

Board of Education Regular Meeting  
Monday, January 11, 2016 7:00 PM Central

HS CONFERENCE ROOM  
705 N 9th Street  
Arlington, NE 68002

Micheal Dwyer: Present

Matt O'Daniel: Present

Teri O'Flaherty: Present

Greg Sampson: Present

Bruce Scheer: Present

Luanne Sundberg: Present

Present: 6.

## 1. OPENING PROCEDURES

1.1. Call Meeting to Order

1.2. Roll Call

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as presented Passed with a motion by Greg Sampson and a second by Teri O'Flaherty.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea

## 2. ANNUAL BOARD REORGANIZATION

2.1. Election of President and Vice President

Dwyer called for nominations at 7:02. Sampson nominated O'Daniel. Written ballots resulted in 5 votes for Matt O'Daniel and 1 vote for Micheal Dwyer. Matt O'Daniel new president-elect and presided over rest of meeting. Sampson nominated Teri O'Flaherty. Scheer

nominated Dwyer who respectfully refused nomination. Nominations closed and proceeded to written ballot resulting in 5 votes for O'Flaherty and 1 blank ballot.

#### 2.2. Appointment of Secretary, Treasurer, and Recording Secretary

Motion to approve the 2016 slate of officers which includes president O'Daniel, vice president O'Flaherty, secretary Lynn Johnson, treasurer and recording secretary Cheryl Keeler Passed with a motion by Micheal Dwyer and a second by Greg Sampson.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea

#### 2.3. Appointment/Review of Board Committees

The committees will stay the same at this time. Chairperson information was updated.

#### 2.4. Identification of Depository, School Attorney, and Newspaper of Record

The board established the depository as Two Rivers Bank; legal counsel as Perry, Guthery, Haase and Gessford and KSB; newspaper of record as the Arlington Citizen.

#### 2.5. Review Conflict of Interest Policies; Policy 8260, Policy 8261, Policy 8270

Board was asked to review and be knowledgeable about what constitutes a conflict of interest in the course of executing their duties.

### 3. WELCOME TO GUESTS AND PUBLIC FORUM

### 4. CURRICULUM/INSTRUCTION REPORTS

#### 4.1. Math Report

Jeff Manka, Shawna Tierney and Ann Jamison provided the math curriculum report which included changes to standards and intervention processes.

#### 4.2. Kindergarten and Preschool Reports

Gail Barth provided a report on preschool sharing the performance results based on new state model and Janet Warner and Cheryl Larsen provided report on Kindergarten focusing on language arts initiatives.

### 5. REVIEW OF ANNUAL DISTRICT PLAN

This was tabled to be reviewed during the February Board Retreat. The board also identified self evaluation and review of community engagement follow-up as topics for retreat.

### 6. PRINCIPALS' REPORTS

#### 6.1. Mr. Pfingsten's Report

Mr. Pfingsten provided a summary of his written report and fielded board questions about the change in state standards and testing.

#### 6.2. Mr. Shada's Report

Mr. Shada provided a summary of his written report and fielded questions about future plan for BB Holiday tournaments.

#### 6.3. Mrs. Morgan's Report

Mrs. Morgan provided a summary of her written report emphasizing that the 3rd second grade teacher has allowed for increased individual student interaction.

### 7. SUPERINTENDENT'S REPORT

### 7.1. Enrollment Figures

Questions and a brief discussion arose about class size and ability to control numbers through option enrollment capacities.

### 7.2. NCLB On-Site Review

### 7.3. AdvancEd External Review - Scheduled for March 13-15

## 8. COMMITTEE AND REPRESENTATIVE REPORTS

### 8.1. Americanism/Education Evaluation

### 8.2. Buildings and Grounds Committee

Mrs. Johnson provided update on HVAC from last meeting with engineers.

### 8.3. Finance Committee

### 8.4. Negotiations Committee

Mr. Sampson shared that the committee met tonight and hopes to have an agreement with teachers ready for board consideration next month.

### 8.5. NASB Legislative Representative

Mr. Dwyer and Mrs. Johnson highlighted introduction of bills that may impact schools.

### 8.6. Professional Development Sharing

Mrs. Sundberg shared information about NASB State Education Conference and Mr. Dwyer about upcoming Legislative Conference.

## 9. UNFINISHED BUSINESS

## 10. NEW BUSINESS

### 10.1. Discuss, Consider and Review Policies 4013-4141.

## 11. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Micheal Dwyer and a second by Bruce Scheer.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea

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

### 11.2. Monthly Financial Reports

### 11.3. Claims (Check Register)

### 11.4. Special Fund Transfers

### 11.5. Hot Lunch Report

11.6. Activity Report

12. EXECUTIVE SESSION

13. ACTION ON EXECUTIVE SESSION ITEMS

14. ADJOURNMENT

8:20 adjourned.

Internal Board Policies - OrganizationAnnual Organizational Meeting

- A. An organizational meeting of the Arlington School District Board of Education shall be held on or before the second Monday of January of each year for the purposes of seating any new members and electing officers.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and ex officio secretary and treasurer, if it is determined by the Board of Education that same are needed, all of whom will assume office at the organizational meeting.
  2. Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If the tie is not broken after five ballots, the Chair will determine the winner by the flip of a coin, followed by a vote ratifying such selection.
  3. The President shall assume the chair immediately upon the President's election.
- B. The order of business for the remainder of the meeting shall be as follows:
1. The election of a Vice President by the same method as used for the election of the President.
  2. The election of a Secretary and Treasurer.
  3. The adoption of an order of business to guide the preparation of future agenda and conduct of meetings.
  4. Review of existing temporary committees or special appointments involving Board members.
  5. Approval of current Board policies and regulations.
  6. Dissemination to each Board member of conflict of interest statutes.

Date of Adoption: March 8, 2010 and April 12, 2010

Reviewed: November 11, 2013

Bylaws of the Board - Board MembersOfficers

1. Members of the school board will elect from among its members a president and vice president.
2. There will also be an elected or appointed secretary who does not need to be a member of the school board.
3. These officers shall be elected at the board's organizational meeting in January of each year.
4. The Board of Education may employ a treasurer for the district at the January meeting who shall be paid a salary from school district funds within the limits permitted by law, in amounts to be fixed by the Board. A treasurer so employed shall not be a member of the Board. A board member serving as treasurer shall not be compensated.

Legal Reference:     §79-520  
                           §79-590

Date of Adoption: May 10, 2010 and June 14, 2010

ARLINGTON PUBLIC SCHOOLS' BOARD OF EDUCATION  
COMMITTEES AND REPRESENTATIVES 2015

STANDING COMMITTEE ASSIGNMENTS 2015

<u>Americanism/Education Eval</u>	<u>Buildings and Grounds</u>	<u>Finance</u>	<u>Negotiations</u>
Bruce Scheer	Luanne Sundberg-Chair	Mike Dwyer	Greg Sampson-Chair
Luanne Sundberg	Mike Dwyer	Matt O'Daniel	Matt O'Daniel
	Bruce Scheer	Teri O'Flaherty	Teri O'Flaherty

APPOINTED REPRESENTATIVES 2015

<u>St. Paul's Lutheran Liaison</u>	<u>NASB Legislative/Government Relations Network</u>
Bruce Scheer	Mike Dwyer
Luanne Sundberg	

- A. The duties of the Americanism Committee and Education Evaluation shall be those prescribed by law. It will assure the Board that, as required by law, American citizenship remains an important part of the District curriculum. The committee shall review any concerns to controversial education materials as stated in Policy #6405 (Controversial Issues) that would be appealed beyond the Superintendent's level. In addition they shall review curriculum proposals and proposed programming changes or additions.
- B. The Building and Grounds Committee shall be responsible for the long range planning of school facilities. It will meet with the administration to give advice and approval on major repair and construction projects. The committee will have the additional responsibility of making recommendations for boundary changes as they relate to school attendance areas and any potential changes to the District boundaries. Any recommendations related to transportation policies and procedures will be considered before approval by the Board. The committee shall keep the Board informed of its activities and seek board approval of its recommendations.
- C. The Finance Committee shall have the responsibility of overseeing the long-range budget planning of the District. It will review the administration's proposed budget and recommend a budget for adoption to the Board.
- D. The Negotiation Committee shall undertake an annual review of the staffing of the schools. It shall make recommendations on salary schedule and benefits under consideration to the entire Board prior to the development of the annual district budget. As provided by various board policies and contracts, the committee shall review and make recommendations on negotiations with employees and other personnel grievance and contract matters.

Internal Board Policies - Board MembersConflict of Interest/Contracts

It shall be the policy of Arlington Public Schools that any contract whether oral or written, formal or informal, which is entered into by the school district and in which a member of the Board of Education is directly or indirectly interested, is voidable unless certain reporting, disclosure and abstention requirements are met. The school district is authorized to enter into a contract in which a member of the Board of Education is directly or indirectly interested so long as:

1. The Board member makes a declaration on the record regarding the nature of his/her interest prior to official consideration of the contract.
2. The affected Board member does not participate in consideration or discussion of the contract.
3. The Board member does not vote on the granting of the contract except that if the number of members of the Board declaring an interest in the contract would prevent the Board with all members present from securing a quorum in the issue, then all members may vote on the matter.
4. The Board member does not in any way participate in the inspection, operation, administration or performance under the contract on the part of the district.

It shall further be the policy of Arlington Public Schools that the above provisions apply not only to formal contracts but also to open accounts.

Legal Reference: 49-14,103.01

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: November 11, 2013

Internal Board PoliciesConflict of Interest - Employment of Family Member of Board Member or Supervisor and Employment of Board Member

1. A member of the Board of Education or an administrator or other employee with supervisory responsibilities may employ or recommend or supervise the employment of an immediate family member if:

- a. He or she does not abuse his or her official position (for this purpose, “abuse” means employing an immediate family member: who is not qualified for and able to perform the duties of the position; at an unreasonably high salary; or who is not required to perform the duties of the position);
- b. He or she makes a full disclosure on the record to the Board of Education and a written disclosure to the Superintendent and/or Secretary of the Board; and,
- c. The Board of Education approves the employment or supervisory position.

2. No immediate family member of a Board of Education or an administrator or other employee with supervisory responsibilities shall be employed by the School District:

- a. Without first having made a reasonable solicitation and consideration of applications for such employment.
- b. Who is not qualified for and able to perform the duties of the position.
- c. For any unreasonably high salary.
- d. Who is not required to perform the duties of the position.

3. Neither the Board of Education nor an administrator or other employee with supervisory responsibilities shall terminate the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

4. This policy shall not apply to an immediate family member of a member of the Board of Education or an administrator or other employee with supervisory responsibilities who was previously employed in a position with the School District prior to the election or appointment of the Board member or employee. Prior to or as soon as reasonably possible after the official date a Board member takes office or an employee assumes his or her responsibilities, such Board member, administrator or other employee with supervisory responsibilities shall make a full disclosure of any immediate family member employed in a position subject to this policy.

5. A member of the Board of Education may not be engaged in a contract to teach with the Arlington Public School District. Nor shall a member of the Board of Education cast a vote in favor of the election of any employee when the Board member is related by blood or marriage to such employee.

Legal Reference: Neb. Rev. Stat. §§ 49-1499.04; 49-1499.05; 79-544; and 79-818

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: April 14, 2014



Internal Board PoliciesConflict of Interest

1. Members of the Board of Education of this School District shall abstain from voting on matters on which they may have a conflict of interest. Any Board member who would be required to take any action or make any decision in the discharge of his or her duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (a) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict; and,
- (b) Deliver a copy of the statement to the Political Accountability and Disclosure Commission and to the Superintendent and Secretary of the Board of Education who shall enter the statement into the public records of the School District.

The Board member shall take such action as the Commission shall advise or prescribe to remove himself or herself from influence over the action or decision in the matter.

2. The provisions of paragraph 1 above shall not prevent a Board member from making or participating in the making of a School District-related decision to the extent that the individual's participation is legally required for the action or decision to be made. In such event, the Board member shall report the occurrence to the Commission.

3. Except as defined in Nebraska statute and this policy, conflict of interest of a Board member shall not prevent a Board member from serving on the Board or restrict the hiring or purchasing practices of this School District.

4. The Superintendent, or the Superintendent's designee, shall provide:

(A) Each Board member with copies of state statutes of Nebraska pertaining to conflicts of interest at the organizational meeting of the Board of Education held at the regular School Board meeting in January of each year. In addition, any newly appointed or elected Board member shall be provided such statutes.

(B) When possible, provide each Board member with a list of financial matters on the agenda to come before the Board of Education at the next regular meeting in sufficient detail to allow the Board member to identify potential conflicts of interest and report and receive advice from the Commission.

5. For purposes of this policy, immediate family member shall be defined as a child residing in the Board member's household, a Board member's spouse or an individual claimed by that Board member or the Board member's spouse as a dependent for federal income tax purposes.

Legal Reference: Neb. Rev. Stat. §49-1425;§49-14,101;  
§49-14,102; §49-14,103; §49-103.01;  
§49-14,103.02; §49-14,103.03;  
§49-14,103.04; §49-14,103.05; §49-14,103.06;  
§79-818; §79-544 and  
Neb. Rev. Stat. §49-1499.

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: April 14, 2014

### 1. **Multi-cultural Aspect:**

In Algebra II and Algebra III the students do a project with decoding and encoding matrices. This is similar in nature to a process of communicating during World War II. The Allies used the Navajo Indian Language during the battle at Iwo Jima that was difficult for the Japanese to break. This not only allows for multicultural discussion but also cross-curricular alignment. There is also discussion as to the Mayan culture originally counted in base 20 (fingers and toes) and are credited with the concept of zero.

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

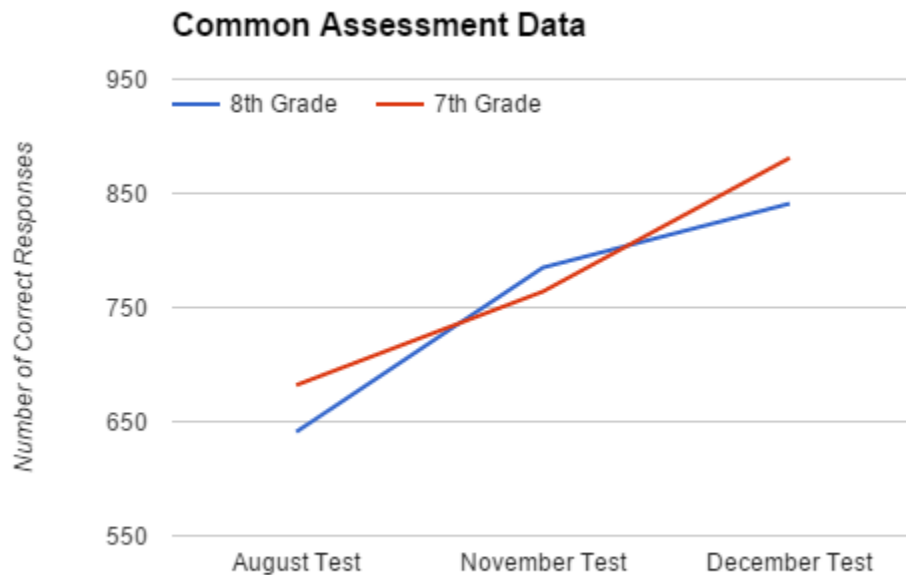
Mathematics curriculum is based upon the Nebraska Mathematics Standards and our mission statement to develop skills for life-long learning. Students in grades 7, 8, and 11 are assessed in the spring through the NeSA-M test. In order to prepare students for this exam and to assess all students grades 7-12, mathematics teachers are using the following assessments:

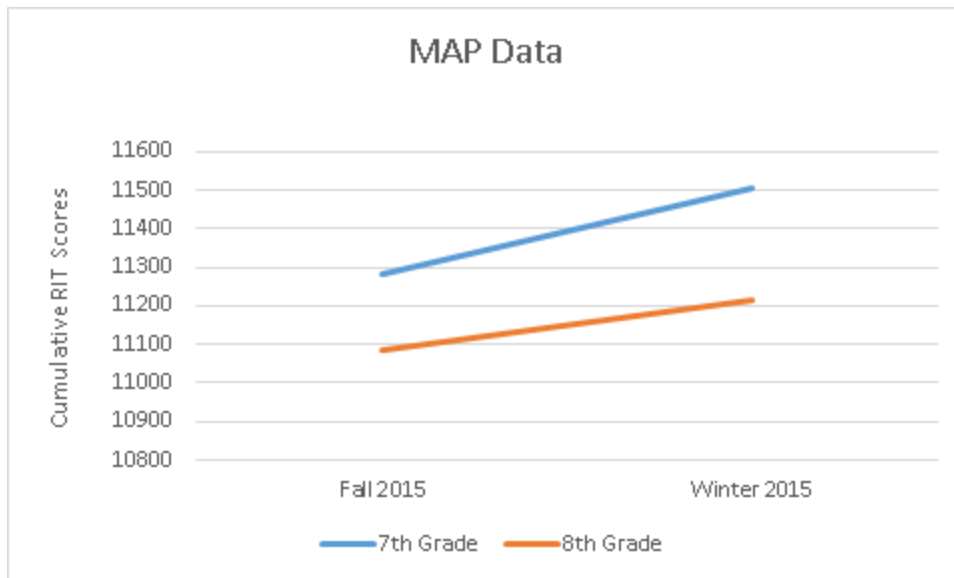
- Middle school common assessments
- MAP tests
- ACT tests
- PSAT tests
- Real-World Project Based Learning/Assessments

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

Currently in grades 7 and 8 students are being assessed 6 times per year using a teacher-written common assessment. This assessment was written to match Nebraska Mathematics Standards. Data is collected regarding progress and students scoring in the bottom quartile. MAP tests are given to students grades 7-9 three times per year to analyze student growth.

Below is the data for the first three administrations of the middle school common assessments this year and the first two administrations of the middle school MAP test.





The high school NeSA scores have been a good indicator of student learning. The last 5 years have shown our students meeting state expectations at 82% proficient (state average 54%), 88% (56%), 75% (58%), 80% (61%) and 80% (61%). We are also taking a problem-based approach for assessing learning through real-world projects and activities with in class assessments. This correlates with our mission statement about developing skills for lifelong learning and being able to contribute to a global society.

#### 4. How do we respond when students are not learning?

In the middle school, programs such as ESP and GRIP are utilized to give students an opportunity to work on missing work or work that is not deemed proficient. At the beginning of the school year, students not achieving proficiency on the NeSA-M test are placed into a math lab. Students are evaluated quarterly for additional placements into math lab or dismissal from math lab. In math lab, students are using the program IXL to gain proficiency in weak areas.

In the high school, freshman who did not achieve proficiency as eighth graders on the NeSA Math Test are placed into math lab. In math lab the students will not only review basic math facts, but they are able to receive extra assistance for their current math class. For the students that are sophomores and juniors, they also have the opportunity to take advantage of a math lab with a recommendation from the math teacher or if they choose to utilize the option. Students who fail to turn in homework or take the necessary steps to being successful in the classroom are then referred to after school GRIP or LUNCH GRIP.

Students that exhibit sustained difficulty in math are referred to the secondary SAT team.

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

In the middle school, we offer advanced math courses for those students who excel in mathematics. We offer an Algebra I course to advanced 8th grade students and a Pre-Algebra course to advanced 7th grade students. Students are also given the opportunity to participate in Future Cities.

In the high school, we offer honors level courses to our advanced learners. We offer dual enrollment College Algebra, Trigonometry, and Calculus I. We also have a few students who have exhausted our classes and take Statistics courses online. We are currently investigating the opportunity for our most advanced students to take Calculus II as an online course.

#### 6. Other Information

The Nebraska Mathematics Standards were revised and adopted on September 4, 2015. We have begun work to adjust mathematics curriculum to match these new standards.

Physics is also being taught through the math department this year. We are looking at a potential field trip to Adventureland and working with the Washington County Sheriff's department to apply fundamental physics concepts.

## Kindergarten Curriculum Board Report

Submitted by Cheryl Larsen and Janet Warner

Our new reading program challenged us initially but now that we are in the swing of things we can see that it was a much needed addition to our curriculum and has filled the gaps we had in meeting the state standards. It develops content knowledge, phonemic awareness, phonics, handwriting, high-frequency, words and decodable reading selections. It also has helped develop text based comprehension skills. Each day builds on the materials taught the day before to create continuity in instruction. The online resources are engaging to students and they are receptive to the new content that we introduce.

We continue to use the Lucy Calkins Study for Primary Writing as our writing curriculum.

The data we have collected for letter recognition has shown growth in student learning. Baseline data at the beginning of the year shows that 42% of the students were emerging ( 0-39 letters), 36% were progressing (40-51 letters) proficient students were 22% (all 52 letters). At the end of the semester we had 9% emerging, 33% progressing and 58% proficient. Students that were at the emerging level of letter recognition receive Early Interventions in Reading instruction from para professionals. They work with our Kindergarten classes each day. This intensive instruction has been instrumental in helping students develop reading, phonemic awareness and decoding skills.

We are checking sound recognition continually through the end of unit assessments and we also use the district assessment on all sounds second semester. Currently, using the sounds we have introduced and assessed , 85% of students are proficient, 13% are progressing, and 2% are emerging.

We are using the universal screener, Dibels Amplify to assess and progress monitor students that are in the intensive tier of learning. The assessment is given during the first weeks of school, the end of first semester and the end of second semester. This data gives us the information we need to implement small group instruction.

## *Preschool Board Report, January 2016*

### *Specifics:*

We currently have 26 student in the preschool program. Four of those students are verified with a specific need while the other 22 are peer models.

We also have one student who is receiving home-based services. This student will be transitioning into the preschool program by attending one day a week starting in March. There are lots of changes coming that relate to the Birth-3 population, so I will be attending some extra training this summer to stay in compliance with the new regulations that have to be completed once we get a referral on a student under age 3.

We have had six referrals since the beginning of the school year. Of those referrals, two were dismissed as they moved out of the district or parents won't return phone calls. Two referrals we determined that they did not qualify at this time but will be checking back in 1-2 months. One student qualified for special education services and began attending preschool on January 5. One student is still in the screening/evaluation process which will be completed by the end of January.

### **I. Multi-Cultural Aspect:**

Students in the preschool program have many opportunities to be exposed to different cultures and abilities. We read a variety of books and discuss different types of cultures. We also have dolls and other toys that represent different races that the children play with. Since over half of the students in the preschool program have a verified disability all the students are exposed all the time to differences in learning. We also have students in the classroom from different races and are learning how to count in Spanish and state color in Spanish. We are also learning and using a lot of sign language in our classroom to facilitate language development in all students.

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

The primary goals of the preschool classroom involve:

- A. Develop language, social, pre-academic, fine motor, gross motor and self-help skills in all students.
- B. Develop skills to help students make a successful transition into Kindergarten.
- C. Encourage students to interact appropriately with their peers.
- D. Develop listening and following direction skills.

This fall we purchased a supplemental curriculum to be used with preschool students. It is called: "Get Set for School." This program focuses on developing early writing, language and math skills. Since all students come into the preschool program with various levels of knowledge, I felt it was important that we had a more structured curriculum to help students gain the necessary skills on our assessments. This curriculum correlates very well with the Teaching Gold assessment that is given to all preschool students. I am able to use the activities from the "Get Set for School" curriculum to help me assess many of the areas I need to for Teaching Gold. "Get Set for School" is a very hands on program where students are engaged and encouraged to manipulate with the learning tools. There is still plenty of time for students to engage in activities that they choose, but we are using the new supplemental curriculum to teach specific skills during small group learning. My para and I

take turns with each group of students so each day the students are engaged in small group learning that consists of: beginning reading skills and beginning math skills. The handwriting component is done in both small and large group activities. The major component of the handwriting portion of the curriculum is getting students to use big lines, little lines, big curves and little curves to see how letters can be formed. We do a variety of activities that are hands on to help the students make the transition from letter identification to actually writing letters. We use wood pieces to form letters, play dough, the use of slate boards and chalk boards so the students have practice forming the letters with a variety of media before they even attempt to write the letters on their own. Music is also a very important part of this program and I believe every student in the preschool program can tell you that “We always start our letters at the top” since it has become one of our favorite songs.

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

Results from 2014-15 school year Teaching Strategies Gold. This is the first year that this data is supposed to become part of the schools state of performance. Please see the attached Spreadsheets for our data results.

I do not have data for current Teaching Strategies Gold as the checkpoint dates are October 29, February 14 and May 30.

*I have been keeping track of student progress in the following areas for the 2015-16 school year:*

Color Recognition: Beginning of the year we had: 84% acquisition  
End of Second quarter we had: 92% acquisition

Shape Recognition: Beginning of the year we had: 72% acquisition  
End of Second quarter we had: 83% acquisition

Capital Letter Recognition: Beginning of the year we had: 31% acquisition  
End of Second Quarter we had: 50% acquisition

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

When students are not having success at a skill, individual activities are developed to encourage and promote learning of the skills being addressed. Research has shown that students this age learn best through play. The adults in the classroom encourage students to seek toys that would help them develop skills that are more difficult for them. We also use small group time to address specific needs of individual students.

### **V. How do we extend learning for students?**

Students that have learned the basic preacademic skills are still encouraged to go above and beyond what is typically asked of preschoolers. For example: we have students that are learning various shapes such as: octagon, pentagon, hexagon and trapezoid. Some students are learning how to count to 100 and recognize numbers up to 25 even though this goes above what is required of them at their age. Students are always encouraged to seek out

activities that encourage them to grow and learn new skills. Since most of the 4 year olds have mastered color identification, we are learning how to say the color words in Spanish.

**VI. Other Information**

Students in the preschool room are always engaged in learning. If you were to visit us you would see that we are busy...and sometimes loud, but the students are learning and growing. It is so fun to watch the interaction between older and younger students and especially the interaction between students with higher needs and those typically developing students. The students have become great friends and cheer each other on when someone learns something new.

Submitted by Gail Barth, ECSE Teacher

**Gold Data for 2014 for ALL Preschool Students: (Verified and Peer Models)**

<b>3 year olds--5 Students</b>	Social/Emotional	Physical
State Average-Met or Exceeded	84.0%	91.0%
Arlington	100.0%	100.0%

<b>4 year olds--19 Students</b>	Social/Emotional	Physical
State Average-Met or Exceeded	90.7%	93.2%
Arlington	100.0%	100.0%

Language	Cognitive	Literacy	Math
77.0%	83.0%	77.0%	76.0%
80.0%	100.0%	100.0%	100.0%

Language	Cognitive	Literacy	Math
88.0%	92.0%	93.3%	83.5%
89.3%	94.7%	94.7%	94.7%

**2014-15 Arlington Results Matter Outcomes**

***Part C-Infant-Toddler Exiters (going into preschool) (Verified Students)***

<b>Outcome</b>	<b>Number of children</b>	<b>State Target</b>	<b>Arlington Performance</b>
Outcome A- Positive Social-Emotional Skills and relationships			
Summary statement 1	2	39.50%	0.00%
Summary statement 2	2	43.70%	50.00%
Outcome B- Acquisition and use of knowledge and skills			
Summary Statement 1	2	40.20%	50%
Summary Statement 2	2	33.50%	50%
Outcome C- Use of Appropriate behaviors to meet needs			
Summary Statement 1	2	55.80%	100%
Summary Statemnt 2	2	71.20%	100%

***Part B-Preschool Exiters (going to Kindergarten)- (Verified Students)***

<b>Outcome</b>	<b>Number of children</b>	<b>State Target</b>	<b>Arlington Performance</b>
Outcome A- Positive Social-Emotional Skills and relationships			
Summary statement 1	7	80.10%	80.00%
Summary statement 2	7	73.10%	85.70%
Outcome B- Acquisition and use of knowledge and skills			
Summary Statement 1	7	81.20%	85.70%
Summary Statement 2	7	74.00%	85.70%
Outcome C- Use of Appropriate behaviors to meet needs			
Summary Statement 1	7	81.60%	100%
Summary Statemnt 2	7	77.40%	85.70%

**Child Progress Data for 2014-Part C Exiters (verified Students)**

(number of students 2)

	Social/Emotional	Acquirining and Using knowledge	Taking appropriate Action to meet needs
a. Percentage of infants and toddlers who did not improve	0%	0%	0%
b. Percent of infants and toddlers who improved but not sufficient to move nearing to functioning comparable to same-aged peers	50.00%	50%	0%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	0%	0%	0%
d. Percent of infants and toddlers who improved functioning to reach a level compared to same aged peers	0%	50%	100%
e. Percent of infants and toddlers who maintained functioning at a level compared to same-aged peers	50%	0%	0%

**Child Progress Data for 2014-Part B Exiters (verified Students)**

(number of students 7)

	Social/Emotional	Acquirining and Using knowledge	Taking appropriate Action to meet needs
a. Percentage of preschool children who did not improve	14%	14%	0%
b. Percent of preschool children who improved but not sufficient to move nearing to functioning comparable to same-aged peers	0.00%	0%	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0%	0%	14%
d. Percent of preschool children who improved functioning to reach a level compared to same aged peers	57%	86%	43%
e. Percent of preschool children who maintained functioning at a level compared to same-aged peers	29%	0%	43%

# ANNUAL DISTRICT GOALS

February 2015

## **GOAL AREA: BUDGET**

GOAL: Maximize district resources to provide quality facilities and educational programs.

### OBJECTIVES:

1. APS will explore innovative funding mechanisms.
2. APS will continue to develop the capacity for financial optimization.
3. APS will maintain broad concept planning based on foreseeable budget and summative needs assessment.

### STRATEGIES:

1. Evaluate the merits of using QCPUF funds for energy efficient projects.

Explored and employed QCPUF.

2. Identify alternative funding sources.j

Obtained grants from Arlington Youth Foundation, Fremont Community Foundation, America Grow Rural Schools

Obtained donations for welding program from DW Steel, American Welding Society, Lincoln Electric, Airgas, and Metro Community College South Omaha Campus.

3. Assist the Arlington Education Foundation in developing capacity for alternative funding sources.

Lynn is serving on a Task Force comprised of representatives from different community organizations who are exploring avenues of collaborative fundraising and marketing. This committee has met four times and continues to meet.

## **GOAL AREA: COMMUNITY ENGAGEMENT**

GOAL: Work proactively with the community to improve the educational programs.

### OBJECTIVES:

1. APS will develop processes and procedures to more effectively engage with the community about issues that impact student and educational programs.

### STRATEGIES:

1. Examine current practices to promote community engagement.

The board provides public speaking at all board meeting.

The board will send follow-up letter on progress achieved/taken based upon the previous community engagement activity.

## **GOAL AREA: FACILITIES**

GOAL: Provide quality facilities to enhance educational programs.

### OBJECTIVES:

1. APS will provide a safe and secure learning environment.
2. APS will identify and prioritize existing facility needs.
3. APS will identify and prioritize a 5-10 year facility enhancement plan.

### STRATEGIES:

1. Examine existing transportation program and plan for future needs.

The board has decided to postpone any investigation of outsourcing.

The board has modified Policy 3520 which extends the scope of the busing to include nonresident St. Paul's students.

2. Maximize the use of energy efficient technology to address the financial challenges.

Updated lighting at athletic field to be energy efficient, updated lighting in old HS gym and blue gym to be energy efficient, updated lighting in weight room to be energy efficient, updated lighting in welding area to be energy efficient.

3. Create an ad hoc committee (internal and external members) to define facility enhancement plan and determine how to implement it.

### **GOAL AREA: STUDENT PERFORMANCE**

GOAL: Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.

#### OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of the identified array schools at each grade level in both reading and math.

2. Maintain interest and increase participation in career and college ready courses as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrolled)

3. Maintain cohort graduation rates of 94% or higher.

#### STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards.

Hired a part time Student Services director to assist with this function.

Adopted and implementing a language arts curriculum that is aligned to state standards.

Adopted a health curriculum aligned to national standards.

Starting a 2 year process of adopting a math curriculum K-12 aligned to state standards.

Staff review state standards and align essential learning elements to the standards during PLC meetings.

Purchased, implementing, and reviewing new Reading Street curriculum that aligns to Nebraska Language Arts state standards.

2. Incorporate the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* into courses in 9-12 Business, FCS, and Industrial Tech areas.

FCS reviewed these standards and as a result introduced three new courses in their department that encompass two career tracks (health and education.)

Industrial Tech and 9-12 Business are completing a study of best practices and will be recommending action by year end.

Administered Gallop Poll to juniors and seniors to gather data to inform the district decisions.

3. Practice data-informed program and instructional planning in the implementation of MTSS.

Utilizing NWEA three times a year (beginning of year, middle of year, end of year) to measure student achievement in the areas of reading and math for students in grades 2-9.

Elementary teachers provide interventions and do progress monitoring on these students.

Elementary students are DIBELS tested at the beginning of the year and teachers utilize that data in planning instruction.

Elementary teachers are using progress monitoring through the Early Intervention Reading and Core Corrective Reading systems.

4. Identification and begin implementation on defined instructional model.

Administrative team compared and contrasted Danielson and Marzano model during the 2014-15 school year.

5. Implement a district-wide, teacher-developed, (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.

7-12 teachers are using PLC to develop and peer review these formative assessments. These documents are housed in a Google Warehouse.

Elementary teacher are using PLC time to develop and discuss common formative assessments specifically in the area of reading. These assessments and essential outcomes are housed in a Google folder.

6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.

Secondary staff have utilized Plicker for quick, in-class assessments in science and computer courses.

Skype has been used to provide a platform for visual and auditory communication with Cedar Bluffs for Agricultural Education.

Scott Parson has provided articulated technology mini workshops that are held both before and after school during the 2014-15 and 2015-16 school year.

K-6th grade teachers utilize IXL for reinforcement of skills in that area of Math.

There are additional interactive technology pieces in the new reading curriculum.

# Secondary Principal's Report

## For the January 2016 Board Meeting

### UNMC High School Alliance

Brandon Keefer is one of 60 metro area students enrolled in the UNMC High School Alliance. The program is offered through UNMC for students who are interested in careers in the field of health care. I had the opportunity to attend his final presentation for the first semester and was impressed by many aspects of the alliance.

### NeSA - Writing

Arlington 8th and 11th graders will be participating in the first round of state testing on January 27 and 28 when they take the NeSA-Writing test. The exam consists of a 90 minute online test.

### NeSA Testing Schedule

Attached below, please find the 2016 NeSA testing schedule:

Middle and High School Schedule									
	Window		Grade		Date	Class/Time	Teacher		Tech Support
NESA- Writing	Jan. 18- Feb. 5		8		Jan 28	9:00-10:30 & 11:00-12:30	Lorsch		1-90 Minute Online-Cart
	Jan. 18- Feb. 5		11		Jan 27	Per 3/4 and 6/7	Potter		1-90 Minute Online-Cart
NESA- Math	March 21-May 6		7		April 27-28	8:30-12:30	Tierney		Cart 9
	March 21-May 6		8		April 27-28	8:30-12:30	Tierney		Cart 9
	March 21-May 6		11		April 27-28	8:15-9:15 A-H	Manka		Cart 10
	March 21-May 6		11		April 27-28	9:30-10:30 J-N	Manka		Cart 10
	March 21-May 6		11		April 27-28	10:45-11:45 O-Z	Manka		Cart 10
NESA- Reading	March 21-May 6		7		April 12-14	8:30-12:30	Lorsch		Cart 11
	March 21-May 6		8		April 12-14	8:30-12:30	Lorsch		Cart 11
	March 21-May 6		11		April 19-21	Per 3/4	Potter		Cart 9
	March 21-May 6		11		April 19-21	Per 6/7	Potter		Cart 9
NESA- Science	March 21-May 6		8		April 19-20	8:30-12:30	Horner		Cart 10
	March 21-May 6		11		April 13-14	8:15-9:15 A-H	O'Connor		Cart 9
	March 21-May 6		11		April 13-14	9:30-10:30 J-N	O'Connor		Cart 9
	March 21-May 6		11		April 13-14	10:45-11:45 O-Z	O'Connor		Cart 9

## **Planning for 2016-17**

Planning for next school year has begun. In addition to discussing the calendar for next year, at the end of January, I will be leading meetings with departments to begin developing the master schedule, discussing proposed curricular changes, and addressing budgeting for classes.

James Shada  
January 2016  
Board Report

### **Honor Choir**

Our high school choir is sending seven of its members to two different honor choirs. We had three students attending the UNO High School Honor Choir on January 8<sup>th</sup>. On January 11<sup>th</sup> we had four students attended the Doane Honor Choir. This is a great opportunity for our students to work with and learn from some college choir directors. Our students also get to work with their peers from all over the state of Nebraska. Our choir also had the opportunity to perform at the pancake feed for the Arlington Fire Department.

### **NCPA ACADEMIC ALL-STATE AWARDS**

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

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

The fall 2015 Nebraska Chiropractic Physicians Association (NCPA) Academic All-State Awards winners from Arlington were:

**Boys' Cross-Country:** Samuel Anzalone, Brandon Keffer

**Girls' Cross-Country:** Kaytlyn Martens

**Football:** Nicholas Gaffney, Ethan Gubbels

**Girls' Golf:** Rachel Brown, Chloe Iossi

**Play Production:** Kailey Jensen

**Softball:** Sabrina Luttig, Hannah Thompson

**Volleyball:** Mariah Kaup, Hannah Marquardt

## **Wendy's High School Heisman**

We are proud to let you know that Nick Gaffney was selected as a state finalist for the state of Nebraska Wendy's High School Heisman. The criteria for this scholarship is that the student athlete has participated in a wide range of sports and community activities. Student athletes must also have a 3.0 GPA or higher, participate in at least one NSAA sanctioned sport, and be a leader in the school and community. The student athlete must also be a role model to underclassman. Nick was one of twenty students chosen across the state of Nebraska.

## January 2016 Elementary Principal Board Report

**End of Semester Recognition** – January ends the first semester of the 2015-2016 school year. The elementary building is highlighting those students who have met their goals in Accelerated Reading in the January Eagle Eye newsletter. Students set goals with their teachers based on their reading level, point expectations, and their time of completion.

**Books and Bedtime** – Books and Bedtime was sponsored by the elementary Parent-Teacher Organization on December 17<sup>th</sup>. Several elementary students and families attended the event. The 5<sup>th</sup> and 6<sup>th</sup> grade students put on a play based on the book “The Mitten”. Students decorated cookies, made crafts, had hot chocolate, and won door prizes donated by Three Rivers Bank.

**Eagle Trophy Celebration** – On December 21<sup>st</sup> and 22<sup>nd</sup> classes that met their school-wide behavior goals participated in the first Eagle Trophy Celebration. Students decorated cookies and enjoyed a movie, popcorn, and a candy cane. To start the new semester students are working on specific behaviors in the same 6 areas as before and we are adding 4 new areas. Classes that meet their semester goals will participate in the spring celebrations.

**New 2<sup>nd</sup> Grade Classroom** – Mrs. Kaup’s second grade classroom is up and running. Mrs. Kaup worked a lot over break to get her classroom ready for the 16 students that will work on Math and Reading in that classroom for the morning portion of the day.

**Progress of testing** – We have completed all of the DIBELS and MAP testing for the second quarter. This information has proved extremely helpful making educational decisions for all students. This round of assessment has given us great information in areas of growth and places of continued work.

**Senior Citizen Luncheon** – The annual senior citizen luncheon was held in the lunch room on December 16<sup>th</sup>. We had a wonderful turn out. Elementary students performed some songs from their winter program that was held in early December.

**ARLINGTON PUBLIC SCHOOL 2015-2016  
STUDENT ENROLLMENT SUMMARY GRADES K - 12  
January 5, 2016**

	<u><b>GIRLS</b></u>	<u><b>BOYS</b></u>	<u><b>TOTAL</b></u>
KINDERGARTEN	21	27	48
GRADE 1	20	22	42
GRADE 2	22	27	49
GRADE 3	13	20	33
GRADE 4	25	20	45
GRADE 5	25	23	48
GRADE 6	<u>24</u>	<u>28</u>	<u>52</u>
<b>K-6 TOTAL</b>	<b>150</b>	<b>167</b>	<b>317 (287 January 2015)</b>
GRADE 7	22	30	52
GRADE 8	24	29	53
GRADE 9	24	19	43
GRADE 10	27	28	55
GRADE 11	18	28	46
GRADE 12	<u>19</u>	<u>21</u>	<u>40</u>
<b>7-12 TOTAL</b>	<b>134</b>	<b>155</b>	<b>289 (283 January 2015)</b>
<b>K-12 TOTAL</b>	<b>284</b>	<b>322</b>	<b>606 (570 January 2015)</b>
PRESCHOOL	11	14	25
<b>PK-12 TOTAL</b>	<b>295</b>	<b>336</b>	<b>631 (595 January 2015)</b>
<b>OPTION ENROLLMENT:</b>	<u><b>IN</b></u>		<u><b>OUT</b></u>
KINDERGARTEN	4		1
GRADE 1	6		3
GRADE 2	8		2
GRADE 3	7		8
GRADE 4	6		2
GRADE 5	9		7
GRADE 6	3		3
GRADE 7	9		4
GRADE 8	9		8
GRADE 9	12		4
GRADE 10	12		5
GRADE 11	9		7
GRADE 12	<u>8</u>		<u>6</u>
<b>TOTALS</b>	<b>102 (89 January 2015)</b>		<b>60 (66 January 2015)</b>

Personnel-All EmployeesPersonnel Files

Any teacher, administrator, or full-time employee of any public school district shall, upon request, have access to their personnel file and shall have the right to attach a written response to any item in such file, and may in writing authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to any letters of recommendation solicited by the employer which appear in the personnel file. No other person except school officials while engaged in their professional duties shall be granted access to such file nor shall the contents thereof be divulged in any manner to any unauthorized person.

Legal Reference: §79-539; §79-8,109

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - All EmployeesReceiving Agents, Salespersons, and Other Business Representatives

No school employee shall visit with or discuss business matters of a personal nature with any sales representative during the hours the employee is on duty in the school, except by special permission of the Superintendent or building principal.

Any agent or business representative calling on school personnel about school matters, such as, textbooks, publication of the school annual, class insignia, athletic equipment, school equipment, school supplies, building and custodial supplies, and the like, shall first obtain the permission of the Superintendent or building principal and it is the duty of the school employee to ascertain that the representative has such permission. In general, a teacher shall not interrupt class work to confer with such representatives.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - All Employees

Unauthorized Purchases

Any employee who orders any supplies or equipment without express authorization of the Superintendent or building principal may be personally liable for payment of the bill for the material so ordered.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - All Employees

Use of School Facilities and Equipment by School Employees

The Superintendent, may approve use of school facilities, equipment and other resources by school employees, except for activities which result in personal or corporate gain and provided that such use is consistent with Policy No. 1100.

School vehicles shall not be available for personal use.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - All Employees

Activity Passes

All employees and Board of Education members of Arlington Public Schools may be given an activity pass which will admit the employee and Board of Education member and spouse to school activities. The activity pass may be used only by the person whose name appears on the pass.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Community RelationsPolitical Activity

The Board requires that staff members who desire to seek public office or to engage in other political activity likely to interfere with their normal work requirements seek prior Board approval.

In order to guard against placing students or staff members under undue pressure to adopt particular positions on political issues, the Board directs that employees avoid using their positions or their access to school materials or facilities for solicitation, promotion, recruiting or to otherwise work for the election or defeat of any candidate for public office or to influence the outcome of an election or a decision by a governing body on a political issue. Specifically, employees are restricted from the use of the following for such purposes.

1. Their position, whether as an instructor or as a leader or supervisor of other employees;
2. Classrooms, buildings or facilities;
3. Students; or
4. School equipment, materials or mailing systems.

These restrictions do not apply to employees who are engaged in authorized lobbying activities on behalf of the district. The restrictions also do not apply to the distribution of employee association correspondence or newsletters in the normal course of association business, even though those communication media may contain information concerning adopted positions of the association on political issues.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - All EmployeesFair Labor Standards Act (Minimum Wage & Overtime)

Work week: The work week for overtime purposes shall be 12:00 a.m. Sunday until 11:59 Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime: Overtime will be paid to non-exempt employees as required by law. Compensatory pay in-lieu of overtime pay may be implemented in accordance with law. A non-exempt employee shall not work overtime without the express approval of the employee's supervisor.

Salaried Basis: The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Legal Source:

Fair Labor Standards Act, 29 U.S.C. § 201 et seq.;  
29 CFR §§ 541.303; 541.602; 541.603; 541.710; 553.20-.28; and 771.105

Adopted: March 10, 2008

Reviewed: January 9, 2012

Personnel - All EmployeesShredding Consumer Reports

It is the policy of Arlington Public Schools to take reasonable measures to protect against unauthorized access to consumer information from consumer reports.<sup>1</sup> A consumer report includes criminal background checks performed on applicants or employees by a third party. It does not include criminal checks performed by school staff.

Reasonable measures to protect against unauthorized access to or use of consumer information in connection with its disposal include the following examples. These examples are illustrative only and are not exclusive or exhaustive methods for complying with this directive.

- (1) Shredding of papers containing consumer information so that the information cannot practicably be read or reconstructed. Burning or pulverising such papers are also options where appropriate.
- (2) Destruction or erasure of electronic media containing consumer information so that the information cannot practicably be read or reconstructed.
- (3) After due diligence,<sup>2</sup> entering into and monitoring compliance with a contract with another party engaged in the business of record destruction to dispose of material in a manner consistent with this directive.

This policy does not require that the consumer reports information be disposed of; rather, it specifies the action to be taken whenever such disposal occurs. Questions regarding the disposal of consumer reports information should be directed to the Superintendent or the Superintendent's designee.

Legal Reference:       FTC Rule on Disposal of Consumer Report Information and Records, 16 CFR Part 682

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

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<sup>1</sup> "The term 'consumer report' means any written, oral, or other communication of any information by a consumer reporting agency bearing on a consumer's credit worthiness, credit standing, credit capacity, character, general reputation, personal characteristics, or mode of living which is used or expected to be used or collected in whole or in part for the purpose of serving as a factor in establishing the consumer's eligibility for . . . (B) employment purposes." Fair Credit Reporting Act, 15 U.S.C. § 1681a(3).

<sup>2</sup> The FTC rule states: "In this context, due diligence could include reviewing an independent audit of the disposal company's operations and/or its compliance with this rule, obtaining information about the disposal company from several references or other reliable sources, requiring that the disposal company be certified by a recognized trade association or similar third party, reviewing and evaluating the disposal company's information security policies or procedures, or taking other appropriate measures to determine the competency and integrity of the potential disposal company."

Personnel - All EmployeesSocial Security Numbers

Employee social security numbers shall be kept confidential to the extent required by law. Use of more than the last four digits of an employee's social security number shall be made by the District only for:

1. Legal Mandates. Compliance with state or federal laws, rules, or regulations.
2. Internal Administration. Internal administrative purposes, including provision of employee social security numbers to third parties for such purposes as administration of personnel benefits and employment screening and staffing. However, the internal administrative uses shall not permit use of employee social security numbers:
  - a. As an identification number for occupational licensing.
  - b. As an identification number for drug-testing purposes except when required by state or federal law.
  - c. As an identification number for District meetings.
  - d. In files with unrestricted access within the District.
  - e. In files accessible by any temporary employee unless the temporary employee is bonded or insured under a blanket corporate surety bond or equivalent commercial insurance.
  - f. For posting any type of District information.
3. Voluntary Transactions. Commercial transactions freely and voluntarily entered into by the employee with the District for the purchase of goods or services.

The District will not use or require an employee to use more than the last four digits of an employee's social security number District for:

1. Public Posting or Display. Any public posting or display available to the general public or to an employee's coworkers.
2. Internet Transmission. Transmission over the Internet unless the connection is secure or the information is encrypted.
3. Internet Access. To access an Internet web site unless a password, unique personal identification number, or other authentication device is also required to access the Internet web site.
4. Identifier. As an employee number for any type of employment-related activity.

Full implementation of this Policy shall occur by September 1, 2008.

Legal Reference:       Laws 2007, LB 674  
                              5 USCS § 552a (note) (Privacy Act of 1974)

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - All EmployeesMilitary and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

**Legal Reference:** Neb. Rev. Stat. §§ 55-160 to 55-166;  
Neb. Rev. Stat. §§ 55-501 to 55-507  
29 U.S.C.A. §§ 2611, et seq. and 29 CFR Part 825  
38 USC Sections 4301 to 4333 and 20 CFR Part 1002

Date of Adoption: July 13, 2009 and August 10, 2009

Reviewed: January 9, 2012

Personnel - All Employees

Wage and Deduction Information

Within ten working days after a written request is made by an employee, the Superintendent or designee shall furnish the employee with an itemized statement listing the wages earned and the deductions made from the employee's wages for each pay period that earnings and deductions were made. The statement may be in print or electronic format.

Legal Reference: Neb. Rev. Stat. § 48-1230

Date of Adoption: June 14, 2010 and July 12, 2010

Reviewed: January 9, 2012

Personnel - All EmployeesProfessional Boundaries Between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on MySpace, Facebook, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance – verbal, written, or physical – towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.

- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

Date of Adoption: June 14, 2010 and July 12, 2010

Reviewed: January 9, 2012

PersonnelComplaints About Employees

The board recognizes that situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the board. The board will not hear charges against employees in open session unless an employee requests an open session.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board consideration however, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.
2. Unsettled matters from (1) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for certificated employees and the immediate supervisor for support staff.
3. Unsettled matters regarding certificated employees from (2) above or problems and questions concerning the school district should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president for inclusion on the board agenda of a regularly scheduled meeting in accordance with board policy 1020.

Date of Adoption: November 8, 2010 and December 13, 2010

Reviewed: January 9, 2012

Personnel - Certificated Employees

Qualifications for Appointment as Teacher

To be eligible for appointment as a teacher, an applicant must have a minimum of a Bachelor's Degree from an accredited or approved college or university and have a current teaching certificate from the State of Nebraska, Department of Education (or provide satisfactory evidence that these requirements will be in place prior to commencement of duties), and such other certification or license as may be required by law.

Legal Reference: 79-801 et. seq.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated Employees

Qualifications for Appointment to Administrative and Supervisory Positions

To be eligible for appointment to any administrative or supervisory position, an applicant must have a minimum of a Master's Degree from an accredited institution of higher learning with graduate training in educational supervision and administration from an accredited or approved college or university and have a current Administrative and supervisory certificate from the State of Nebraska, Department of Education (or provide satisfactory evidence that these requirements will be in place prior to commencement of duties), and such other certification or license as may be required by law.

Legal Reference: 79-801 et. seq.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated Employees

Contract

All contracts for employment of a teacher or administrator to be effective must meet the following conditions:

1. The contract must be in writing and contain such provisions as are required by law.
2. The employed person must hold a valid teaching or administrative certificate at all times.
3. The employed person must not be under contract to another district in this state.
4. The contract must be approved by at least four (4) school Board members and signed by a designated member of the Board.

No member of the Board of Education may cast a vote in favor of the election of any teacher when such member of the Board is related to him or her or to the majority of the Board by blood or marriage.

Legal Reference:     §79-817  
                           §79-818  
                           §79-819

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated Employees

Certification

Each certified staff member shall hold at all times a valid Nebraska teaching or administrative certificate.

Legal Reference: §79-802

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated EmployeesRelease from Contract

Certificated employees who wish to be released from their contract shall submit a written request for release to the Board of Education. The written request shall include a resignation.

The action on a request for a release received after April 15<sup>th</sup>, to be effective in or at the end of the then current school year, shall be discretionary with the Board. The earlier the request for release is submitted, the greater will be the likelihood that a release will be granted. The Board of Education may take the following action in response to a late resignation:

- a. Provide a full, unconditional release from the contract.
- b. Provide a conditional release from the contract subject to recruiting and entering into a contract with a suitable replacement.
- c. Provide a conditional release from the contract subject to recruiting and entering into a contract with a suitable replacement and negotiation of terms with the resigning teacher for reimbursement of the District's expenses and costs incurred for recruiting, advertising, interviewing and other expenses incurred in obtaining the replacement. While there will be no penalty for release from the contract, the certificated employee may not be given the requested release absent agreement on the certificated employee paying such expenses and costs.
- d. Not grant a release from contract.

Where a certificated employee leaves employment without receiving an approved release, the Superintendent is authorized to file a complaint with the Nebraska Professional Practices Commission. The Board also reserves the right to seek damages against any certificated employee as a result of breach of contract.

Legal Reference: Neb. Statute § 79-819; § 79-820; §79-821; § 79-817 et seq.  
NDE Rule 27

Date of Adoption: March 14, 2011

Reviewed: January 9, 2012

Personnel - Certificated Employees

Probationary Certified Employees

During the first three (3) years of employment with the School District, as determined and calculated in accordance with state law, a certificated employee shall be considered a probationary employee. A probationary employee's rights to continued employment status and non-renewal of a probationary employee's contract shall be determined according to law.

Legal: §79-824

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated Employees

Permanent Certified Employees

A certificated employee who has been employed for the full probationary period as set forth in policy 4120 and in accordance with state law is a permanent certificated employee. A permanent certificated employee's rights to continued employment status and termination of said permanent certificated employee's contract shall be determined according to law.

Legal: §79-824

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated Employees

Assignment of Duties

The Superintendent shall have the authority to assign and reassign teachers and other staff to extracurricular activities and other specific activities, including supervision of pupils in halls, study halls, playgrounds, work on faculty committees and staff activities, and other duties necessary for the operation of the school.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated Employees

Agents/Tutors

Teachers shall not act as agents, or accept commission, royalties, or other rewards for books or other school materials, the selection or purchases of which they may influence.

During the school year, teachers shall not tutor for any additional compensation any student they teach during the school year. Any instruction for which the teacher receives pay as a private tutor should not occur on school property or during the assigned time of the teacher during the school year. (Exceptions must be approved by the Superintendent).

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated Employees

Student Teachers and Pre-Student Teachers

The district will cooperate with colleges and universities by allowing students who are preparing to teach to devote a reasonable amount of time to training in our schools, provided that this training will in no way impede the satisfactory progress of pupils.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

Personnel - Certificated EmployeesSubstitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty for five (5) consecutive school days for the same teacher, such substitute teacher shall be paid an additional amount above the regular daily rate as annually determined by the Board. An indefinite long-term substitute (a substitute that has been issued an actual contract by the district) will be paid a daily rate figured on the contracted base rate divided by the number of master agreement contract days for teachers. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers.

Legal Reference: Neb. Rev. Stat. §79-808

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

PersonnelProfessional GrowthRequired Professional Growth Activities

Every six years the teachers in the Arlington Public Schools system shall give evidence of professional growth as is approved by the school board in order to remain eligible for continued employment, educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth".

**A. Professional Growth Period**

Professional Growth Period refers to the six year period during which permanent (tenured), certificated employees are required by law to give evidence of professional growth. A tenured teacher, upon employment on September 1, begins his/her initial six year growth period at that time, and end it on August 31, six years later. The beginning of the seventh year starts the second six year period.

**B. Professional Growth Activities**

Professional Growth Activities shall refer to the kinds of professional work or activities herein listed which contribute to professional growth. The conditions and limitations under which such activities are performed and accepted may be reviewed and changed by resolution of the Board of Education from time to time.

Point System for Professional Growth Activities

Evidence of completed professional growth activities totaling 30 points must be recorded on the Professional Growth Point Form in the Superintendent's office. It is the individual teacher's responsibility to show that the professional development activity did actually contribute to their increased effectiveness in the capacity in which employed. The requirement of proof as to how professional activities can be related to improvement of instruction rests with the individual teacher but can include: written reports, AV presentations, grade transcripts, etc.

Professional Growth Committee

A professional growth committee will be selected by the Arlington Education Association and approved by the superintendent. The superintendent and three teachers will make up this committee. The teachers will be appointed for a two year period.

Procedures for Applying for Growth Credit

Application for accreditation of professional growth activities and horizontal advancement shall be made on forms prescribed by the superintendent of schools. Application shall be initiated by the person requesting credit. Any activity not clearly defined as a possibility for professional growth must have preliminary approval before participation by the superintendent and principal. The application, together with requested evidence that the work has been completed, shall be given to the superintendent's office. The superintendent will preliminarily review the applications for professional growth and will report his/her decision to the committee for their review. After the superintendent has considered the application, it has been reviewed by the professional growth committee, and then signed by the superintendent, notice will be sent to the applicant of the approval or non-approval. After all the parties have taken action, the application will be filed in the applicant's personal file. Teachers may earn more than 30 professional growth points in a six year period.

### District Sponsored Professional Growth Activities

- Building Principals' designees are responsible for checking attendance
- The Building Principals will submit attendance sheets to the Professional Growth Committee.
- The Professional Growth Committee will collaborate with the Superintendent in making final determinations on the amount of professional growth points for district sponsored professional growth activities.

### Right of Appeal

Staff members have the right to appeal the decision of the Professional Growth Committee. Within seven calendar days after receiving the decision of the Professional Growth Committee, any applicant may request, in writing, a review of the decision with the Committee and the Superintendent of Schools. This written appeal must be submitted to the Superintendent. All such reviews will be acted upon within five calendar days and the Superintendent will notify the staff member of the decision.

### Classification of Activities

Listed are the activities for which growth points may be obtained. The required **30** points may be earned in a single year or over a period of six years. Points earned during one growth period may not be carried over into the succeeding professional period, even though they may have earned in excess of the required number.

Date of Adoption: February 13, 2012

## PROFESSIONAL GROWTH PLAN CATEGORIES - POINT VALUES

Growth Type	Activity	Point Value
<i>Category I = "Continued Education"</i>		
A. College Credit	College credit earned in accredited college	1 semester credit = 3 pts.
B. Audit Credit	Auditing college courses (must pertain to staff members assignment)	1 semester credit = 2 pts.
C. College	Special College work done in specialized training schools – Examples: Foreign Language Institutes, Coaching Clinics (Must pertain to staff members current assignment)	1 semester credit = 3 pts.
D. Non Credit Coursework	Taking Adult Ed/Community Ed classes	12 clock hours = 1.5 pt.
E. Workshops/Clinics Conventions	Curriculum or educational workshops or sectionals	8 clock hours = 1 pt. 4 clock hours = .5 pt.
<i>Category II = Extended Teaching Responsibilities</i>		
A. College Teaching	College Teaching in Accredited Colleges	1 semester credit = 3 pts.
B. Adult Teaching	Teaching Adult Education Classes (i.e. SECC classes)	8 clock hours = 3 pt.
C. Conduct Workshop	Conducting educational in-service sessions or workshops	8 clock hours = 2 pt. 4 clock hours = 1 pt
D. Student Teacher	Supervising a student teacher or intern for 9 weeks full days, or its equivalent.	3 pts per student teacher/per sem
E. Teaching Classes	Teaching classes beyond assigned duties	3 clock hours 1 pt.
<i>Category III = "Teacher Growth Not Reflected in the above categories"</i>		
A. School Visit	School visitations	1 pt. per day
B. Committee Work	Serving on district committees (Safety, STARS, Curriculum, SAT, SCIP, SIP, etc.)	4 clock hours = 1 pt.
C. Officer	Serve as appointed or elective officer for professional Organization (local/state/national)	2 pt. per year
D. Published	Professional Published - Must be approved by Supt.	5-10 Pts.
E. Travel	Educational Travel - (Applicant must submit tangible evidence of professional growth. This should include specific materials and methods to be used in the classroom as a result of the travel. A unit incorporating the materials and methods must be submitted to the Superintendent.)	Supt. Discretion
F. Summer Work	Employment that contributes to the professional growth of the teacher. (Examples: Vocational teacher working in teaching area; Counselor working as counselor at camp or with Job Service; Running or working at summer camps for youth)	3 Pts per year
G. District-Sponsored Workshops	Specific building in-services <2011-12 TCT Teams> <2011-12 Data Analysis Workshop>	Determined by Committee 4 points Annually 1 point
H. Other	Approval of other activities. (This section includes activities that are worthy of professional growth which do not come within the scope of the above listings and descriptions.)	Supt Discretion = No Limit

Personnel - Certificated EmployeesTeacher Training

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

Date of Adoption: March 10, 2008

Reviewed: January 9, 2012

**Arlington Public Schools  
Board of Education Regular Meeting Minutes  
December 14, 2015, 7:00 p.m.  
HS Conference Room**

**1. OPENING PROCEDURES**

**1.1 Call Meeting to Order**

The regular meeting was opened at 7 p.m.

**1.2 Roll Call**

Board Members Present: Micheal Dwyer, Matt O’Daniel, Teri O’Flaherty, Greg Sampson, Bruce Scheer, Luanne Sundberg. Others in attendance were Superintendent Lynn Johnson, Secondary Principal Aaron Pfingsten, Assistant Principal/AD James Shada, and Cheryl Keeler, recording secretary.

**1.3 Pledge of Allegiance**

**1.4 Approval of Regular Meeting Agenda**

**Motion Passed:** Motion to approve the regular meeting agenda as presented passed 6-0 with a motion by Greg Sampson and a second by Bruce Scheer.

**2. WELCOME TO GUESTS AND PUBLIC FORUM**

**3. CURRICULUM/INSTRUCTION REPORTS**

**3.1 Social Studies Report**

Steven Gubbels provided an update on the 7-12 social science program to include how the department is measuring student performance and making necessary adjustments. Senior student Ethan Gubbels provided an update on the underground railroad project.

**4. PRINCIPALS' REPORTS**

**4.1 Mr. Pfingsten's Report**

Mr. Pfingsten summarized his written report for the board.

**4.2 Mr. Shada's Report**

Mr. Shada summarized his written report for the board and responded to questions concerning gate receipts and scheduling.

**4.3 Mrs. Morgan's Report**

**5. SUPERINTENDENT'S REPORT**

**5.1 Holiday Celebrations**

**5.2 February Board Retreat**

The board scheduled a retreat for February 9 at 5:30 p.m. at J's Steakhouse in Fremont.

**5.3 January - Annual Board Organizational Meeting**

**5.4 NSAA Input on Transgender Participation Guidelines**

Superintendent Johnson shared information and lawyer’s recommendation pertaining to local policy. The board is comfortable taking the recommended approach to making no changes to policy at this time and also advised administrators on how to respond to NSAA suggested policy.

## **6. COMMITTEE AND REPRESENTATIVE REPORTS**

### **6.1 Americanism/Education Evaluation**

### **6.2 Buildings and Grounds Committee**

Update on before/after school program and fencing was provided.

### **6.3 Finance Committee**

Matt O'Daniel, committee chair, shared information about the December 4 meeting with auditor Ric Ortmeier pertaining to the audit.

### **6.4 Negotiations Committee**

Greg Sampson, committee chair, shared that the committee has met three times this past month and he shared that negotiations continue with the AEA.

### **6.5 NASB Legislative Representative**

Micheal Dwyer shared that Senator Fischer had to reschedule her visit that was planned for this week.

### **6.6 Professional Development Sharing**

## **7. NEW BUSINESS**

### **7.1 Discuss and Consider the 2014-2015 Annual Audit.**

**Motion Passed:** Motion to accept the 2014-2015 Annual Audit as presented passed 6-0 with a motion by Matt O'Daniel and a second by Teri O'Flaherty.

### **7.2 Discuss, Consider and Take Necessary Action to approve the Early Retirement Incentive Program application from Cheryl Larsen and her resignation effective at the end of the 2015-2016 school year.**

**Motion Passed:** Motion to approve the Early Retirement Incentive Program application from Cheryl Larsen and to accept her resignation effective at the end of her 2015-2016 contract passed 6-0 with a motion by Greg Sampson and a second by Bruce Scheer.

### **7.3 Discuss and Consider the AQuESTT rating system.**

Superintendent Johnson provided overview of the new rating system and that all Arlington schools and buildings are rated as GREAT schools.

## **8. CONSENT AGENDA**

**Motion Passed:** Motion to approve the consent agenda as presented passed 6-0 with a motion by Matt O'Daniel and a second by Teri O'Flaherty.

8.1 Minutes of the Previous Board Meeting(s): November 9, 2015 Regular Meeting Minutes

8.2 Monthly Financial Reports

8.3 Claims (Check Register)

8.4 Special Fund Transfers

8.5 Hot Lunch Report

8.6 Activity Report

## **9. EXECUTIVE SESSION**

### **9.1 Discuss and Consider the performance evaluation of the superintendent.**

President Dwyer stated that the board would be going into executive session to complete the evaluation of Superintendent Johnson and to protect the needless injury to the reputation of an individual. He suggested that the executive session would resume at 8:20 p.m. following a five minute break.

**Motion Passed:** Motion to enter into executive session to complete the evaluation of Superintendent Johnson and to protect the needless injury to the reputation of an individual passed 6-0 with a motion by Micheal Dwyer and a second by Matt O'Daniel.

**10. ACTION ON EXECUTIVE SESSION ITEMS**

The board exited executive session at 9:12 p.m.

**10.1 Discuss, Consider, and Take Necessary Action on the performance evaluation of the superintendent.**

In open session the board shared and discussed the final evaluation with Superintendent Johnson. The board shared the average score on each duty in the summary evaluation. The five point rubric defines a three as being satisfactory. Performance defined as meeting satisfactory performance and results are achieved. The required skills and knowledge are in evidence and occasionally performance exceeds job requirements.

Relationship with the Board of Education: 4.216

Leadership: 4.25

Business and Financial Management: 3.94

Educational Program and Planning: 3.83

Personnel: 3.95

Community Relations: 4.095

Personal Traits: 4.092

**11. ADJOURNMENT**

There being no further business meeting was adjourned at 9:34 p.m.

\_\_\_\_\_  
Micheal Dwyer, Board President

\_\_\_\_\_  
Lynn Johnson, Board Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## BUDGET MONITORING 2015-2016

Comparison of receipts and disbursements between 2014-2015 and 2015-2016 reveals the following.

<b>Receipts</b>	<b>2014-2015</b>	<b>2015-2016</b>	
September	1,735,428.73 (Levy 1.137671 (Gen. Fd. 1.028529/	1,769,031.52	
October	275,566.74 Bond 0.088940/Special Bldg. .020202)	362,772.80	
November	157,482.29	181,296.25	
December	146,604.18	203,731.50	
January			
February			
March			
April			
May			
June			
July			
August			
<b>RECEIPTS TO DATE</b>	<b>2,315,081.94</b>	<b>2,516,832.07</b>	
<b>Disbursements</b>	<b>2014-2015</b>	<b>2015-2016</b>	
September	498,796.84	539,881.91	
October	545,442.52	552,367.77	
November	549,144.12	546,839.66	
December	497,188.34	533,911.57	
January			
February			
March			
April			
May			
June			
July			
August			
<b>DISBURSEMENT TO DATE</b>	<b>2,090,571.82</b>	<b>2,173,000.91</b>	
<b>BUDGET</b>			
Gen. Minus SpEd/Grants	7,233,050	7,391,000	24.18% Expended
General SpEd	865,381	898,342	25.53% Expended
Gen. SpEd Transportation	54,511	27,936	23.02% Expended
General Grants	238,334	252,526	25.03% Expended
Sub Total	8,391,276	8,569,804	
Total Lunch Fund Expend.	324,850	369,679	29.48% Expended
<b>Total</b>	<b>8,716,126</b>	<b>8,939,483</b>	
<b>PERCENTAGE OF TOTAL BUDGET</b>			
<b>EXPENDED TO DATE</b>	<b>23.99%</b>	<b>24.31%</b>	

DECEMBER 2015 MONTHLY SUMMARY REPORT

SITE	BUDGET	MTD	YTD	BUDGET BALANCE	% SPENT
<b>100 ELEMENTARY</b>					
1110 REGULAR INSTRUCTION	\$1,367,806.00	105,849.12	439,605.90	\$928,200.10	32.14%
1210 SPECIAL EDUCATION	\$524,306.00	37,846.89	140,994.56	\$383,311.44	26.89%
1290 PRE-SCHOOL	\$18,391.00	1,353.17	2,082.72	\$16,308.28	11.32%
2120 GUIDANCE	\$78,869.00	5,070.48	20,383.78	\$58,485.22	25.85%
2210 STAFF DEVELOPMENT	\$15,100.00	0.00	1,450.00	\$13,650.00	9.60%
2212 CURRICULUM	\$14,960.00	1,150.67	4,604.75	\$10,355.25	30.78%
2220 LIBRARY SERVICES	\$69,852.00	5,637.22	23,150.82	\$46,701.18	33.14%
2410 PRINCIPAL	\$144,538.00	9,836.64	43,028.10	\$101,509.90	29.77%
2760 SPECIAL ED TRANSPORTATION	\$12,302.00	562.58	3,363.07	\$8,938.93	27.34%
<b>TOTAL ELEMENTARY</b>	<b>\$2,246,124.00</b>	<b>167,306.77</b>	<b>678,663.70</b>	<b>\$1,567,460.30</b>	<b>30.21%</b>
<b>SECONDARY</b>					
1110 REGULAR INSTRUCTION	\$2,189,858.00	159,575.65	660,189.51	\$1,529,668.49	30.15%
1210 SPECIAL EDUCATION	\$374,036.00	29,891.86	88,351.26	\$285,684.74	23.62%
2120 GUIDANCE	\$101,739.00	6,736.11	29,260.52	\$72,478.48	28.76%
2210 STAFF DEVELOPMENT	\$13,250.00	168.75	2,392.51	\$10,857.49	18.06%
2212 CURRICULUM	\$14,960.00	1,150.65	4,604.55	\$10,355.45	30.78%
2220 LIBRARY SERVICES	\$45,571.00	4,313.77	16,002.38	\$29,568.62	35.12%
2410 PRINCIPAL	\$279,656.00	19,394.97	80,969.55	\$198,686.45	28.95%
2760 SPECIAL ED TRANSPORTATION	\$7,000.00	306.64	2,656.71	\$4,343.29	37.95%
<b>TOTAL SECONDARY</b>	<b>\$3,026,070.00</b>	<b>221,538.40</b>	<b>884,426.99</b>	<b>\$2,141,643.01</b>	<b>29.23%</b>
<b>300 DISTRICT WIDE</b>					
1111 TECHNOLOGY	\$183,913.00	7,707.11	49,201.00	\$134,712.00	26.75%
1160 POVERTY PLAN/LEP	\$38,674.00	6,113.36	24,539.47	\$14,134.53	63.45%
2130 HEALTH SERVICES	\$40,664.00	3,624.64	13,554.25	\$27,109.75	33.33%
2150 SAFETY & SECURITY	\$7,000.00	48.00	886.80	\$6,113.20	12.67%
2310 BOARD OF EDUCATION	\$55,792.00	1,514.73	10,165.97	\$45,626.03	18.22%
2320 SUPERINTENDENT	\$301,904.00	19,983.79	85,333.66	\$216,570.34	28.27%
2510 GENERAL BUSINESS SUPPORT	\$35,297.00	668.50	3,939.50	\$31,357.50	11.16%
2520 OTHER VEHICLES	\$13,108.00	547.16	3,287.75	\$9,820.25	25.08%
2610 OPERATION OF PLANT	\$578,755.00	33,320.08	151,135.03	\$427,619.97	26.11%
2620 MAINTENANCE	\$1,446,758.00	6,507.69	29,624.88	\$1,417,133.12	2.05%
2750 REGULAR TRANSPORTATION	\$322,585.00	28,937.07	75,396.75	\$247,188.25	23.37%
<b>TOTAL DISTRICT WIDE</b>	<b>\$3,024,450.00</b>	<b>108,972.13</b>	<b>447,065.06</b>	<b>\$2,577,384.94</b>	<b>14.78%</b>
<b>300 GRANTS DISTRICT WIDE</b>					
3121/3504/3500 STATE PROGRAMS	\$28,142.00	1,210.69	6,492.94	\$21,649.06	23.07%
4200 TITLE I	\$58,664.00	6,143.70	19,599.96	\$39,064.04	33.41%
4992 REAP	\$30,845.00	0.00	0.00	\$30,845.00	0.00%
2765 Preschool Transportation	\$8,634.00	31.49	411.20	\$8,222.80	4.76%
4404-4406-4412-4410 IDEA GRANT	\$121,684.00	9,256.79	36,571.96	\$85,112.04	30.05%
4900 KICKS/PERKINS/ED/WALK/CORP	\$13,191.00	0.00	547.50	\$12,643.50	4.15%
5000 Transfer	\$12,000.00	0.00	12,000.00	\$0.00	100.00%
<b>TOTAL GRANTS DISTRICT WIDE</b>	<b>\$273,160.00</b>	<b>16,642.67</b>	<b>75,623.56</b>	<b>\$197,536.44</b>	<b>27.68%</b>
<b>GENERAL FUND TOTAL</b>	<b>\$8,569,804.00</b>	<b>\$514,459.97</b>	<b>\$2,085,779.31</b>	<b>\$6,484,024.69</b>	<b>24.34%</b>
<b>400 HOT LUNCH</b>					
TOTAL BUDGET	\$369,679.00	\$23,258.57	\$108,970.03	\$260,708.97	29.48%

MONTHLY GENERAL FUND BANK RECONCILIATION

12/31/2015

BALANCE AS OF 11/30/2015				\$2,039,331.00
UNIT MADE AND ELECTRONIC DEPOSITS		State Aid	Dbl payment	\$69,527.08
Receipts:	Wash Co. Taxes	\$44,040.82		
	Dodge Co. Taxes	\$1,822.61		
	Douglas Co. Taxes	\$3,584.76		
	Douglas Co Fines	\$63.11		
	Preschool Tuition	\$2,580.00		
	NASB-NebMac	\$3,067.15		
	Sped School Age 14-15	\$48,337.00		
	IDEA 4412	\$6,923.00		
	Kennard Village	\$300.00		
		\$0.00		
			Receipts	\$180,245.53
Non-Program Receipts				
	Hot Lunch Transfer	\$23,258.57	Total transf	\$23,258.57
MONTHLY INTEREST				
Estimates	Sweep interest	\$225.84		
	Bank checking	\$1.56		
			Total Interest	\$227.40
TOTAL MONTHLY RECEIPTS				\$203,731.50
MONTHLY DISBURSEMENTS				
	Accounts Payable	\$110,686.73		
	Fica Taxes EFT	\$90,831.44		
	Payroll	\$252,876.36		
	State Taxes EFT	\$12,755.39		
	Retirement	\$66,761.65		
			Total Disbursements	\$533,911.57
				\$0.00
ENDING BANK BALANCE 12-31-2015 (Sweep account bal & GF account bal)				\$1,709,150.93
CD Balance				\$0.00
Total to account for				\$1,709,150.93

**MONTHLY SPECIAL BUILDING FUND RECONCILLIATION**

12/31/2015

Balance as of 11/30/2015		\$328,606.64
<b>DEPOSITS</b>		
Property Taxes Washington Co.	\$390.40	
Property Taxes Douglas Co	\$0.00	
Property taxes Dodge Co	\$8.88	
	\$0.00	Total receipts
		\$399.28
<b>RECEIPTS</b>		
Account interest	\$37.28	
		Total Interest
		\$37.28
		\$0.00
<b>TOTAL MONTHLY RECEIPTS</b>		\$436.56
<b>DISBURSEMENTS</b>		
	\$0.00	
		Total Disburse
		\$0.00
<b>ENDING BUILDING BALANCE</b>		\$329,043.20

**MONTHLY DEPRECIATION FUND RECONCILLIATION**

12/31/2015

Balance as of 11/30/2015		\$969,062.31
<b>MONTHLY INTEREST</b>		
ACCOUNT INTEREST	\$0.00	
		Total Interest
		\$0.00
<b>TOTAL MONTHLY RECEIPTS</b>		\$0.00
	\$114.93	
		Total receipts
		\$114.93
<b>MONTHLY DISBURSEMENTS</b>		
Masters Welding      Add Fencing	\$1,000.00	
	\$0.00	
	\$0.00	
		Total Disburse
		\$1,000.00
<b>ENDING DEPRECIATION BALANCE</b>		\$968,177.24

**2009 BOND FUND RECONCILLIATION**

12/31/2015

Balance as of 11/30/2015		\$496,515.70
<b>MONTHLY INTEREST</b>		
ACCOUNT INTEREST	\$59.02	
		Total Interest
		\$59.02
<b>TOTAL MONTHLY RECEIPTS</b>		\$59.02
Bond Money Wash Co.	\$1,718.84	
Bond Money Douglas Co.	\$0.00	
Bond Money Dodge Co.	\$39.13	
		Total receipts
		\$1,816.99
<b>MONTHLY DISBURSEMENTS</b>		
Union Bank                      Bond Payment	\$337,263.75	
		Total Disburse
		\$337,263.75
<b>ENDING BOND BALANCE</b>		\$161,068.94



## CHECK REGISTER FOR JANUARY 2016 BOARD MEETING

PAYEE NAME	DESCRIPTION	AMOUNT
Adams Oil	Oil/Antifreeze	\$191.85
Allied Appliances	Part	\$65.61
American Broadband	Phone	\$415.41
Bell Creek	Repairs	\$3,983.35
Cash-Wa	Food	\$1,439.49
Cheleen, Brooke	PT Services	\$636.18
Chem-Tech	Pest Control	\$91.72
Continental Alarm	Fire Alarm Inspection	\$535.00
Continuum Energy	Gas Service	\$1,268.20
Countryside Repair	Battery	\$133.45
Dell Financial	Property Tax Share	\$396.74
Earthgrains	Bread	\$606.34
Egan	Resurface Gym Floor	\$2,503.56
ESU #2	ACA Meeting	\$25.00
ESU #3	Sped Services	\$5,186.56
Fas Break	Replace Windshield	\$314.96
Fastenal	Parts	\$57.65
Fremont Sanitation	Trash Removal	\$302.50
Hiland Dairy	Milk	\$1,884.79
Hobart Sales	Dishwasher Repairs	\$1,215.50
HomeTown Leasing	Copier Lease	\$642.69
Jackson Service	Linen Cleaning	\$303.10
Kimball Midwest	Parts	\$137.92
Kriz Davis	Electrical Supplies	\$390.36
KSB Law	Legal Fees	\$137.50
Menards	Misc Supplies	\$363.63
Metal Doors	New Door Frames	\$2,202.00
NETS	Renewal	\$1,500.00
One Source	Background Checks	\$15.00
OPPD	Electricity	\$8,993.77
P & H Electric	Misc Supplies	\$290.00
Pearson	Textbooks	\$2,686.17
Pegler Sysco	Food	\$2,683.93
Platte Valley	Repairs	\$886.07
Prairie Fields	Physical	\$80.00
School Specialty	Educational Supplies	\$740.79
Tec21	Workshop	\$1,000.00
Thermo King	Battery/Part	\$223.98
Thompson Co	Food	\$2,909.97
Trane	Repair	\$819.50
Two Rivers Bank	AW Fee	\$36.00
Village of Arlington	Water	\$380.20
VISA	Misc Supplies	\$1,498.00
Walmart	Supplies	\$758.69
Winnelson	Parts	\$250.24
Total Check Registers		\$51,183.37
December Hand payables		
Camp Fontanelle	Field Trip	\$114.00
Center for Ed & Law	Updates	\$299.95
Payflex	Admin fees	\$100.00
Shell	Gas	\$2,303.27
Alpha Pro	Shipping	\$9.00
ESU #3	Sped Services	\$2,681.60
ECCOA	Math Workshop	\$59.00
Ne Council of Economics	Stock Market Game	\$55.00
Shada, James	Mileage	\$50.40
Unite	Internet	\$748.65
Village of Arlington	Water FB field	\$456.10
Totals		\$6,876.97

## SUMMARY OF VISA

Amazon	Ceiling Mounts	\$47.92
Porus.seu9zid	LCD replacement panel	\$53.60
Paypal	LCD Panel	\$49.00
US spare parts	LCD hinges	\$47.00
HardDrivesDirect	Watt Power Supply	\$292.90
Amazon	Books	\$307.77
Amazon	Headphones	\$59.88
Amazon	Toners	\$56.00
jedcomp1	Telephones	\$127.14
Marcos Pizza	Pizza	\$34.96
Air Delights	Air fresheners	\$249.91
Hy-Vee	Baby Flowers	\$40.00
Pioneer	Long Distance	\$131.92
	Total	\$1,498.00

CHECK REGISTER DECEMBER 15 PAYROLL DEDUCTIONS/RETIREMENT

	DATE	PAYEE NAME	AMOUNT	DESCRIPTION
	12/16/15	TSA/DUES/DEDUCTIONS	\$13,401.66	EMPLOYEE DEDUCTIONS
	12/16/15	NATIONAL INSURANCE	\$711.38	LTD/LIFE INSURANCE
	12/16/15	BLUE CROSS	15,617.15	INSURANCE
<b>TOTAL</b>			<b>\$29,730.19</b>	

Electronic Pays	\$90,831.44	Internal Revenue Service	FICA
	\$66,761.65	Nebr. Retirement System	Retirement
	\$12,755.39	Nebr. State Taxes	State

**Total**            **\$170,348.48**

DECEMBER PAYROLL

Certified Staff	\$265,084.10
Non-Certified	\$79,551.65
Administration	\$31,502.50

**Total**            **\$376,138.25**

SCHOOL LUNCH ACCOUNT - DECEMBER 2015  
January 11, 2016 Board Meeting

Cash balance as of November 30, 2015:	Expenditures to date thru 12/31/15:	\$108,970.03
\$106,015.70		

December Receipts:

Lunches	18,190.31
Federal Reimbursement	9,117.77
State Reimbursement	
Interest	1.02
Other	
	\$27,309.10

December 2015 Bills/January 2016 Expenditures for Approval

Cash-Wa Dist./food	1,439.49
Earthgrains/food	606.34
Hiland Dairy/food	1,884.79
Hobart Sales/other	1,215.50
Jackson Services/other	303.10
Pegler Sysco/food	2,683.93
Thompson Company/food	2,909.97
	\$ 11,043.12

TOTAL CASH: \$133,324.80

December Expenditures:

Food	11,281.25
Salaries/December	11,471.68
Other	505.64
	\$ 23,258.57

BALANCE ON HAND: \$110,066.23

Bank Balance	
Checking	\$110,066.23
CD's	
TRANSFERS TO GF	108,970.03
MINUS EXPEND. FROM GF	(\$108,970.03) (December \$23,258.57)
TOTAL:	\$110,066.23

Bank balance does not reflect unpaid December bills presented for approval.

Working Balance 12/31/15: \$110,066.23

## December 2015 ACTIVITY BALANCE

Account	Beginning Bal	Expenditures YTD	Revenues YTD	Balance
One School One Team	632.38	\$0.00	\$0.00	\$632.38
Always For Kids	\$12,443.39	\$4,586.99	\$1,024.39	\$8,880.79
Art Class	\$5,578.99	\$616.70	\$408.00	\$5,370.29
Art Club	\$1,370.52	\$20.00	\$0.00	\$1,350.52
Athletics	-\$10,384.44	\$50,046.79	\$52,763.65	-\$7,667.58
Band	\$3,626.99	\$717.41	\$443.70	\$3,353.28
Band Fund Raising	\$1,226.50	\$677.30	\$1,128.00	\$1,677.20
Baylor/ACT	\$3,348.09	\$165.00	\$865.00	\$4,048.09
Book Club	\$271.46	\$0.00	\$0.00	\$271.46
Cheerleading	\$1,506.14	\$3,177.76	\$3,056.00	\$1,384.38
Class of 2015	\$774.36	\$1,098.89	\$0.00	-\$324.53
Class of 2016	\$455.04	\$0.00	\$80.00	\$535.04
Class of 2017	\$3,879.32	\$450.30	\$1,077.60	\$4,506.62
Class of 2018	\$3,127.21	\$0.00	\$1,679.69	\$4,806.90
Class of 2019	\$1,045.00	\$0.00	\$1,450.70	\$2,495.70
SKILLS	\$244.23	\$50.00	\$770.00	\$964.23
Library Fund Elem/HS	\$4,394.07	\$1,099.31	\$1,740.69	\$5,035.45
Concessions	\$40.66	\$14,744.25	\$14,001.74	-\$701.85
Dance Squad	\$212.28	\$2,016.23	\$3,696.99	\$1,893.04
Drama	\$644.85	\$557.57	\$294.87	\$382.15
Elem Lounge	\$1,312.98	\$173.10	\$0.00	\$1,139.88
FBLA	\$10,044.53	\$8,277.90	\$10,871.37	\$12,638.00
FFA	\$0.00	\$0.00	\$200.00	\$200.00
Floor Fund	\$1,927.95	\$0.00	\$2,500.00	\$4,427.95
General	\$4,408.49	\$2,130.00	\$2,339.25	\$4,617.74
Home Economics	\$2,903.21	\$0.00	\$60.00	\$2,963.21
Honors History	\$600.02	\$0.00	\$545.00	\$1,145.02
Honor Society	\$204.50	\$503.10	\$1,490.10	\$1,191.50
Interest	\$944.37	\$0.00	-\$49.98	\$894.39
JH Student Council	\$3,486.52	\$149.65	\$1,079.12	\$4,415.99
Middle School STEM	\$836.74	\$50.96	\$84.80	\$870.58
Metal Shop	\$342.40	\$0.00	\$0.00	\$342.40
Metro	\$50,960.12	\$120.00	\$0.00	\$50,840.12
Quiz Bowl	\$1,454.64	\$0.00	\$0.00	\$1,454.64
Secondary Lounge	\$2,836.31	\$173.09	\$33.96	\$2,697.18
Soaring to Excellence	\$589.50	\$0.00	\$0.00	\$589.50
Spanish Club	\$181.94	\$0.00	\$0.00	\$181.94
Speech	\$237.83	\$210.00	\$135.30	\$163.13
Spring Musical	\$6,508.40	\$608.84	\$112.00	\$6,011.56
Student Council	\$2,612.93	\$677.84	\$2,537.28	\$4,472.37
Student Vending	\$3,841.21	\$1,822.14	\$203.75	\$2,222.82
Swing Choir	\$1,585.79	\$4,378.04	\$1,575.98	-\$1,216.27
Transition	\$1,671.34	\$57.83	\$0.00	\$1,613.51
Wood Shop	\$1,263.84	\$989.98	\$75.00	\$348.86
Yearbook	\$5,228.11	\$3,261.27	\$3,902.00	\$5,868.84
Pepsi	\$2,466.00	\$1,124.50	\$0.00	\$1,341.50
<b>CAMPS</b>				
BB Camp Fundraiser	\$5,143.46	\$2,484.07	\$3,517.50	\$6,176.89
GBB Camp Fundraiser	\$2,653.82	\$789.44	\$2,012.70	\$3,877.08
VB Camp Fundraiser	\$5,520.65	\$2,877.92	\$67.00	\$2,709.73
FB Fund (Camps)	\$5,602.75	\$2,835.19	\$89.00	\$2,856.56
CC Fundraiser	\$2,397.32	\$1,306.04	\$91.00	\$1,182.28
SB Fundraiser	\$3,210.56	\$2,267.07	\$436.66	\$1,380.15
Wrestling Fund	\$3,666.70	\$7,522.85	\$3,600.50	-\$255.65
Boys Golf	\$752.00	\$0.00	\$0.00	\$752.00
Girls Golf	\$866.70	\$684.42	\$306.76	\$489.04
Track Fund	\$727.00	\$48.44	\$0.00	\$678.56
Baseball Fund	\$3,194.75	\$0.00	\$0.00	\$3,194.75
Totals	\$176,622.42	\$125,548.18	\$122,297.07	\$173,371.31
Cd Balance	\$84,293.87			
Checking Balance	\$89,077.44			
Savings Balance	\$200.00			