weather held off for the festivities on Friday. Lakota and Kaitlynn crowned King and Queen after the Homecoming Win.

Fall Sports Regular Seasons are winding down with just a couple weeks left before Post-season play.

Shickley Public Schools Multicultural Report 2026-2027

Multicultural Education Mission:

To create and support programs, services, and resources, dedicated to fostering an environment of exploration and raising empowerment, as well as collaboration and celebration of many diverse cultural people, places, celebrations, and the like.

Multicultural Education Goals:

To create an inclusive learning community by emphasizing and exploring diverse identities, areas of the world, music, history, cultures, races, ethnicities, etc.

To create, sustain, and nurture a lifelong respect for diversity.

Multicultural Education Program Process:

The choosing of programs and materials to include Multicultural Education resources is done through a collaboration between administration and staff. This collaboration is ongoing and manifests in curriculum decisions school wide.

The following information represents some of the multicultural activities and concepts being carried out in our school. Guides, frameworks, and standards are covered within each grade level's curriculum guides.

Preschool (Early Learning Facility, PK-3, and PK-4)

At Shickley Preschool, we use the "Creative Curriculum System for Preschool" by Teaching Strategies. This is the same curriculum adopted by the Head Start programs across the country. The curriculum has a strong emphasis on multicultural awareness. The Nebraska Department of Education also has available translated forms for parents if their child is receiving special education services.

Shickley Preschool has many multicultural materials available to children. Each "study" or unit in the curriculum has multicultural books that connect the concepts and vocabulary to the unit of study. Some of the books are written in both English and Spanish. There is also a portion of each study that emphasizes "partnering with families", connecting the culture and customs of families to the curriculum.

The play centers in the Shickley Preschool classroom contain materials that incorporate different cultural perspectives. For example, the "kitchen and dress-up" center has dolls of different races, dress-up clothing representing different customs, and pretend food items from different cultures. The music center has musical instruments. Toys show people of different races as part of the doll house and "mainstreet" play sets.

The Shickley Preschool is evaluated through the Early Childhood Environmental Rating Scale (ECERS) as required by the Nebraska State Department of Education. Through this program evaluation, multicultural awareness and sensitivity is monitored through the subscale item of “promoting acceptance of diversity.”

Kindergarten

Students are exposed to a variety of multicultural activities throughout the school year via our reading curriculum, Into Reading and other supplemental resources. The students are engaged in literary works such as folktales, poems, legends, fairy tales and informative text from a variety of cultures including, but not limited to, Indian, Chinese, Brazilian, Puerto Rican, Greek, and Native American. Students also discuss important American events such as Veterans’ Day, Thanksgiving, Christmas, Martin Luther King Jr Day, September 11th, 4th of July, and the Civil War.

First Grade

In our Into Reading curriculum program guide, there is a section entitled “Create a Culturally Responsible Environment.” It highlights the ethnically diverse texts in our classroom library as well as our MyPal and Start Right (decodable) books for the students. The teacher’s manual includes a Text X-Ray section, which helps to explain cultural references to the children. The Rigby Library contains many books that students can read that portray multiculturalism and the diversity of people. According to the program guide, the Into Reading series contains a “wealth of award winning, culturally relevant texts in a wide variety of genres.”

Here are just a few of the multicultural diverse books that are included in the series.

Abuela (Spanish culture)

Pele King of Soccer

Why the Sun and the Moon Live in the Sky (African folktale)

Suki’s Kimono (Asian culture)

A Great Ball Game A Muskogee Story - folktale

Each module begins with a “Get Curious” video that entices the students to learn more about the subject. Diverse cultures are often represented and explained.

Our Social Studies curriculum helps the students understand the basic principles of democracy such as fairness and equality. Studies Weekly includes a topic exclusively on culture, which focuses on the different foods, languages, art, stories and books, clothes, and beliefs that others have in the community. It discusses the cultural differences in the classroom with respect. Studies Weekly also introduces important inventors of all races and how their inventions have impacted how we live today.

Second Grade

Our Reading Curriculum does an excellent job of introducing students to a variety of cultures through various stories that are read during the year. Through these stories, the children understand different people and cultures and how it is important to accept and appreciate diversity. They explore how their own heritage has contributed to American culture. We learn about family customs from numerous countries around the world including Mexico, Germany, and Britain and several others. We learn about May Day around the world and various languages that are associated with it. In addition to this we also discuss holidays and other important American events such as Veterans' Day, Thanksgiving, Christmas, Martin Luther King Jr. Day, September 11th, Independence Day and the Revolutionary and Civil War. In Social Studies we learn about what it means to be a citizen in the United States and other countries. We discuss various cultures, which involves beliefs, languages, environments, customs and celebrations.

Third Grade

Through the Into Reading Program and Social Studies curriculum, Studies Weekly, third grade students integrate literature through the study of other cultures. Leveled Reader stories include customs of Native Americans, Asian Folktales, immigrant stories about children from all over the world including Ireland, Mexico, China, and Spain. The Into Reading curriculum also incorporates bilingual stories so that students are being exposed to the Spanish Language. Students also had a guest speaker that told about his journey coming an American citizen and learning the English language. Students learn the values and importance of other cultures, religions, and traditions. Students recently read *Dear Primo*. The lesson shared how students from Mexico and students from the United States are alike and different; including the traditions they have at home, school, with family and traditions.

Fourth Grade

In Nebraska Studies, students will use the Nebraska Adventures book and the Nebraska Studies Weekly newspaper to meet cultural goals. Students will describe cultural holidays and events in their communities, Nebraska, and the United States. They will also describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans. Students will also identify important men and women from different cultural and ethnic groups. Native American groups will also be studied. Students will describe the interaction between Native Americans and their environment on the plains prior to European contact. They will be able to explain how Native Americans used their resources for daily living and identify different types of shelters used by Native Americans, as well as describe Native American daily life. The impact of westward expansion on tribal nations is also discussed, as well as describe Spanish, French, and English settlements. Students will identify and describe the past

and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans. Prominent Nebraskans such as Black Elk, Malcom X, and Evelyn Sharp are also studied.

The Into Reading Program exposes students to other cultures and holidays through Rigby reader books, and the Literature Anthology stories. Students read and hear stories/folktales from many different countries, backgrounds and cultures.

Fifth Grade

Students in 5th grade are exposed to multicultural education throughout our Reading series, Into Reading. There are a variety of stories from all over the world and from different cultures, including: Chinese, African, South American, and Russian. These stories lead to discussions of how different cultures helped shape the America we live in now, and the importance that different cultures and peoples have had on America's history. We also have discussions about the contributions of different scientists and inventors during our science classes. Rather than just talking about the old white scientists, we talk about how some of the most used inventions were also developed by women, African-Americans, etc.

Sixth Grade

Students in 6th grade are exposed to a variety of multicultural education particularly in the reading and social studies programs. Throughout the Into Reading program, students are exposed to works of fiction with the topics including handicapped and racially diverse students and an African American boy's journey during the Great Depression. Nonfiction texts include topics such as an inventor from Africa, young people from around the world who are making a difference, and women in space. Throughout the Social Studies program, students learn about, but are not limited to: governmental systems stemming from the Greeks and Romans, trade and markets from the Mesopotamian region, pottery making in Asia, and variety of religious and cultural backgrounds (Islam, Buddhism, Christianity, etc) from around the world.

Art

Shickley's K-12 Art Students explore a variety of cultures through the creative process. The following units illustrate how multicultural lessons are taught in art.

Art of Japan: Suminagashi (7th-12th), Origami (K-6th), Notan, and Hokusai's "The Great Wave (K-12th)"

Mexico and Central America- Dios de Los Muertos (K-12th)- students explore the meaning of this holiday and the cultural traditions that make up the festivities. They learn about the different foods and events, and create their own calavera designs. Students also look at the wooden carvings of the region of Oaxaca (7-8), and create designs inspired by Mexico's Papel Picado (K-6th).

Australia — Students learn about "The Dreamtime" and analyze the symbolism in Aboriginal dot painting. Students also listen to a didgeridoo (5th-6th)

Native Americans/Indigenous People - Students learn simple basketry designs and explore the history of ceramics and woven basketry as essential skills. (9th-12th)

African- African/American- Art Students look at the artists Jacob Lawrence and Faith Ringgold, both of whom use art to communicate the African American experience.(6th-8th)

Poland- Students learn the traditional art form of Wycinanki (11-12)

Italy- The Renaissance and the cultural revolution that led to one of the most historic time periods in art history (11th-12th)

Ancient Egyptian Art (6-8th)- Students examine how life was over 2,000 years and how art was used during that time period.

Business

In the business curriculum, there are numerous opportunities for students to learn and discuss a variety of cultures. In several of the courses, students learn about global economies and how it's important to be aware of business practices in other cultures to prevent offending people in other countries. They learn about proper business practices to be able to effectively communicate in a global economy and well as in the U.S.

Spanish

Spanish students continuously learn about a wide range of cultures. Since Spanish is spoken as a primary language in 21 countries in the world, throughout the year there is a constant emphasis on a wide range of cultures prevalent in different people groups in these places. This emphasis is done by studying diverse cultures, races, ethnicities, geographies, histories, arts, special holidays, and celebrations in these different countries. Their effect on and their comparison to places within their own countries, to other Spanish-speaking countries, and to our own country is also presented. A wide variety of materials are used in the classroom, and some of those materials are authentic and include: books, videos, and especially the Internet for up-to-date information. Spanish students also research about important Hispanics in our country and explore their own history.

Music

Students K-12 are given the opportunity to sing and play music from a wide variety of cultures. Sometimes we sing songs in other languages. Other times, we sing/play music that is written in the style of a different culture. Music is a universal language that all people can relate to, no matter what language they speak.

Science

In science, we examine how the sum total of human knowledge is made with contributions from various civilizations. We discuss how older civilizations thought the universe works (Geocentric theory and the classical elements), why they would think that way and how the view has changed over the years. We look at the ways different cultures viewed the moon both what it is and what is on it (man, woman, rabbit, etc.). The class learns about scientists of various nationalities and their contributions to the field that we are studying. We examine how phenomena occur across the planet and how the events in one part of the world can have an effect on another.

Social Studies

Our Social Studies curriculum is deeply rooted in multiculturalism, offering students diverse cultural perspectives across all grade levels. In 8th-Grade American History, students explore the rich heritage and history of Native Americans, while 11th-Grade American History examines the diverse waves of immigration that have shaped the nation. Our Geography and World History courses invite students to experience global cultures and world religions firsthand. Finally, American Government analyzes the direct impact of public policy on cultural groups. To bring these diverse perspectives to life, our curriculum utilizes a rich mix of multimedia resources, including books, websites, and DVDs.

Math

During the school year, students explore different types of mathematical concepts from all over the globe. From the ancient Greeks to the Islamic scholars, and the advancements made by mathematicians in Africa, Asia, and the Americas, we emphasize the global nature of mathematical development. We also look at different applications to see how math is used in different careers and cultures around the world, such as different art forms or architectures. By learning about the different cultures and how they have impacted the world around them, students can form a sense of unity with students everywhere.

Physical Education

Students are exposed to a variety of multicultural activities/games from around the world throughout the year in PE. Inclusion of these activities provide opportunities for students to develop respect for other cultures and exhibit responsible personal and social behaviors. Students will learn about the history and rules of the activities.

Secondary English

English IV: Students read a variety of texts for Composition I during the first semester.

Titles include but are not limited to “Changing the Face of Poverty: Nonprofits and the Problem of Representation” by Diana George; “Formation of a Caribbean Illustrator” by Nicole Miles, a graphic novel essay created for the U.S. Black History Month in 2017; and “Women and American War Posters” by Reyna M. Coronado, which compares and contrasts female representation in war posters during WWI and WWII.

English II: The 10th grade English class examines a variety of literary movements while exploring essential questions and learning skills to prepare students for the future.

Students read texts, including but not limited to *To Kill a Mockingbird*, *Of Mice and Men*, *Macbeth*, and *Night*, a Holocaust memoir.

English III: In the 11th grade English class students examine American literature as well as studying topics and essential questions that help them think critically about society and their place in it. English 11 covers Indigenous Literature, Puritanism, Foundations of America, Through these readings, students examine the ways of life of different groups and time periods. Examples of readings include “The Constitution” & “The Declaration of Independence”--looking at how our rights were developed and evolved. Students examine literature including but not limited to *Twelve Angry Men*, where students look at racial profiling in the justice system and take a deeper look at other issues through the century; *The Great Gatsby*, looking at life in the ‘20s; as well as a variety of other excerpts from American literature and paired texts.

English II: The 10th grade English class examines a variety of literary movements while examining essential questions and learning skills to prepare students for the future. The students look at Gothic literature and how it varies from culture to culture. Students study a unit on “Outsiders and Outcasts” which examines differences in society--culturally, socioeconomically, etc.--and how to embrace those differences. Students read paired texts including but not limited to *To Kill a Mockingbird* and *Things Fall Apart*.

English I: Students in English classes are exposed to different cultural aspects through nearly everything they read. The HMH Into Literature curriculum offers short stories and informational texts that expose students to different ethnic backgrounds and cultural customs. Through these readings, students reflect upon the experiences related in the text with their own experiences. Students are also exposed to novels that expose them to different socioeconomic and cultural backgrounds. Examples of paired novel texts include but are not limited to *The Running Dream*, *The Hunger Games*, *Love, Hate, and Other Filters*, and *Code Talker*--a historical fiction novel based on the Navajo code talkers of WWII.

Junior High English

Students in Junior High English classes are exposed to different cultural aspects through nearly everything they read. The HMH Into Literature curriculum offers short stories and informational text that expose students to different ethnic backgrounds and cultural customs. Through these readings, students reflect upon the experiences related in the text with their own experiences. Students are also exposed to novels that expose them to different socioeconomic and cultural backgrounds. Examples of paired novel texts include but are not limited to *The Outsiders*, *The Giver*, and *Ghost*.

Library

During library time, students are exposed to a variety of cultures through the texts we read. Students become knowledgeable about author lifestyles and backgrounds as well as the characters within our books. Students are also exposed to research strategies and encouraged to study other places around our world. Students in grades 3-6 complete a brief research project using library tools to study other countries and places in our world.

Agriculture Education

As often as possible lessons are tied to other cultures and viewpoints. In Intro to AFNR students discuss food choices and how other cultures and countries don't find its use acceptable such as different protein choices. Students are introduced to the FFA History and the inclusion that has happened throughout FFA including when African-Americans first joined and when women were allowed to join. Often other cultures and countries are brought into class discussion as not all producers are the same. Ex. Grass fed vs. corn fed etc. In all classes, other cultures are discussed as it relates to agriculture. Agriculture is found all around the world but looks different. In each class, while different subject matter, world agriculture is talked about to discuss how it is different, why it is different, and why we must recognize those differences. In the jr. high classes, students learn about how different cultures view different foods and how the local resources influence what food is eaten where. In 7th Grade Ag specifically, we talk about the history of agriculture in the US which contains a discussion on Cotton production and the use of slaves during that time. This allows students to connect the Civil War to agriculture.

Junior High English

Students in Junior High English classes are exposed to different cultural aspects through nearly everything they read. The *MyPerspectives* curriculum offers short stories and informational text that expose students to different ethnic backgrounds and cultural customs. Through these readings, students reflect upon the experiences related in the text with their own experiences. Students are also exposed to novels that expose them to different socioeconomic and cultural backgrounds. Examples of paired novel texts include but are not limited to *The Outsiders*, *Night*, *The House on Mango Street*, *Holes*, and *The Giver*.

Special Education Department

The special education department works to establish an appreciation of multicultural learning through the review, extension, or enrichment of concepts covered in the general education classroom. Much of the learning of different cultures, etc. is presented within the general education classroom and is extended as needed for each student. Additionally, students who receive services from the special education department participate in lessons that address their own diversity. Discovering their own uniqueness, personal learning styles, along with self-awareness and self-advocacy skills. The skills acquired are tools that help them to be successful in their future endeavors.

At age 14 students begin a more focused exploration in determining their post-secondary goals in the areas of education, employment, and daily living. They begin to explore, investigate, and develop the necessary skills to meet those goals after graduating high school or completing their individual program.

Title I:

The Title I program works to establish multicultural learning through the review, extended practice, and exposure of reading and math concepts covered in the general education classroom. The topics and interest areas explored are inspired by the topics in the general education curriculum. Through the program we extend the learning material and provide extra opportunities and exposure to the content. Several of the intervention programs used include nonfiction material. Oftentimes, the topics of this material involve places around our world and influential people from a variety of places and ethnic groups.