

Board of Education Regular Meeting  
Monday, February 9, 2015 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: Absent

Bruce Scheer: Present

Luanne Sundberg: Present

Present: 5, Absent: 1.

## 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 Matt O'Daniel and a second by Bruce Scheer.

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

## 2. WELCOME TO GUESTS AND PUBLIC FORUM

## 3. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Bruce Scheer and a second by Teri O'Flaherty.

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

Sundberg: Yea

- 3.1. Minutes of the Previous Board Meeting(s)
- 3.2. Monthly Financial Reports
- 3.3. Claims (Check Register)
- 3.4. Special Fund Transfers
- 3.5. Hot Lunch Report
- 3.6. Activity Report

#### 4. CURRICULUM/INSTRUCTION REPORTS

##### 4.1. Family Consumer Science Report

Doug Hart presented report. Smart Goal for year and 7th grade data. Power point presentation. Exploratory 7th grade related to math skill in using kitchen measurements. Have increased since first test. Pictures of steak labs. Different cuts of meat tenderized. Thanksgiving meal for staff. Classroom lab pic. Health career curriculum will be added to get CNA certified through dual credit with Metro. Also career pathway to be successful in the Education career field.

##### 4.2. 5th/6th Grade Report

Erin Reed presented pictures to go with written report. Math - Reading - Science - Social Studies Business in 6th grade - History Bee - Field Trips - Eckhart, Gubbels & Kaup were also in attendance for presentation. O'Daniel said parent of 5th grader. nice to sit here and see all the practical applications. Dwyer - appreciate the teachers

#### 5. REVIEW OF ANNUAL DISTRICT PLAN

Postponed until Thursday night,

#### 6. PRINCIPALS' REPORTS

Shada first looking at PLC format. Upcoming events. Match 20-21 musical. Soup Supper tomorrow. 5-8 Wahoo has teacher battling brain tumor. Friday night fundraiser we supported. Fritson - PLC leadership team meeting to discuss future. Included action plan or review. Showcased Arlington in Kearney presentation. Action plan for PLC process in ease of gathering data and communicate with other districts to enhance collaborative efforts. OD - Program? Fritson - Yes, Mass collect. Take assessments and make electronic. OD - Take one district data and compare? NO not now. Maybe in the future through SIMS. Shada compare students and pace is now. LMS Learning management system. Includes variety of different technology. Lot of different ways to go about the collection and delivery of assessments. Looking at innovative ways through technology. Team of teachers that went to Minnesota. Different group of teachers may go again. Minnesota the closest. In budget. MD - Define software management piece. What is NDE doing to assist us? BS - Once established will technology be outdated before it's implemented. Fritson - Ed file alliance state is looking at. Centralized data software system that pulls from all different sources of data. That software is free. Runs off a server. Needs to be able to interact with our software. ED File alliance

works best with Power school. ESU looking at how too do this. WEB based so updates automatically. Reallu doesn't cost districts anything. Have to have the infrastructure to upload to your server. Aliance can say your system must interact with our software. Farber - Student data presented. Proposed curriculur changes. Proposed chanes go next school year. FCS additions. Human Growth & Deelopent and parenting. 2nd piece Introduction to education. replaces interior design. Talks about what it takes to be an educator. Taght by administration and Hart. Talks about all general pieces you would need in place before going into the classroom. Partner with a teacher and put into the classroom. If they don't like it? Students should know before they get into the classroom. Would be observaory in the classroom, not a student teacher. LS - Administrators wouldn't really be teaching??? They have enough to do. Maybe be supervisory? Don't be misleading. Some administrators do teach leadership Farber said. LS - Teachers could have the opportunity to decline? Farber - Yes they don't have to. A little more than a teacher aide. Armed with a few skills prior to getting into the classroom. LJ - Would like to get back into the classroom briefly. AF - Secondary open to the idea. MS really excited Elementary open to it. BS - Envision this course going for collee credits? AF - Metro does not offer this level of class. Working with UNO & Keaney to see if we can offer this opportunity. LS - NDE website. Title doesn't matter as long as right content. Coded as secondary? LJ - Would have to figure code out. CNA - INtdoduction to Health Science. Not Health class. This is next step up. Medical terminology course. Preissler will teach that Nursing Assistant taught through MCC in fremont. \$270 per student. Other criteria to meet. 24 on ACT or equialent o COMPASS. If studet follows our pathway. Allocate a part of their tuition. School pay for 1/2 of the class. HAVE a cord in graduaion to honor those who completed. Implement weldin every other year. 4-6 students. Welding is expensive to implement. 10000-20000 in Expense for safety equipment. Exhaust system. Bag system that rotates air. SCrap steel for welding could be donated from companies Do welding eery other year until more are involved. Combine health & PE. Full year of Health & PE all year as a freshman. Comprehensive health program for 5 6 7. MOD - Why these 2 careers? Farber - 20% of graduates were interested in these 2 fields. Can't provide data of hard facts. When they leave they express interest in these. LS SKILLS USA could incorporate this. MD - Work with Fremont for weldig class. LJ Still working on that. MD - Budget issues. How much is included in our budget now? LJ Some would have to plan in to next year budget. Some money is still sitting there for FCS new courses. FFA program need to offer at least one ag class. cedar Bluffs wants to share a teacher with us. \$36000 cost for us.

## 7. SUPERINTENDENT'S REPORT

### 7.1. Upcoming Professional Development Opportunities

Upcoming let Lynn know to reister. LS interested in school law April 8th in Lincoln. Sign her up. NASB Matt O'Daniel maybe

### 7.2. Village Board Meeting - Saturday, February 7, 2015 @ 2:00 p.m.

Luann& MIke were at meeting. MD - Great first step. Fair Board, leottery Foundation, AYS, Senior center, great first meeting. Generic. Who we are wat is going on what interested in collaboratively. After meeting had chance to talk. Village Board thinking out of the box and have good ideas. Should have these quarely. Can't speak for Board and couldn't commit to anything LS - Informational sheet to share. Survey to fill out. Future meeting will happen. 15 people from community were also there.

## 8. COMMITTEE AND REPRESENTATIVE REPORTS

### 8.1. Americanism/Education Evaluation

Minutes were posted.

### 8.2. Buildings and Grounds Committee

Went through committee meeting. Covered a lot of topics. HVAC has been onsite and done processing and completed analysis of current systems. Drainage by concession sand was discussed. 4 problem areas which will be fixed with grating. Will get price quotes on grading. Potentially hard service parking lot area but that's in future. Most of time spent on summative needs and rating. Transportation an issue. Need to get buses and obtain price quote for outsourcing of bus route. Replace 1 bus and mini-van. Online auction they do everything for you. Roofing to McKinnis Roofing. Baseball complex on radar. Village Board and fairboard will meet with school about lease agreement. FB Field getting cos on replacing lights. Safety issue. Can't see. Looking to move them. Possible fundraising with a group. Safe route grants moving slow. Update that might not happen summer of 2015. Maybe summer of 2016. Another Feb meeting.

### 8.3. Finance Committee

### 8.4. Negotiations Committee

MOD met the 28th of Jan. Went over numbers from other districts. Some language changes to contracts. Wrapped up principals and non-certified. Have superintendents contract by March. Will be on website 3 days before meeting.

### 8.5. NASB Legislative Representative

Washington great experiences. Made great contacts and great relationships. Confident we made and reminded them of good relationships. Nebraska breakfast and delegation and specifically mentioned Arlington program. Also buildings report segmented about safety issues. 5 year return on HVAC investments

### 8.6. Professional Development Sharing

LJ - LS - Decrease in attendance for weather. Informative and wonderful. Thanks for opportunity to go. Dates for Education Forum Feb 3 & 4. MD - Legislative conference. Funding bills coming up for votes.

## 9. UNFINISHED BUSINESS

## 10. NEW BUSINESS

### 10.1. Discuss, Consider, and Take Action to execute a Board and Superintendent communication agreement.

Made changes to document. Need to execute and sign.

### 10.2. Discuss, Consider and Take Necessary Action to approve Mr. Fritson's administrative contract for the 2015-2016 school year.

Motion to approve administration contract renewal for David Fritson for the 2015-2016 school year for the position of elementary principal at a salary of \$78,600 Passed with a motion by Teri O'Flaherty and a second by Matt O'Daniel.

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

Reimbursement for mileage??? NOt coming to work. Seminars, workshops would be reimbursed or he will take a school vehicle. Section 8 transportation. Asked for clarification.

10.3. Discuss, Consider and Take Necessary Action to approve Mr. Shada's administrative contract for the 2015-2016 school year.

Motion to approve administration contract renewal for James Shada for the 2015-2016 school year for the position of assistant principal/activities'director at a salary of \$77,100

Passed with a motion by Matt O'Daniel and a second by Bruce Scheer.

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

10.4. Discuss, Consider and Take Necessary Action to revise and adopt Policy 6283

Concussions

Return to learn 6.d in bold. Return after concussion. Protocal in place. Work with parents and doctors. Step by step process.

10.5. Discuss, Consider and Review Policies 1200-1470.

Return to learn 6.d in bold. Return after concussion. Protocal in place. Work with parents and doctors. Step by step process.

11. EXECUTIVE SESSION

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

Adjourned at 8:32

**Arlington Public Schools' Board of Education  
Special Board Meeting Minutes  
January 12, 2015, 6:00 p.m.  
HS Conference Room**

**1. Special Meeting Called to Order and Roll Call**

The special meeting was called to order at 6:15 p.m. by President Micheal Dwyer.

Present Board Members: Micheal Dwyer, Teri O'Flaherty, Greg Sampson, Greg Scheer and Luanne Sundberg. Also present were Lynn Johnson, superintendent, Andrew Farber, high school principal, and David Fritson, elementary school principal.

Absent Board Member: Matt O'Daniel

**2. Approve Meeting Agenda**

**3. Consider and Discuss summary feedback from the Community Engagement stakeholders meetings.**

Matt O'Daniel entered the meeting at 6:21 p.m.

Marcia Herring from NSBA provided the board with summary documentation from the Community Engagement meetings. She provided the board with examples of how to use this information in their development of goals and future planning. During the discussion the board and Marcia discussed the next steps for the board in utilizing this information and expanding upon the engagement opportunity.

**4. Adjourn**

The meeting was adjourned at 7 p.m.

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Arlington Public Schools’  
Board of Education Regular Meeting Minutes  
January 12, 2015, 7:00 p.m.  
HS Conference Room**

**1. OPENING PROCEDURES**

**1.1 Call Meeting to Order**

The regular meeting was opened at 7:03 p.m. by President Dwyer.

**1.2 Roll Call**

Present Board Members: Micheal Dwyer, Matt O’Daniel, Teri O’Flaherty, Greg Sampson, Bruce Scheer, and Luanne Sundberg. Also present were Lynn Johnson, superintendent, Andrew Farber, high school principal, and David Fritson, elementary school principal.

**1.3 Pledge of Allegiance**

**1.4 Oaths of Recently Elected Board Members (Bruce Scheer, Luanne Sundberg, Teri O’Flaherty) Administer/Collect Oath of Office**

**1.5 Reorganization of the Board - Election of President**

Greg Sampson nominated Mike Dwyer and nominations ceased. A written ballot affirmed 6-0 support of Mr. Dwyer.

**1.6 Election of Vice President**

Mike Dwyer nominated Matt O’Daniel and nominations ceased. A written ballot affirmed 6-0 support of Mr. O’Daniel.

**1.7 Election of Secretary**

Matt O’Daniel nominated Lynn Johnson to serve in this capacity and nominations ceased.

**1.8 Appointment of Treasurer**

Greg Sampson recommended that Cheryl Keeler be appointed to this position.

**1.9 Appointment of Recording Secretary**

Bruce Scheer recommended that Cheryl Keeler be appointed to this position.

**Motion Passed:** Motion to approve the 2015 slate of officers which includes President Dwyer, Vice President O’Daniel, Secretary Lynn Johnson, Treasurer and Recording Secretary Cheryl Keeler passed 6-0 with a motion by Greg Sampson and a second by Teri O’Flaherty.

**1.10 Appointment of Board Committees and Representatives**

President Dwyer affirmed the following appointments: Buildings & Grounds - Luanne Sundberg, Mike Dwyer, Bruce Scheer; Americanism/Education Eval - Luanne Sundberg, Bruce Scheer; Finance - Matt O’Daniel, Mike Dwyer, Teri O’Flaherty; Negotiations - Greg Sampson, Matt O’Daniel, Teri O’Flaherty; St. Paul’s Liaisons - Luanne Sundberg, Bruce Scheer.

**1.11 Review Practices and Procedures - Depository for School District - Two Rivers Bank**

**1.12 Identification of School Attorney - Perry, Guthery, Haase and Gessford; KSB School Law**

Lynn Johnson recommended identifying KSB as a primary firm because the lawyers from Harding and Schultz who have provided service to our district are forming a new firm (KSB School Law) and this would provide continuity of service.

**1.13 Identification of Newspaper of Record - Arlington Citizen**

**1.14 Review Conflict of Interest Policies: Policy 8260, Policy 8261, Policy 8270**

The board members indicated that they have read and understand these policies.

### **1.15 Approval of Regular Meeting Agenda**

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

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

### **3. CONSENT AGENDA**

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

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

#### **3.2 Monthly Financial Reports**

#### **3.3 Claims (Check Register)**

#### **3.4 Special Fund Transfers**

#### **3.5 Hot Lunch Report**

#### **3.6 Activity Report**

## **4. CURRICULUM/INSTRUCTION REPORTS**

### **4.1 Business Report**

Mrs. Koger presented for the business department and highlighted the changed graduation requirement that required seniors to take a course on Personal Finance/Marketing and the continued implementation of a digital citizenship curriculum.

### **4.2 4th Grade Report**

Tashia Wolf and Christy Allen provided a presentation and highlighted the changes that they have implemented in their classrooms this year.

## **5. REVIEW OF ANNUAL DISTRICT PLAN**

This item was tabled.

## **6. PRINCIPALS' REPORTS**

No reports.

## **7. SUPERINTENDENT'S REPORT**

### **7.1 Enrollment Figures** PS-6 312; 7-12 283 Total Enrollment 595

### **7.2 Timeline for filling principal vacancy**

Mrs. Johnson shared the timeline and the process for filling the principal position which will include participation of staff, parents, board members, and students.

### **7.3 Board Retreats**

A board retreat on January 21, 2015 at the Fremont Country Club will focus on board self evaluation and board/superintendent agreement. The board retreat scheduled for February 12, 2015, which is preliminary scheduled for Woodcliff, will focus on board and district goals.

### **7.4 Town Hall Meeting, Saturday February 7, 2015 at 2:00 p.m.**

President Dwyer encouraged board members to participate in this engagement opportunity.

## **8. COMMITTEE AND REPRESENTATIVE REPORTS**

### **8.1 Americanism/Education Evaluation**

No report – committee will meet soon.

### **8.2 Buildings and Grounds Committee**

Mrs. Johnson provided update on the HVAC contract noting that there were two items of the contract that are being modified before the contract is signed. These two components are the fees for future phases and liability insurance. Chair Sundberg scheduled a meeting for Monday, January 26, 2015 at 6:30 p.m.

### **8.3 Finance Committee**

No report.

### **8.4 Negotiations Committee**

Greg Sampson indicated that the committee will be reviewing salaries and contracts for administrators and support staff.

### **8.5 NASB Legislative Representative**

Mike Dwyer shared information on two new bills that have been introduced that affect education and asked for board support of a letter that he will present to senators and representatives when he visits Washington DC in February.

### **8.6 Professional Development Sharing**

President Dwyer encouraged participation in upcoming NASB and NRCSA professional development opportunities. Mr. Dwyer will be attending the Legislative Issues Conference and the President's Retreat.

## **9. UNFINISHED BUSINESS**

None

## **10. NEW BUSINESS**

### **10.1 Discuss, Consider, and Take Necessary Action to approve reconfiguration of an extra duty position.**

This new position captures the existing extra curricular experience being offered.

**Motion Passed:** Motion to approve the extra duty position of middle school STEM Enrichment as presented and passed 6-0 with a motion by Greg Sampson and a second by Matt O'Daniel.

### **10.2 Discuss, Consider, and Take Necessary Action to ratify the 2015-2016 Master Agreement entered into with the Arlington Education Association.**

Mr. Sampson indicated that the increase to base pay from \$34,070 to \$35,325 should place teachers in the middle of the comparative array and that in addition to language changes the agreement offers an HSA as an additional option for insurance coverage. Mrs. Sundberg suggested changing a sentence in the section on horizontal advancement to be consistent with a previous section.

**Motion Passed:** Motion to approve the 2015-2016 Master Agreement as presented that establishes base pay at \$35,325 passed 6-0 with a motion by Teri O'Flaherty and a second by Greg Sampson.

### **10.3 Discuss and Consider the domicile contract requirement for principals.**

The negotiations committee which is charged with contract language asked for board input on the domicile requirement in the principals contracts. Mrs. Johnson shared information from surrounding districts in which there is no contract requirement for principals to live in the district. There was board discussion about whether the requirement limits the candidate pool. Board members agreed that it should be strongly encouraged as the expectation will be for principals to be

engaged in the community as well as the school. There was some discussion about how to send the desired message to candidates and evaluate candidate intentions.

**10.4. Discuss, Consider and Take Necessary Action to hire non-certified employees.**

**Motion Passed:** Motion to hire Farrah Buckley as a special education van driver, effective January 5, 2015, at the appropriate rate on the salary schedule passed 6-0 with a motion by Greg Sampson and a second by Matt O'Daniel.

**Motion Passed:** Motion to hire Cheryl Borhart as a part-time cafeteria employee, effective January 5, 2015, at the appropriate rate on the salary schedule passed 6-0 with a motion by Matt O'Daniel and a second by Teri O'Flaherty.

**Motion Passed:** Motion to hire Nixie Shreves as a full-time K-12 special education paraeducator, effective January 5, 2015, at the appropriate rate on the salary schedule passed 6-0 with a motion by Teri O'Flaherty and a second by Micheal Dwyer.

**11. EXECUTIVE SESSION**

**12. ACTION ON EXECUTIVE SESSION ITEMS**

**13. ADJOURNMENT**

The meeting was adjourned at 8:15 p.m.

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

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Lynn Johnson, Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Arlington Public Schools' Board of Education  
Special Board Meeting Minutes  
January 21, 2015 5:30 p.m.  
Fremont Golf Club, Fremont, NE**

**1. Call Meeting to Order and Roll Call**

The special meeting was opened at 6 p.m. by President Dwyer.  
Present Board Members: Micheal Dwyer, Matt O'Daniel, Teri O'Flaherty, Greg Sampson, Luanne Sundberg, Bruce Scheer. Also present was Superintendent Lynn Johnson.

**2. Board Self Evaluation**

The board discussed the results obtained from individual board members completing the self evaluation document independently. The board recognized areas of strength and areas for further development.

**3. Board/Superintendent Agreement**

The board reviewed the agreement and identified some changes to be made to the document. The agreement will be executed at the February board meeting.

**4. Adjourn**

The meeting was adjourned at 9:06 p.m.

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Micheal Dwyer, Board President

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Lynn Johnson, Board Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**BUDGET MONITORING 2014-2015**

Comparison of receipts and disbursements between 2013-2014 and 2014-2015 reveals the following.

<b>Receipts</b>	<b>2013-2014</b>	<b>2014-2015</b>	
September	1,519,371.53 (Levy 1.141453 (Gen. Fd. 1.049869/	1,735,428.73	
October	233,153.38 Bond 0.091584	275,566.74	
November	189,892.72	157,482.29	
December	156,976.57	146,604.18	
January	868,959.91	961,138.44	
February			
March			
April			
May			
June			
July			
August			
<b>RECEIPTS TO DATE</b>	<b>2,968,354.11</b>	<b>3,276,220.38</b>	
<b>Disbursements</b>	<b>2013-2014</b>		
September	489,765.71	498,796.84	
October	559,760.74	545,442.52	
November	547,343.27	549,144.12	
December	503,749.93	497,188.34	
January	490,379.82	521,348.24	
February			
March			
April			
May			
June			
July			
August			
<b>DISBURSEMENT TO DATE</b>	<b>2,590,999.47</b>	<b>2,611,920.06</b>	
<b>BUDGET</b>			
Gen. Minus SpEd/Grants	6,905,603	7,233,050	29.31% Expended
General SpEd	912,649	865,381	31.63% Expended
Gen. SpEd Transportation	47,741	54,511	24.49% Expended
General Grants	382,598	238,334	39.40% Expended
Sub Total	8,248,591	8,391,276	
Total Lunch Fund Expend.	291,653	324,850	40.60% Expended
Total	8,540,244	8,716,126	
<b>PERCENTAGE OF TOTAL BUDGET</b>			
<b>EXPENDED TO DATE</b>	<b>30.34%</b>	<b>29.73%</b>	

JANUARY 2015 MONTHLY SUMMARY REPORT

SITE	BUDGET	MTD	YTD	BUDGET BALANCE	% SPENT
<b>100 ELEMENTARY</b>					
1110 REGULAR INSTRUCTION	\$1,324,981.00	104,860.78	522,022.35	\$802,958.65	39.40%
1210 SPECIAL EDUCATION	\$497,314.00	23,940.12	120,832.34	\$376,481.66	24.30%
1290 PRE-SCHOOL	\$17,984.00	3,202.92	4,902.70	\$13,081.30	27.26%
2120 GUIDANCE	\$68,135.00	5,893.80	29,469.00	\$38,666.00	43.25%
2210 STAFF DEVELOPMENT	\$15,100.00	50.00	1,080.44	\$14,019.56	7.16%
2220 LIBRARY SERVICES	\$63,262.00	4,978.89	28,369.08	\$34,892.92	44.84%
2410 PRINCIPAL	\$137,810.00	9,237.90	48,867.05	\$88,942.95	35.46%
2760 SPECIAL ED TRANSPORTATION	\$41,010.00	1,846.28	9,002.62	\$32,007.38	21.95%
<b>TOTAL ELEMENTARY</b>	<b>\$2,165,596.00</b>	<b>154,010.69</b>	<b>764,545.58</b>	<b>\$1,401,050.42</b>	<b>35.30%</b>
<b>SECONDARY</b>					
1110 REGULAR INSTRUCTION	\$2,044,821.00	150,300.20	774,547.35	\$1,270,273.65	37.88%
1210 SPECIAL EDUCATION	\$368,067.00	32,819.55	152,870.42	\$215,196.58	41.53%
2120 GUIDANCE	\$99,071.00	8,511.92	45,310.69	\$53,760.31	45.74%
2210 STAFF DEVELOPMENT	\$15,250.00	476.65	760.07	\$14,489.93	4.98%
2220 LIBRARY SERVICES	\$42,423.00	3,562.90	20,913.84	\$21,509.16	49.30%
2410 PRINCIPAL	\$276,758.00	19,229.73	99,209.97	\$177,548.03	35.85%
2760 SPECIAL ED TRANSPORTATION	\$7,000.00	1,098.35	4,348.01	\$2,651.99	62.11%
<b>TOTAL SECONDARY</b>	<b>\$2,853,390.00</b>	<b>215,999.30</b>	<b>1,097,960.35</b>	<b>\$1,755,429.65</b>	<b>38.48%</b>
<b>300 DISTRICT WIDE</b>					
1111 TECHNOLOGY	\$172,279.00	10,564.20	52,510.51	\$119,768.49	30.48%
1160 POVERTY PLAN	\$36,590.00	2,653.78	15,573.72	\$21,016.28	42.56%
2130 HEALTH SERVICES	\$39,801.00	2,690.61	16,743.83	\$23,057.17	42.07%
2150 SAFETY & SECURITY	\$6,000.00	527.23	527.23	\$5,472.77	8.79%
2310 BOARD OF EDUCATION	\$55,663.00	2,383.63	17,162.93	\$38,500.07	30.83%
2320 SUPERINTENDENT	\$281,906.00	22,058.78	107,595.92	\$174,310.08	38.17%
2510 GENERAL BUSINESS SUPPORT	\$32,297.00	725.11	7,214.78	\$25,082.22	22.34%
2520 OTHER VEHICLES	\$13,108.00	760.58	4,353.74	\$8,754.26	33.21%
2610 OPERATION OF PLANT	\$566,673.00	44,043.35	195,932.80	\$370,740.20	34.58%
2620 MAINTENANCE	\$1,600,816.00	6,018.62	20,628.80	\$1,580,187.20	1.29%
2750 REGULAR TRANSPORTATION	\$313,322.00	16,671.08	97,388.33	\$215,933.67	31.08%
<b>TOTAL DISTRICT WIDE</b>	<b>\$3,118,455.00</b>	<b>109,096.97</b>	<b>535,632.59</b>	<b>\$2,582,822.41</b>	<b>17.18%</b>
<b>300 GRANTS DISTRICT WIDE</b>					
3121/3504/3500 STATE PROGRAMS	\$27,682.00	1,131.53	5,755.54	\$21,926.46	20.79%
4200 TITLE I	\$55,153.00	5,995.76	29,977.97	\$25,175.03	54.35%
4992 REAP	\$34,000.00	0.00	0.00	\$34,000.00	0.00%
2765 Preschool Transportation	\$6,501.00	266.02	768.34	\$5,732.66	11.82%
4404-4406-4412-4410 IDEA GRANT	\$118,199.00	10,326.42	54,606.53	\$63,592.47	46.20%
4900 KICKS/PERKINS/ED/WALK GRANT	\$3,300.00	0.00	2,784.65	\$515.35	84.38%
5000 Transfer	\$9,000.00	9,000.00	9,000.00	\$0.00	100.00%
<b>TOTAL GRANTS DISTRICT WIDE</b>	<b>\$253,835.00</b>	<b>26,719.73</b>	<b>102,893.03</b>	<b>\$150,941.97</b>	<b>40.54%</b>
<b>GENERAL FUND TOTAL</b>	<b>\$8,391,276.00</b>	<b>\$505,826.69</b>	<b>\$2,501,031.55</b>	<b>\$5,890,244.45</b>	<b>29.81%</b>
<b>400 HOT LUNCH</b>					
TOTAL BUDGET	\$324,850.00	\$19,678.04	\$131,903.40	\$192,946.60	40.60%

MONTHLY GENERAL FUND BANK RECONCILIATION  
1/31/2015

BALANCE AS OF 12/31/2014			\$1,470,248.15
UNIT MADE AND ELECTRONIC DEPOSITS	State Aid		\$28,172.79
Receipts:			
Wash Co. Taxes	\$716,363.17		
Dodge Co. Taxes	\$85,938.19		
Douglas Co. Taxes	\$50,764.52		
Douglas Co Fines	\$45.15		
KICKS	\$420.00		
Sped School Age 13-14	\$49,317.00		
Pre-School Tuition	\$1,560.00		
Village License	\$30.00		
NASB Medicaid	\$4,677.08		
NASB Alicap Refund WC	\$3,152.00		
State Grant FCS	\$780.00		
Staples refund	\$34.19		
		Receipts	\$941,254.09
Non-Program Receipts			
Hot Lunch Transfer	\$19,678.04	Total transf	\$19,678.04
MONTHLY INTEREST			
Estimates			
Sweep interest	\$205.12		
Bank checking	\$1.19		
		Total Interest	\$206.31
			\$0.00
TOTAL MONTHLY RECEIPTS			\$961,138.44
MONTHLY DISBURSEMENTS			
Accounts Payable	\$110,901.64		
Fica Taxes EFT	\$88,885.75		
Payroll	\$245,593.21		
State Taxes EFT	\$12,237.65		
Retirement	\$63,729.99		
		Total Disbursements	\$521,348.24
			\$0.00
ENDING BANK BALANCE 01-31-2015 (Sweep account bal & GF account bal)			\$1,910,038.35
CD Balance			\$0.00
Total to account for			\$1,910,038.35

**MONTHLY SPECIAL BUILDING FUND RECONCILIATION**

1/31/2015

Balance as of 12/31/2014		\$213,926.88
<b>DEPOSITS</b>		
Property Taxes Washington Co.	\$11,776.82	
Property Taxes Dodge Co,	\$1,636.74	
Property taxes Douglas Co	\$0.00	
	<b>Total receipts</b>	\$13,413.56
<b>RECEIPTS</b>		
Account interest	\$27.61	
	<b>Total Interest</b>	\$27.61
		\$0.00
<b>TOTAL MONTHLY RECEIPTS</b>		\$13,441.17
<b>DISBURSEMENTS</b>		
	\$0.00	
	<b>Total Disburse</b>	\$0.00
<b>ENDING BUILDING BALANCE</b>		\$227,368.05

**MONTHLY DEPRECIATION FUND RECONCILIATION**

1/31/2015

Balance as of 12/31/2014		\$722,611.53
<b>MONTHLY INTEREST</b>		
ACCOUNT INTEREST	\$69.02	
	<b>Total Interest</b>	\$69.02
<b>TOTAL MONTHLY RECEIPTS</b>		\$69.02
	\$0.00	
	<b>Total receipts</b>	\$69.02
<b>MONTHLY DISBURSEMENTS</b>		
Americom	\$40,545.00	
Security System	\$0.00	
	<b>Total Disburse</b>	\$40,545.00
<b>ENDING DEPRECIATION BALANCE</b>		\$682,135.55

**BOND FUND RECONCILIATION**

1/31/2015

Balance as of 12/31/2014		\$87,200.05
<b>MONTHLY INTEREST</b>		
ACCOUNT INTEREST	\$41.41	
	<b>Total Interest</b>	\$41.41
<b>TOTAL MONTHLY RECEIPTS</b>		\$41.41
Bond Money Wash Co.	\$56,393.68	
Bond Money Dodge Co.	\$7,255.09	
Bond Money Douglas Co.	\$372.47	
	<b>Total receipts</b>	\$64,062.65
<b>MONTHLY DISBURSEMENTS</b>		
	<b>Total Disburse</b>	\$0.00
<b>ENDING BOND BALANCE</b>		\$151,262.70

**EMPLOYEE BENEFIT FUND**

1/31/2015

Balance as of 12/31/2014			\$57,099.67
MONTHLY INTEREST			
ACCOUNT INTEREST		\$0.00	
		Total Interest	\$0.00
TOTAL MONTHLY RECEIPTS			\$0.00
		0.00	
		Total receipts	\$0.00
MONTHLY DISBURSEMENTS			
BCBS	Admin Health	\$7,404.05	
		Total Disburse	\$7,404.05
ENDING BENEFIT BALANCE			\$49,695.62

**SUMMARIES OF BALANCES**

SPECIAL FUNDS CHECKING ACCOUNT BALANCE	\$1,110,461.92
CD SPECIAL BUILDING FUND	\$0.00
BUILDING FUND BALANCE	\$227,368.05
DEPRECIATION FUND BALANCE	\$682,135.55
BOND FUND BALANCE	\$151,262.70
EMPLOYEE BENEFIT FUND	\$49,695.62

## CHECK REGISTER FOR FEBRUARY 2015 BOARD MEETING

PAYEE NAME	DESCRIPTION	AMOUNT
ACE	Key	\$1.99
AEF	Memorial	\$25.00
American Broadband	Phone Service	\$200.76
Americom	New Door Access	\$2,420.00
Bell Creek	Repairs	\$2,419.80
Buckley, Farrah	Reimbursement	\$7.50
Carolina Biological	Science Supplies	\$180.06
Cash	Postage	\$67.60
Cash-Wa	Food	\$1,618.10
CDW-G	Headphones	\$57.72
Chem Tech	Pest Control	\$91.72
Continuum Energy	Gas	\$8,435.80
Countryside Repair	Door repair/New tires/Mount	\$863.24
Eakes	Copies	\$994.45
Earthgrains	Bread	\$1,065.60
Erickson, Zach	Move Snow	\$700.00
ESU #3	Forms	\$66.49
Everly Plumbing	Boiler Parts	\$168.00
Fremont Lock & Key	Service Call	\$74.20
Fremont Sanitation	Trash Service	\$379.75
Fremont's A1 Lock	Change Locks	\$474.00
Harding, Schultz	Legal Fees	\$202.50
Hiland Dairy	Dairy	\$2,788.25
HomeTown Leasing	Copier Lease	\$642.69
HyVee	Food	\$141.63
Jackson Service	Linen Cleaning	\$274.20
Japp Seeding	Aerate Fields	\$1,425.00
Jetter's Plumbing	Solenoid Valve	\$278.00
Knudsen Oil	Gas	\$260.84
Kriz-Davis	Ballast/Supplies	\$343.83
Lambert, Chelsea	Reimbursement	\$7.50
Lrn2Move	Sped Services	\$367.52
MacGill	Health Supplies	\$137.97
Menards	Misc Supplies	\$75.45
Metal Doors & Hardware	Kitchen Doors	\$2,036.00
NASB	Conference/Meals	\$200.00
NE Central Equipment	Parts	\$182.18
NE DOL/Boiler	Inspection	\$108.00
NE Food Distribution	Food	\$1,221.19
Nielsen Enterprises	Heater	\$185.00
NSBA	Registration	\$695.00
One Source	Background Checks	\$145.00
OPPD	Electricity	\$8,523.20
P & H Electric	Motor	\$125.00
Payflex	Admin Fees	\$108.10
Pegler	Food	\$5,047.58
Pepper	Music	\$32.84
Platte Valley	Bus Repairs	\$5,813.26
Poppler	Music	\$35.60
Prairie Fields	Physicals	\$160.00
Shell	Gas	\$2,267.45
Staples	Misc Supplies	\$47.28
Steffy's	Oil Change	\$32.57
Thompson Co.	Food	\$3,133.53
Thompson Music	Clarinet Repair	\$45.00
Trane	Roof Top Vestibule	\$818.73
Two Rivers Bank	Direct Deposit	\$36.00
U.S. School Supply	Pencils	\$100.70
UNMC Education	Course	\$250.00
Village of Arlington	Water	\$286.45
VISA	Misc Supplies	\$1,513.69
Wal-Mart	Misc Supplies	\$421.39
Winnelson	Valves	\$395.33

Total Check Registers

\$61,223.23

January Handpayables

NSIAAA	Dual Membership	\$205.00
TAESE	Law Conference	\$425.00
Brown & Saenger	Paper	\$42.65
Totals		\$672.65

**SUMMARY OF VISA**

Amazon	HDMI Adaptors	\$103.73
Amazon	Scanner/Ink	\$177.48
Pioneer	Long Distance	\$106.05
V4Ink	Toner	\$13.15
Orbitz	DC Trip	\$679.57
MedSupplier	Otoscope	\$124.59
Restaurant Equipment	Faucets	\$259.50
Walmart	Driver Food	\$24.43
Amazon	Supplies	\$25.19
	Total	\$1,513.69

CHECK REGISTER JANUARY 15 PAYROLL DEDUCTIONS/RETIREMENT

	DATE	PAYEE NAME	AMOUNT	DESCRIPTION
	01/14/15	TSA/DUES/DEDUCTIONS	\$11,551.59	EMPLOYEE DEDUCTIONS
	01/14/15	PRINCIPAL	\$1,296.08	LTD/STD LIFE INSURANCE
	01/14/15	BLUE CROSS	13,767.52	INSURANCE
<b>TOTAL</b>			<b>\$26,615.19</b>	

Electronic Pays	\$88,885.75	Internal Revenue Service	FICA
	\$63,729.99	Nebr. Retirement System	Retirement
	\$12,237.65	Nebr. State Taxes	State

**Total**            **\$164,853.39**

JANUARY PAYROLL

Certified Staff	\$251,284.76
Non-Certified	\$81,021.99
Administration	\$30,917.03
<b>Total</b>	<b>\$363,223.78</b>

HOT LUNCH ACCOUNT - JANUARY 2015

February 9, 2015 Board Meeting

Cash balance as of December 31, 2014: \$65,424.96      Expenditures to date thru 1/31/15: \$131,903.40

January Receipts:

Lunches	24,034.47
Federal/State Reimb.	6,317.72
Interest	0.60
Other	216.75
	<u>\$30,569.54</u>

TOTAL CASH: \$95,994.50

January 2015 Bills/February 2015 Expenditures for Approval

Cash-Wa Distribution/food	1,618.10
Earthgrains/food	1,065.60
Hiland Dairy/food	2,788.25
Jackson Services/other	274.20
NE Food Distribution/food	1,221.19
Sysco/food	5,047.58
Thompson Company/food	3,133.53
	<u>\$ 15,148.45</u>

January Expenditures:

Food	9,326.67
Salaries/January	9,919.31
Other	432.06
	<u>\$19,678.04</u>

BALANCE ON HAND: \$76,316.46

Bank Balance

Checking \$76,316.46

CD's -

TRANSFERS TO GF 131,853.05

MINUS EXPEND. FROM GF (131,853.05) (January \$19,678.04)

TOTAL: \$76,316.46

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

Working Balance 1/31/15: \$76,316.46

JANUARY 2015 ACTIVITY BALANCE

Account	Beginning Bal	Expenditures YTD	Revenues YTD	Balance
One School One Team	11.35	\$0.00	\$500.00	\$511.35
Always For Kids	\$11,231.85	\$2,328.46	\$3,372.74	\$12,276.13
Art Class	\$5,080.85	\$485.91	\$596.00	\$5,190.94
Art Club	\$1,433.66	\$0.00	\$0.00	\$1,433.66
Athletics	\$8,741.66	\$38,407.89	\$50,901.74	\$21,235.51
Band	\$3,490.84	\$1,395.22	\$1,213.03	\$3,308.65
Band Fund Raising	\$1,517.38	\$949.90	\$1,122.44	\$1,689.92
Baylor/ACT	\$2,985.05	\$69.97	\$1,256.00	\$4,171.08
Book Club	\$271.46	\$0.00	\$0.00	\$271.46
Cheerleading	\$368.46	\$2,325.06	\$2,902.40	\$945.80
Class of 2015	\$869.95	\$0.00	\$15.00	\$884.95
Class of 2016	\$3,652.96	\$338.88	\$1,261.45	\$4,575.53
Class of 2017	\$2,359.42	\$0.00	\$1,226.00	\$3,585.42
Class of 2018	\$1,015.50	\$119.27	\$1,901.18	\$2,797.41
Class of 2019	\$500.00	\$0.00	\$0.00	\$500.00
SKILLS	-\$29.37	\$52.00	\$3,304.00	\$3,222.63
Library Fund Elem/HS	\$6,881.31	\$2,705.56	\$1,908.86	\$6,084.61
Concessions	\$1,059.03	\$14,308.83	\$16,422.24	\$3,172.44
Dance Squad	\$505.54	\$4,293.83	\$3,539.98	-\$248.31
Drama	\$697.58	\$281.73	\$229.00	\$644.85
Elem Lounge	\$1,448.30	\$69.40	\$217.62	\$1,596.52
FBLA	\$7,998.24	\$10,532.96	\$16,857.89	\$14,323.17
Floor Fund	\$15,140.45	\$15,712.50	\$2,500.00	\$1,927.95
General	\$4,495.77	\$801.00	\$771.00	\$4,465.77
Home Economics	\$2,343.21	\$0.00	\$140.00	\$2,483.21
Honors History	\$577.49	\$19.94	\$1,386.49	\$1,944.04
Honor Society	\$275.86	\$0.00	\$358.10	\$633.96
Interest	\$530.49	\$0.00	\$5.22	\$535.71
JH Student Council	\$2,443.43	\$80.17	\$1,637.26	\$4,000.52
Middle School STEM	\$883.74	\$147.00	\$0.00	\$736.74
Metal Shop	\$342.40	\$0.00	\$0.00	\$342.40
Metro	\$50,210.57	-\$52.65	\$2,225.00	\$52,488.22
Quiz Bowl	\$1,454.64	\$0.00	\$0.00	\$1,454.64
Secondary Lounge	\$2,666.20	\$346.06	\$787.52	\$3,107.66
Soaring to Excellence	\$1,704.70	\$1,113.00	\$1,077.98	\$1,669.68
Spanish Club	\$492.94	\$0.00	\$0.00	\$492.94
Speech	\$447.83	\$0.00	\$0.00	\$447.83
Spring Musical	\$6,019.65	\$2,511.62	\$417.00	\$3,925.03
Student Council	\$3,149.35	\$1,536.81	\$1,842.96	\$3,455.50
Student Vending	\$3,278.76	\$235.53	\$361.25	\$3,404.48
Swing Choir	\$1,552.31	\$2,070.74	\$474.57	-\$43.86
Transition	\$0.00	\$1,227.85	\$2,651.40	\$1,423.55
Wood Shop	\$608.56	\$1,976.49	\$1,963.08	\$595.15
Yearbook	\$6,910.48	\$2,959.15	\$5,505.00	\$9,456.33
Pepsi	\$3,243.28	\$1,593.79	\$0.00	\$1,649.49
<b>CAMPS</b>				
BB Camp Fundraiser	\$3,064.10	\$1,954.94	\$2,251.00	\$3,360.16
GBB Camp Fundraiser	\$2,500.49	\$2,435.72	\$2,676.60	\$2,741.37
VB Camp Fundraiser	\$6,757.32	\$4,993.14	\$586.82	\$2,351.00
MSVB Fundraiser	\$2.34	\$282.00	\$0.00	-\$279.66
FB Fund (Camps)	\$8,857.03	\$7,581.74	\$112.00	\$1,387.29
CC Fundraiser	\$636.42	\$731.02	\$560.00	\$465.40
SB Fundraiser	\$3,641.81	\$2,345.41	\$0.00	\$1,296.40
Wrestling Fund	\$990.99	\$1,430.75	\$2,209.25	\$1,769.49
Boys Golf	\$0.00	\$0.00	\$0.00	\$0.00
Girls Golf	-\$19.00	\$211.30	\$210.00	-\$20.30
JH Track	\$147.12	\$0.00	\$0.00	\$147.12
Baseball Fund	\$2,374.26	\$999.00	\$86.00	\$1,461.26
Totals	\$199,816.01	\$133,908.89	\$141,543.07	\$207,450.19
Cd Balance	\$84,167.58			
Checking Balance	\$123,282.61			
Savings Balance	\$200.00			

## **Family Consumer Science Board Report 2014-2015**

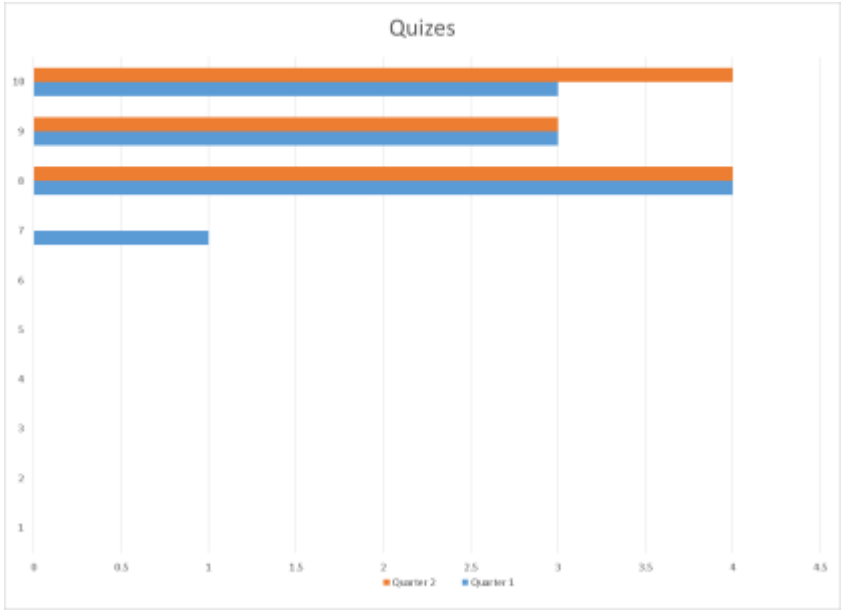
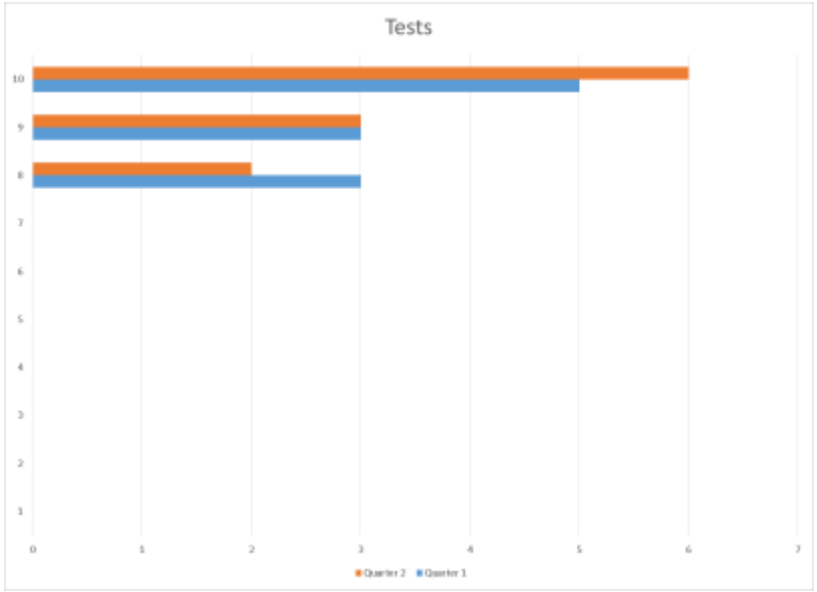
### **Multi-Cultural Aspect:**

Multicultural opportunities are provided throughout each class through every day lessons.

### **2014-2015 Smart Goal:**

7<sup>th</sup> grade Family Consumer Science students will be 80% proficient in calculating numbers relating to measurements and equivalents.

In seeking data, throughout the quarter, students took pretests and post-tests to measure their progress and understanding of measurements and equivalents. Throughout the process, students engaged in assessments and exercises in which they were asked to double and divide recipes, complete a lab to understand the importance of measurements and equivalents.



How do I respond when students are not learning?

- Re- teaching.
- Additional activities that support learning.
- Referral to GRIP.
- Additional time before and after school.

How do I extend or enrich the learning for students who exceed proficiency?

- Additional learning experiences
- Peer mentoring

Learning Experiences for students:

- Huge learning curve for students who are exposed to measurements and equivalents for the first time.
- Opportunity to use additional modalities during the school day.
- Students are allowed to express their creativity through additional avenues.

### **Other Information**

We are looking at implementing classes to help students who are interested in going into the Health and Education Career Fields. These classes will help prepare students for college, and also help them decide if this is something they would like to continue in college.

## **5th 6th Grade Reading—Mrs. Leslie Gubbels**

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

In Reader's workshop both levels read several stories or excerpts from class anthologies that use many cultures. The characters are from African-American, Latino, Native American and European-American descent. With these plotlines the students gain a little insight into culture and differences. For example one story is a folk tale of Native American descent that relates how the phases of the moon are created.

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

Reading has used the same materials for the past several years. We have anthologies and novels that are used to support daily mini-lessons centered on skills needed for the NeSA-R. The skills are then applied to the text being read in daily large and small group discussions.

Another curriculum we use as a strategy is Peer Assisted Learning Strategies--called PALS. This is practiced twice a week, with paired students of mixed ability. Each takes turn as coach and reader participating in 4 activities to improve reading skills.

Through our scheduling I also have the pleasure of a co-teacher with one group at each grade level, Mr. McCain. Together we keep students focused, on task and participating so that learning can happen for all. Also with the added teacher, our ability to progress monitor at-risk kids improves. With his guidance we also devised a schedule that allows for a half hour 4 days a week to provide reading (and math) interventions/small group practice of skills. We are striving to improve all scale scores in reading.

Currently our team S.M.A.R.T. Goals has centered around our Language component to the standards.

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

Through research we have found the interventions we use have shown effectiveness. Strategies include: C4L--Check for Learning assessment practice, L to J, DAZE, DIBELS monitoring, small group practice/reteaching, timed reads and PALS.

Through our data gained with these and NeSA-R scores we note improvements (or plateaus).

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

Typically Students do not fail Reading. If concepts aren't understood in the first attempt at their letter focus students are worked with in one-on-one or small group reteaching to understand the prompt. ("Letters" are the bi-weekly assignments centered around NeSA-R tested skills and are emailed with each student having their own address.) If we note a student struggling, we use our Team Plan to discuss strategies used, other possibilities and change them when necessary.

DIBELS monitoring, C4L practice and weekly fluency/retell work have shown improvements in many of our students.

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

With a total of 91 students on the 5th and 6th grades about 14% are reading two grade levels above current grade (based on the most current STAR assessment).

Students that typically fall in this top percentile are usually the stronger readers in our PALS pairings. Use of STAR reading program offered through the Reading Renaissance software provides comprehension levels to match up students. At our mid-year evaluation 53%

or 48 of 91 improved in overall STAR scores.

6. **Other Information**

In my poetry unit after reading several poems and writing several forms, students enter a poem of choice to a regional contest.

Sixth graders create video book reports in the spring after completing novels.

### **Science 5th/6th Grade Board Report**

**Multi-cultural Aspect:** The science curriculum has multicultural aspects throughout.

- In our science books the stories include experiences of scientists/inventors from different countries, ethnic backgrounds and social structures.
- Study how inventions from the past have made our lives easier
- Watch and discuss Channel 1 News

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

New concepts or changes in your curriculum include:

- Use of existing and newest technologies
- STEM Night
- Google Classroom
- Stewards of the Earth

Additions to the Curriculum:

- Creating C4L practice tests that are similar to the NeSA tests
- With the new technology standards we are also creating lessons to fulfill those requirements.

Essential Learning:

- Displaying daily learning objectives
- FOSS Science Curriculum
- Generating C4L practice tests to guide what skills may need reteaching.
- Cooperative grouping for hands on learning and application during science labs

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

Best practices implemented:

As professionals, we interpret data and scores to provide direction as we plan our unit lessons. The data we use include our practice C4L and previous year's NeSA tests. All science concepts are assessed daily, formal and informal, via assigned work, which is monitored in SIMS gradebook.

Types of assessments used to gather data:

- Daily Grading
- Lab participation
- Informal observation
- Science Notebooks
- C4L Practice Tests
- Smart Goals Scatter Plot

- I-Check and Unit Tests
- L to J Quizzes

We measure student growth by looking at the data collected.

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

Implemented Best Practice Strategies:

A best practice is to provide students with a quiet work environment. We give opportunities in various places which includes time with the teacher before school, during recess or after school, and use of the Lunch Bunch program to improve work. In addition, Mrs. Potter has organized a Study Buddy program which a Junior or Senior students works with a student needing extra help. Lastly, informing parents of areas that student needs extra practice.

Measurable Data that Indicates Improvement in Student Learning:

- C4L data
- L to J quiz
- Checklist of Learning
- I-check and Unit tests

Determining factors that show improvements:

- The quality of work turned in by student on daily assignments
- Student application of learned skills on project, for example; writing an essay answer on a science test using effective writing skills
- These are measured through rubrics and grading
- District and statewide assessment results

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

Implemented Best Practice Strategies:

- Students are given projects to do during free time and have the choice to share to the class
- Enrichment websites, activities, and assignments are provided to parents and students

Measurable Data that Indicates Improvement in Student Learning:

- C4L data
- L to J Quiz
- Lab grades in SIMS Gradebook

### **Other Information**

Content that reflects the creative lessons/units that you are facilitating in your classes.

- Technology - Brain Pop, Show Me, Socrative, Google Classroom
- Student Choice matrix
- Writing matrix

An interventions time is shared reteaching time at the end of day. This time is when the 5th/6th grade team of teachers make student groups based on needs of each student. The students

have used the Intervention Time to investigate interests, create iMovies, make presentations, and practice math/reading concepts.

Special Projects (includes integrated/collaborative efforts)

- Digital Flashcards/ iMovie
- Recycling Project (Greening the Blue)

## Jake Eckhardt 5<sup>th</sup>/6<sup>th</sup> Math Board Report February 2015

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

In math class throughout the year, we read books that relate to the different cultures incorporating mathematical terms and concepts. The books relate to students where math concepts originated and how to use the concepts.

In 5<sup>th</sup> and 6<sup>th</sup> grade math there are no new changes in the curriculum, but we did add a requirement about basic math facts. In order to reinforce basic math facts, 5<sup>th</sup> and 6<sup>th</sup> grade had daily practice of their math facts during the first quarter. All kids were required to pass their math facts 1-12 and 25s multiplication and division in under 18 minutes. The rest of the year has weekly check ups to insure the kids remember their facts.

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

All lessons and planning are based on the state standards. More computer based work is being done to ensure the students are proficient with computers because NeSA testing is done on the computers.

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

Throughout the year several types of assessment are used including: daily observation, daily homework, IXL math, tests, projects, STAR math testing, C4L, and NeSA tests.

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

One of the main ways to improve high ability student learning is the use of IXL math. It allows students to receive questions at their ability. As more questions are answered correctly, the difficulty of the question goes up. This allows the students to challenge themselves to their highest level. Also, alternative assignments with more rigor were given to students who needed to be challenged.

To help students who struggle, we pull smalls groups for re-teaching in learning lab, give assistance to students who need individual help, have notes from in class for student to study from, have been practicing basic fact fluency, and give hands on learning when applicable.

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

We have had many projects that involve surveying, recording and graphing data, and conveying this data in a way that is unique for each student. The students are also able to create floor plan of a house using the correct scale and create a city incorporating numerous geometrical concepts.

## 6. Other Information:

### Quarter Grades:

Grade:	5 <sup>th</sup> Quarter 1	5 <sup>th</sup> Quarter 2	6 <sup>th</sup> Quarter 1	6 <sup>th</sup> Quarter 2
A	3	10	4	4
B	13	17	13	21
C	16	15	18	11
D	13	4	2	5
F	6	4	3	1

**Erin Reed**

*5<sup>th</sup> and 6<sup>th</sup> Grade Social Studies Board Report*

**February, 2015**

### 1. Multi-cultural Aspect:

#### 5<sup>th</sup>

- Native American tribes in each region and their remaining influence
- European and Asian influences on exploration
- English, French, Dutch, and Spanish cultures and influences in the New World
- History of slavery and African culture in America
- Different roles multicultural groups played in the Revolution
- The influence of groups in the formation of our new nation
- Affect of westward expansion on Native Americans
- Lands gained by the United States and their accompanying cultures

#### 6<sup>th</sup>

- Cultural difference between regions of the U.S.
- Immigration and influences on industry and business, settling western lands, cities and cultural neighborhoods
- American influence in other countries of the world
- European differences that caused WWI and U.S. views on those issues
- Cultural differences in Europe that caused WWII and American's stance on those issues
- Influential individuals of minority groups and their affect on American culture
- Cultural differences in the world that cause tensions between the U.S. and other nations
- Civil Rights movements
- Competitions between the U.S. and other countries such as the Space Race
- U.S. involvement in foreign issues since becoming a super power
- Women's rights movements
- The unique diversity of our nation today

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

- Standards based
- More in-depth studies of and discussions surrounding economics
- Real-life simulations (elections, business, etc.)
- Application of more technology in projects for research and application
- Application of what we've learned to today – How does it affect our lives and what life lesson should we learn from our studies?

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

- L to J

- Observation
- In class activities with checklists
- Partner and group work
- Discussions
- Study guide completion
- Review games
- Chapter assessments
- Projects with rubrics
- Readings and note packet completion from power points

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

- Graphic organizers and other visuals and sketches in notes
- Check study guides for correct answers
- Eliminate test questions
- Circle main concept in a test question
- Quizlet – adds a visual to key concepts for studying
- Learning Lab study groups
- L to J study packets
- Learning Lab extension activities

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

- Projects
- Learning Lab extension activities
- Guest speakers
- Debates
- Essays
- You Tube videos and other media connections
- Visuals and props in room
- Story book and novel connections
- Movie connections
- Plays and skits
- Tutoring opportunities to work with classmates
- Learning lab extension activities
- L to J friendly competitions

6. **Other Information:** *Projects that allow students to go above and beyond using a variety of mediums, skills, and knowledge*

**5<sup>th</sup>**

- Ancient artifacts
- Totem poles
- Buffalo products posters
- Explorer power points
- 13 Colonies brochures
- Colonial life models
- Branches of government trees
- Space Nation
- A Day in the Life of Lewis and Clark

**6<sup>th</sup>**

- Civil War trading cards
- Civil War quote collages

- Life in the West models
- Ellis Island project
- Yellow journalism headlines
- Assembly line
- WWI posters
- Advertisements
- Roaring Twenties biography Power Points
- Business
- History Museum

**5<sup>th</sup> SS Grades**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>
<b>A</b>	24	21	32
<b>B</b>	12	15	10
<b>C</b>	10	9	6
<b>D</b>	1	3	0
<b>F</b>	1	2	1

**6<sup>th</sup> SS Grades**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>
<b>A</b>	23	24	36
<b>B</b>	10	11	4
<b>C</b>	7	5	1
<b>D</b>	2	1	1
<b>F</b>	0	1	0

**5<sup>th</sup> and 6<sup>th</sup> Grade Team**  
***5<sup>th</sup> and 6<sup>th</sup> Grade Language Board Report***  
**February, 2015**

**1. Multi-cultural Aspect:**

- Discuss word origins in spelling
- Ask students to draw from a variety of aspects of their lives for essay topics
- Explore Channel 1 News through writing

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

- Standards based
- Lucy Calkins writing program
- More in-depth studies of and discussions surrounding grammar application
- Application of more technology in mini lessons and publishing works
- Application of what we've learned – How does it affect our lives and what life lesson should we learn from our studies?

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

- Grammar L to J
- Spelling activities
- Observation and conferencing
- Grammar and spelling mini lessons
- Discussions
- Writing Matrix

- 6 Traits rubrics

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

- Mini lessons
- Re-teach
- L to J study packets
- Conference
- Learning Lab activities
- Lunch Bunch for more practice

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

- L to J friendly competitions
- Writing Matrix with alternative options
- Learn Lab extension activities
- Challenging essay prompts
- HAL spelling program

6. **Other Information**

<i>6R</i>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>
<b>A</b>	8	7	8
<b>B</b>	8	10	9
<b>C</b>	5	3	3
<b>D</b>	0	1	1
<b>F</b>	0	0	0

**6<sup>th</sup> Grade Language Grades**

<i>6E</i>	<b>Q1</b>	<b>Q2</b>
<b>A</b>	7	12
<b>B</b>	11	6
<b>C</b>	2	3
<b>D</b>	1	0
<b>F</b>	0	0

**Andrew Farber**  
 February 2015  
 Board Report

**Department meeting**

All 7-12 departments met with the building principals in late January to discuss possible curricular changes, budget development and the completion of essential learnings. Additionally, FCS, Health and PE teachers met with the ESU # 3 representative, Mrs. Person-Pandle to discuss curriculum design for the new FCS and health courses.

**Current Student Data**

\* The following chart represents the total number of failing students in grades 7-12 by semester, from the spring of 2008 to present.

Grade Level	08 Spring	08 Fall	09 Spring	09 Fall	10 Spring	10 Fall	11 Spring	11 Fall	12 Spring	12 Fall	13 Spring	13 Fall	14 Spring	14 Fall
7	4	4	3	0	1	0	0	0	0	0	0	1	0	0
8	1	3	2	1	1	0	2	1	0	0	0	1	1	0
9	5	5	8	3	4	8	8	0	1	2	3	1	2	3
10	3	3	2	2	3	3	3	0	0	3	4	1	1	3
11	3	2	3	2	2	2	5	1	0	2	1	0	1	4
12	5	0	2	1	3	1	4	0	0	0	1	5	3	1
MS	5	7	5	1	2	0	2	1	0	0	0	2	1	0
HS	16	10	15	8	12	14	20	1	1	7	9	7	7	11
<b>Total</b>	<b>21</b>	<b>17</b>	<b>20</b>	<b>9</b>	<b>14</b>	<b>14</b>	<b>22</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>11</b>

\* The following chart represents the total number of classes failed for students in grades 7-12 by semester, from 2008 to present.

Grade Level	08 Spring	08 Fall	09 Spring	09 Fall	10 Spring	10 Fall	11 Spring	11 Fall	12 Spring	12 Fall	13 Spring	13 Fall	14 Spring	14 Fall
7	5	4	5	0	3	0	0	0	0	0	0	1	0	0
8	1	3	3	1	1	0	2	1	0	0	0	1	1	0
9	11	10	10	4	5	22	25	0	1	2	3	1	2	4
10	3	7	7	7	5	10	3	0	0	4	9	2	1	5
11	7	3	4	5	4	2	6	1	0	3	1	0	1	4
12	6	0	2	1	3	1	6	0	0	0	1	5	3	2
MS	6	7	8	1	4	0	2	1	0	0	0	2	1	0
HS	27	20	23	17	17	35	40	1	1	9	14	8	7	16
<b>Total</b>	<b>33</b>	<b>27</b>	<b>31</b>	<b>18</b>	<b>21</b>	<b>35</b>	<b>42</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>14</b>	<b>10</b>	<b>8</b>	<b>16</b>

\* In the fall of 2011 the GRIP program was implemented for grades 9-12.

\* In the fall of 2010 the middle school model was implemented

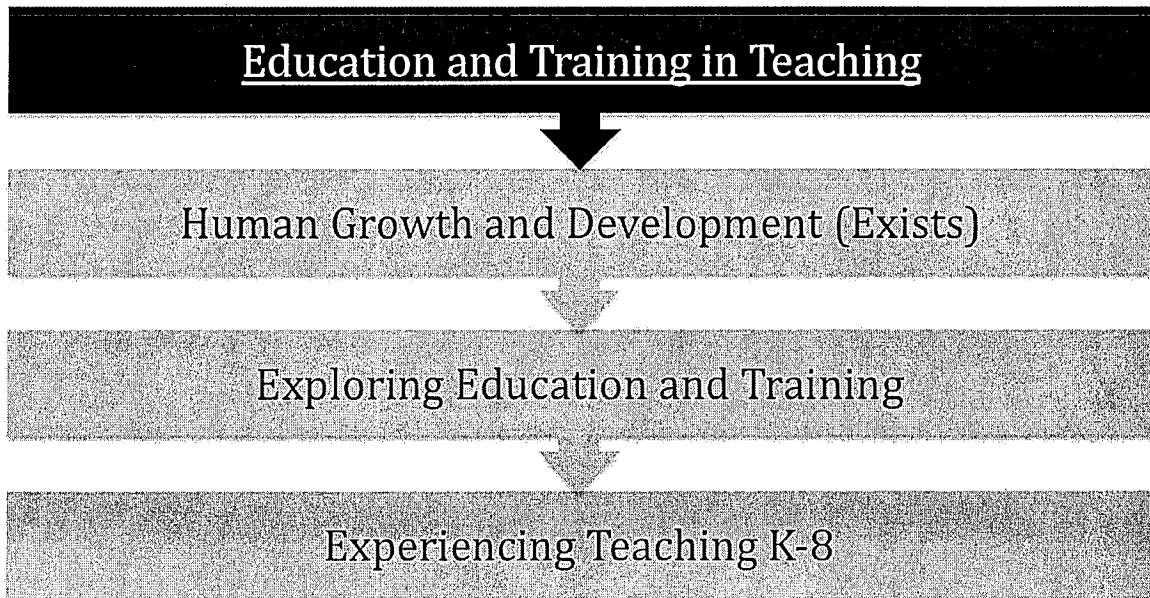
\* No Arlington middle school students failed the fall semester in 2014.

\* Eight percent of Arlington high school students failed the fall semester in 2014.

## Proposed Curricular Changes for 2015 - 2016 school year

The following concepts will reflect the implementation of two new programs in the Family and consumer science department.

- Teaching and learning
- CNA program



### Human Growth and Development

- This is a current course

This course covers the study of human development (physical, mental, emotional and social) from infancy through the duration of the entire human lifespan. The course includes how to develop positive interactions with others and how development can be guided at each age.

**Students:** 10-15 per year

**Requirement:** Grades 10-12, health

**Expense:** Textbooks and Supplemental materials  
\$ 3500.00

**Teacher:** Mr. Hart

### Introduction to Education

- New, this course replaces Interior Design in Mr. Hart's schedule.

This course is designed to help students explore professional or learning support positions in education, education related careers and training. Students will research the profession of teaching and personality and leadership traits that contribute to a successful teacher.

The course will provide an overview of ethics and professionalism, societal influences, classroom management and practices, and the understanding of the educational governance structure.

**Students:** 10-15 per year

**Requirement:** Grades 10-12, health, Human Growth and Development.

**Expense:** Textbooks and Supplemental materials  
\$ 3500.00

**Teacher:** Mr. Hart

### Experiencing Teaching

- New course that will begin in the 2016 - 2017 school year. Taught by the admin team and Mr. Hart.

This course provides students with volunteer experience in fields related to education. Goals are cooperatively set by student and supervising teacher so that students increase their understanding about the roles and responsibilities of a teacher. Opportunities may include experiencing teaching in a controlled setting by designing learning experiences and giving presentations. Classroom instruction could include questioning, developing objectives and assessments, safety practices, IEP development and technology applications.

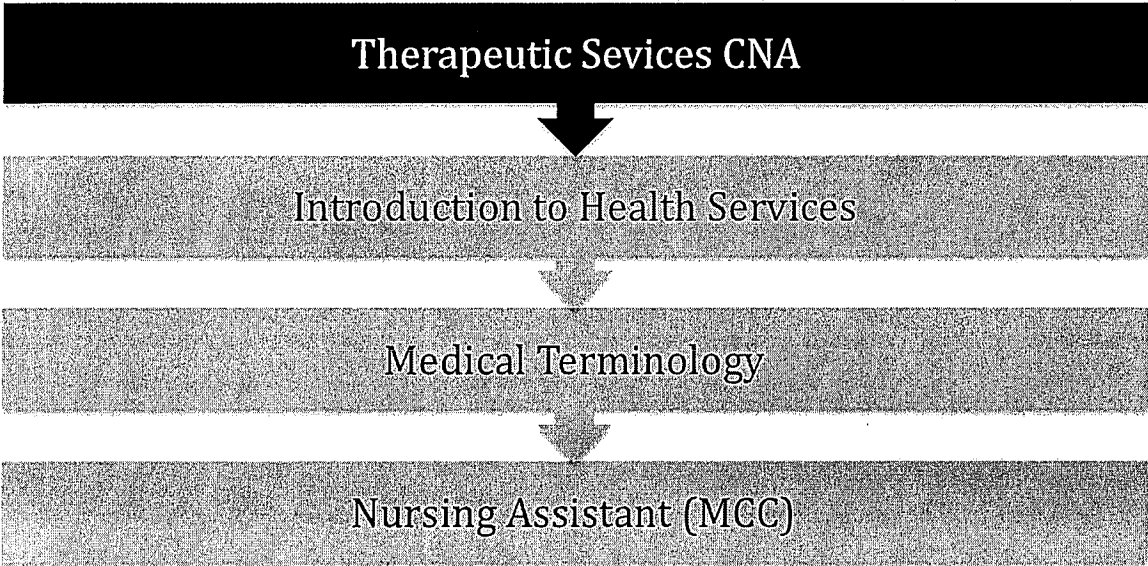
**Students:** 8-10 per year

**Requirement:** Grade 12, health, Human Growth and Development, Into to Education.

**Expense:** Textbooks and Supplemental materials  
\$ 2000.00

**Teacher:** Current Admin Team

- Mr. Everitt is working to connect this course to a college so students can earn dual credit



**Introduction to Health Science**

\* New course - Replaces health in his schedule  
 Introduction to Health Science is designed to give an overview of the therapeutic, diagnostic, support services, biotechnology & research and health informatics pathways. The course focuses on health careers, exploration, leadership development, medical terminology, ethical and legal responsibilities, the history of health care and the economics of health care.

- Students:** 8-10 per year
- Requirement:** Grades 10-12, health and biology
- Expense:** Textbooks and Supplemental materials \$ 2000.00
- Teacher:** Mr. Hart

**Medical Terminology**

\* New Course - Replaces a study hall in her schedule  
 This course is designed to help students learn medical language by analyzing their components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

- Students:** 8-10 per year
- Requirement:** Grades 10-12, health and biology
- Expense:** Textbooks and Supplemental materials \$ 2500.00
- Teacher:** Mrs. Preisler

(Additional course that is taught through the science department)

## Nursing Assistant

New course Taught through MCC Fremont.

Semester course taught Monday - Friday from September - December from 1:05 -3:30 (tentative). Course work is offered M-T, with clinicals on Friday.

This is a basic nursing knowledge and skills course for the nurse assistant in a healthcare setting. It meets the requirements of Public Law 100-203 OBRA and is approved by the Nebraska Department of Health. This course is required to be taught by a R.N. or B.S.N.. This course will be taught through Metro Community College in Fremont. Arlington students that follow the progression of courses will be allowed to leave during the school day to meet the needs of the course. Transportation to and from Fremont as well as the expense of the MCC course will be the students responsibility and at their expense. Student's who can not afford the expenses of the course can apply for a scholarship once they have completed Medical terminology and Introduction to health services.

**Students:** 6-8 per year

**Requirement:** 16 year old students that have completed Intro to Health Sciences, Medical Terminology, Biology and health. Additionally students must meet all criteria identified by the state of Nebraska; including passing the physical and medical requirements , a 24 on the ACT, or equivalent on the COMPASS.

**Expense:** \$270.00 + supplies and books. Recommend paying half the expense with the completion of the course and certification.

**Teacher:** MCC certified instructor  
Contact with be Floyd Everitt.

## **Additional course changes and additions:**

- Health
- Welding

## Welding

Re- introduced into the schedule since 2010. The course will be taught every other year.

This course provides an in-depth study of metals and fabrication with metal products. It also provides the opportunity to explore the careers in metal fabrication. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**Students:** 6-8 every other year

**Requirement:** Grade 10-12, Basic Technology

**Expense:** **Start - up** (2015-2016) \$10-20,000.00

New equipment and exhaust system that meets safety standards

**Teacher:** **Yearly** - \$3500.00 additional to Industrial tech expenses.  
Luke Brenn

**9th Heath and PE**

AHS looking at the possibility of combining both freshman health and PE in order to provide a year-long course in an alternating A/B format.

- \* Team-teach health and PE for the duration of the year.
- \* Allows for collaboration between staff.
- \* Promotes PE for the entire freshman year rather than a semester.

Additionally APS is looking at the possibility of offering a 5-8-health component, However, this concept is currently under review.

**Expense:** \$5000.00 - \$7500.00 in resources (estimated)

**Teacher** PE instructors / Mrs. Horner.

David Fritson  
Board Report  
February 2015

### **PLC Leadership Team Meets to Discuss Future**

The PLC leadership team met during the month of January to debrief about the progress made in regard to PLCs, and to plan for the next stages in our PLC journey. One of the major tasks of the team was to complete an action plan. The plan is attached for your review. Our next steps involve setting expectations for formative assessments. These assessments will help our teachers to determine our students' proficiency in each of the designated essential learnings.

### **BMX Stunt Riders Visit Arlington Elementary**

Students in grades K-6 were treated to an action packed BMX stunt show on January 27th, 2015. The students earned this opportunity because of their efforts during our school's magazine fundraiser. In addition to be treated to exceptional show, the athletes talked with the students about staying drug and alcohol free and the importance of working hard to earn goals.

### **Parent/Teacher Organization Revitalization**

One of my goals for the year was to begin the process of revitalization of a Parent/Teacher Organization. I have met with two different sets of parents to begin the process. At the current stage a set of bylaws is being drafted that will serve as the basis for the organization. We look forward to the start of a truly collaborative effort between the teachers and families of Arlington Public Schools!

### **Timeline for Language Arts Adoption**

Teachers at Arlington Elementary have been engaged in ongoing discussions regarding the adoption of a new language arts curriculum throughout the entire year. Currently, we have narrowed the selection to three separate reading series. By the time this article is presented, teachers will have narrowed the choices to two. It is our goal to do a small pilot with the digital resources that we have been provided by each vendor, and we hope to have a decision made on our next language arts program by the first week in March.

### **Arlington Administrators Present at Educational Forum in Kearney**

Andrew Farber and I were honored with the opportunity to present to members of NCSA and NASB on February 4th, 2015. The presentation, entitled, *Lessons Learned in the PLC Implementation Process for Small Schools* was well received by those in attendance. Our goal was to tell the story of our journey from PLC implementation to where we are today. Attendees were offered advice about the potential pitfalls and suggestions for ensuring the success of the PLC process.

**ARLINGTON PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT  
ACTION PLAN FORMS FOR PLC LEADERSHIP COMMITTEE**

**District Level Goal:** To build a professional learning community that understands that educators must work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students of Arlington Public Schools.

**Building Level Goal:** To form teams that are focused on the commitment to the learning of each student.

**Our Reality:** The staff at Arlington is committed to continuous professional development. Our committee needs to assist our colleagues in understanding the process of gathering and analyzing quantitative data to drive instruction.

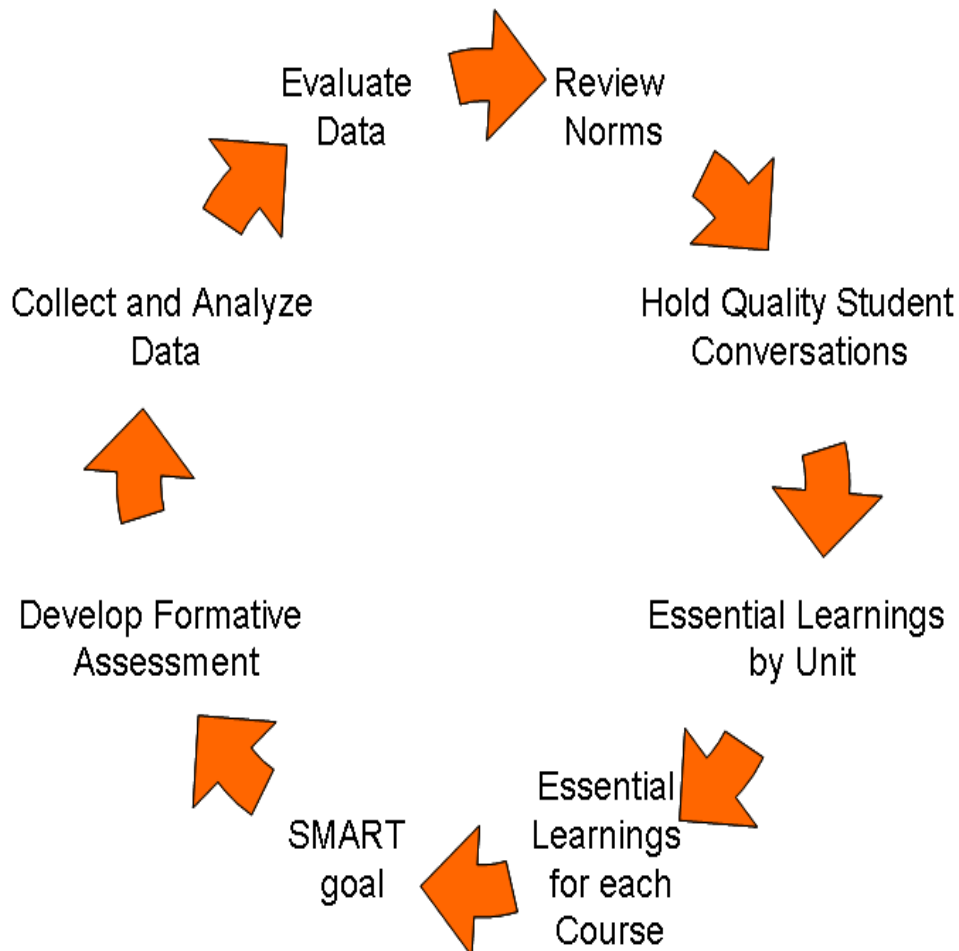
**GOAL:** To create a cohesive and collaborative culture committed to the education of all students in grades K-12.

Strategies and Actions	Person(s) Responsible for Strategies or Actions	Staff Development	Evidence of Success		Timeline	
			Student Performance Improvement and Tool/Instrument used	Resources	Begin	End
1. Provide professional training for staff members 2. Assist and model the completion of essential learnings for each subject 3. Assist and model the completion of essential learnings to assessments 4. Assist and model agreed-upon proficiency standards 5. Assist and model how to check for student performance on assessments of essential learnings 6. Assist and model how to reteaching strategies when students did not meet proficiency 7. Provide technology that will allow for teachers to assess student results in a timely manner	1. Administration 2. Committee Members 3. Committee Members 4. Committee Members 5. Committee Members 6. Committee Members 7. Administration	1. PLC at Work by DuFour; staff inservice training; school PLC website 2. Modeling; inservices 3. Modeling; inservices 4. Modeling; inservices 5. Modeling; inservices 6. Modeling; inservices 7. Inservices	1. PLC at Work Conference, 2. Completed essential learning templates 3. Completed and aligned assessments 4. Established proficiency standards 5. Completed assessments, evaluation tools, and student data 6. Reteaching strategies; follow-up data 7. Meeting notes and agendas	1. Finances, PLC website 2. Templates 3. Assessment technology 4. Work time; research based practices 5. Evaluation tools 6. Strategies; evaluation tools 7. Finances	1. 6/1/2014 2. 8/15/2014 3. 4. 5. 6. 7.	1. Continuous 2. Continuous 3. Continuous 4. Continuous 5. Continuous 6. Continuous 7. Continuous

**Research Bibliography:** Learning by Doing: Richard Dufour, Rebecca Dufour, Robert Eaker, Thomas Many

### Professional Learning Communities

As a staff we continue to make quality progress on identifying the essential learnings for each class. This semester we will be taking an in depth look at our assessments. Some of the key areas we are focusing on are: alignment of essential learnings to assessment questions, the level of depth of knowledge for each question on the given assessment and peer evaluation for depth of knowledge on each question. Below is our weekly and long term format for PLC's.



## **Up Coming Events**

- District Wrestling February 13<sup>th</sup> and 14<sup>th</sup> at Malcolm
- Sub-Districts and District Finals for Girls Basketball: 2/16, 2/17, 2/19, 2/27 at Elkhorn South
- Sub-Districts and District Finals for Boys Basketball: 2/23, 2/24, 2/26, 3/2 at Elkhorn South
- Show Choir Performance: 2/6 at Central City, 2/10 Band/Choir Soup Supper 2/11 at UNO, 3/20 at Midland.

# ARLINGTON PUBLIC SCHOOL

## Title of Group Meeting: Board of Education Americanism/Educational Evaluation

Date: 1/26/2015

Time: 5:45 p.m.

Chairperson: Luanne Sundberg

Recorder: Lynn Johnson

Group Members Present: Luanne Sundberg, Bruce Scheer, Lynn Johnson, Andrew Farber, and David Fritson.

Group Members Absent: None

### Agenda:

1. Luanne Sundberg was designated as chairperson for this committee.
2. Staffing Proposals – The administrative team presented a staffing proposal which would add a 1.0 FTE teacher to serve as an instructional facilitator/learning facilitator. The committee members had a number of questions and concerns pertaining to the proposal. Luanne indicated that without having an agenda and the information ahead of time there was not adequate time for board committee members to evaluate the proposal. Clarification was sought as to whether the administration was seeking approval of the proposal. Lynn indicated that the administration was seeking to inform the committee and seeking support of committee. The committee decided to discuss this further at the board retreat relative to district goals.
3. Secondary Curriculum Changes – Mr. Farber provided committee members with a written description of courses changes. There was no time for discussion of items. The committee members will review the written documentation before deciding if an additional committee meeting is warranted to discuss these further before the changes are presented to the board of education.
4. Language Arts Adoption – Mr. Fritson provided a written summary of the progress made on the language arts adoption process. No further discussion was had.

Meeting was adjourned at 6:45 p.m.

# ARLINGTON PUBLIC SCHOOL

Title of Group Meeting: Board of Education Facility Committee

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Date: 1/26/2015

Time: 6:45 p.m.

Chairperson: Bruce Scheer

Recorder: Lynn Johnson

Group Members Present: Luanne Sundberg, Bruce Scheer, Mike Dwyer, Lynn Johnson, Lawrence Reed

Group Members Absent:

## Agenda:

1. Chairperson – The committee designated Bruce Scheer as the chairperson for this committee.
2. HVAC – Lynn reported that AES has been on site and is in the process of completing the analysis of the current systems.
3. Drainage by Concession/Football Field Area – Civil Solutions has completed the topographic survey. The survey indicates that the problem areas can be corrected with grading work. The committee discussed obtaining price quotes on the grading work. The committee also discussed the potential of hard surfacing this parking area in the future.
4. Update/Review of Summative Needs – The committee updated the Summative Needs List.
5. Transportation – The committee decided to obtain at least one price quote on out sourcing bus routes to determine the feasibility of exploring that option further. There is money budgeted for obtaining a used bus this year and replacing the 2003 Windstar minivan. The committee discussed exploring the possibility of using online auction site to dispose of used buses/vans.
6. Roofing – McKinnis Roofing has been asked to provide a price quote on replacing the remainder of the elementary roof.
7. Baseball Complex – Representatives from the committee are charged to meet with representatives from the village board and the Washington County fair board to discuss the baseball field lease agreement.
8. Football Field – The committee is obtaining information on what it may cost to replace the football field lights and discussed potential ways to reduce the costs of this project as well as possible fundraising.
9. Safe Routes – The project continues to move forward slowly. The engineers hope to have the 90% Plans completed soon.

The meeting was adjourned at 9:00 p.m.

ARLINGTON PUBLIC SCHOOL

Title of Group Meeting: Board of Education Negotiation Committee

Date: 1/28/2015

Time: 5:00 p.m.

Chairperson: Greg Sampson

Recorder: Lynn Johnson

Group Members Present: Greg Sampson, Teri O'Flaherty, Matt O'Daniel, Lynn Johnson.

Group Members Absent: None

Agenda:

1. The committee reviewed and validated information presented by Superintendent Johnson pertaining to compensation rates for noncertified employees.
2. The committee discussed and finalized language changes to the principal's contracts. The committee will make a recommendation on contract language and salary for the principals at the February board meeting.
3. The committee discussed language changes to the superintendent's contract. They plan to finalize the language to have a recommendation on contract and salary to the board by the March board meeting.

Meeting was adjourned at 7:00 p.m.

Greetings from Nebraska!

As members of the Arlington Public Schools' Board of Education, we would like to formally introduce ourselves, to share with you our mission and purpose, and to request your assistance in enabling us to serve the students in our community as effectively as possible. Arlington Public Schools is a C1 district in a rural community 20 minutes northwest of Omaha. Arlington Public Schools was recently named the second best place *in the nation* to raise you kids. We currently serve approximately 600 students with a staff of 98. We would encourage you to visit our web address at [www.apseagles.org](http://www.apseagles.org) and would invite you to visit our wonderful school on your next trip home.

As you know, the state of Nebraska has exemplary educational systems and no one has a better understanding of what works for Nebraskans than Nebraskans. While we embrace the importance of accountability, we also believe that it is crucial for local school boards to maintain decision-making authority at the local level. Federal mandates, particularly unfunded mandates, divert valuable resources of time, money and focus away from our core mission of 'Building a Foundation of Academic Excellence and Individual Achievement'.

There will be a variety of issues affecting education on the table for your consideration this year. It is our intent to work collaboratively with you in helping the students in our fine state. Towards that end, Arlington Public Schools, our board, administration, teachers and students offer itself as a resource and partner in that work. Please feel free to call on us if we can be of assistance to you in any efforts concerning the students in our state.

Respectfully,

Mike Dwyer, Board of Education President

# Board and Superintendent Agreements

## Communications Agreements

The board expects:

1. A regular communication from the superintendent via email.
2. To be notified by email or phone as soon as possible for:
  - a. School emergency (lock down, fire ...)
  - b. Student emergency (arrest, injury, death ...)
  - c. Staff emergency (arrest, injury, death ...)
3. To receive eMeeting notification on the Thursday before the scheduled board meeting.
4. That the superintendent will make every effort to ensure that board members have adequate time for consideration of important issues.
5. That reasonable requests for additional information will be satisfied in a timely manner.
6. That all board members will receive the same information to the extent that it is deemed relevant and/or appropriate.
7. That board members will treat each other and staff with respect.
8. That the superintendent and staff will treat all board members with respect.
9. No surprises!

The superintendent expects:

1. That requests for additions to the agenda will be received no later than the Monday of the week prior to the meeting.
2. That direction is only given at board meetings when a majority of the board agrees to give direction.
3. That board members will be respectful toward staff and be respectful of staff's time.
4. That board members will read all supporting documentation before the board meeting.
5. That board members will call the superintendent or the bookkeeper with questions about the agenda items or supporting materials during regular office hours or after 6 p.m. just before the scheduled board meeting.
6. No surprises!

## Agenda Agreements

1. Anyone may request that items be placed on the agenda in the manner specified in board policy.
2. The board president will review and approve the draft agenda with the superintendent no later than the Wednesday of the week prior to the scheduled board meeting.
3. A consent agenda will be used for items not requiring discussion.
4. Any board member may ask to have an item pulled from the consent agenda to allow for discussion or individual consideration. The board member will notify the superintendent by the Monday morning of the board meeting of the intent to pull an item off of the consent agenda, and will identify what additional information may be required. (No surprises!)
5. Pulled consent agenda items will be discussed after the consent agenda vote.

## Meeting Preparation Agreements

1. Board members will come to the meeting prepared to discuss items on the agenda.
2. Board members will notify the superintendent prior to the board meeting about positive and negative comments received from the community regarding the district or specific agenda items.
3. Board members will give the superintendent time to research clarifying questions about agenda items and not spring surprises at the board meeting.

## During the Meeting Agreements

1. Meeting agendas are available to the public at the meeting site and on the district's web site.
2. Procedures for public comment are clear and available at the meeting site and on the district's web site.
3. Only the board president will respond to public comment during the meeting.
  - a. The board president may recognize the superintendent for factual information.
  - b. The board president may recognize a board member to ask a clarifying question.
4. The board president will ensure that only one person speaks at a time and that each member has an equal opportunity to participate.
5. The public only has a right to participate in the meeting during the designated public comment time.
6. Board members will model the behaviors expected of students, staff and community members.
7. Issues, not people, will be attacked during meetings.
8. Members will listen respectfully to each other and staff (no side conversations!)
9. The superintendent and the board share the responsibility to monitor for compliance with Open Meeting Laws and policy.
10. Board members will refrain from taking a position on an issue until all relevant information is presented.
11. The focus of board meetings will be board work and not administrative/staff work.
  - a. Is the item to celebrate a success?
  - b. Is the item a policy decision?
  - c. Is the item something that requires board action?
  - d. Is the item needed to ensure accountability?
12. Members will not make long, unnecessary speeches.

## Meeting Conduct Agreements

1. Board members will support the decisions of the board.
2. Board members and staff will maintain the confidentiality of matters discussed in executive sessions.
3. The superintendent and the board will ensure that all documents, records, reports, etc., are processed and maintained in accordance with applicable laws, regulations, policies, etc.



InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury student shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. **Return to Learn.** The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

#### 4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do is subject to disciplinary action, including but not limited to termination of employment.

#### 5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

#### ~~6. Effective Date.~~

~~— This policy becomes operative on July 1, 2012. The administration may, but shall not be required to, implement provisions of this policy prior to such date as it determines appropriate.~~

Legal Reference: ~~Laws 2011, LB 260~~ Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption:

Community RelationsAnti-discrimination; Designation of Coordinator and Grievance ProcedureA. **Elimination of Discrimination.**

The Board of Education of Arlington Public School District hereby gives this statement of its compliance with all state and federal laws prohibiting discrimination and of its intent to take necessary measures to assure compliance with such laws against any prohibited form of discrimination. The Superintendent is designated as the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and/or Students.**

1. **Purpose:** Arlington Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, the Arlington Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability, marital status or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, national origin, sex, disability or marital status constitute harassment when the conduct or statements unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

- (i) Sexual harassment may exist when:
  - (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of

- employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
  - (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

(ii) Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.

b. If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) working days, or if the discrimination or harassment continues, a complaint should be made to the Superintendent of Arlington Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent of Arlington Public Schools, the complaint should next be taken to the Board of Education.

c. The supervisor, teacher or the Superintendent of Arlington Public Schools will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., will be taken. Under no circumstances will a supervisor or teacher threaten or retaliate against an employee or student for alleging a violation of this policy in good faith.

Legal Authorities: Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsTitle IX - Discrimination

Arlington Public Schools, in response to federal and state regulations for Title IX of the Education Amendments of 1972 - Prohibiting Sex Discrimination in Education, hereby adopts and re-affirms the following policy:

- 1) The Board of Education affirms its intent to comply with provisions of Title IX regulation implementing the Education Amendments of 1972 - Prohibiting Sex Discrimination in Education.
- 2) The publication of this statement re-affirms the Districts efforts to comply with the Title IX regulations to inform citizens of non-discriminatory practices in the dissemination process.
- 3) The Board of Education hereby affirms its intent to adopt and publish grievance procedures providing for prompt and equitable resolution of written complaints. Such guidelines shall be developed as part of the administrative procedures, and such forms as needed shall be developed and made available to the public.
- 4) The Board of Education will implement specific and continuing steps to notify the public of its intent for compliance with nondiscriminatory practices. Self-evaluation and a continual assessment of the educational program will be implemented through regular administrative procedures.

Legal Authorities: Title IX

Date of Adoption: March 14, 2011

Community Relations

Form For Filing Complaints

Washington County School District 89-0024  
Arlington Public Schools  
705 N. 9<sup>th</sup>, Box 580  
Arlington, Nebraska 68002-0580

Date:

Person Making Complaint:

Address:

Phone:

(1) Name of child or person who you believe to have been unlawfully harassed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(2) Statement of facts detailing date and manner in which child or person was harassed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(3) Names of witnesses to the harassment:

\_\_\_\_\_  
\_\_\_\_\_.

(4) Relief requested (what I want done in response to this request):

\_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: I have a reasonable belief that the facts in this complaint are true and accurate, I am familiar with the School District's Title IX and anti-discrimination grievance and complaint procedures, and I give permission for an investigation to be made into this complaint.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Date of Adoption: April 9, 2007  
Reviewed: February 14, 2011

Community Relations

Form For Filing Complaints

Washington County School District 89-0024  
Arlington Public Schools  
705 N. 9<sup>th</sup>, Box 580  
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(1) Name of child or person who you believe to have been unlawfully harassed:

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\_\_\_\_\_.

(2) Statement of facts detailing date and manner in which child or person was harassed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(3) Names of witnesses to the harassment:

\_\_\_\_\_  
\_\_\_\_\_.

(4) Relief requested (what I want done in response to this request):

\_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: I have a reasonable belief that the facts in this complaint are true and accurate, I am familiar with the School District's Title IX and anti-discrimination grievance and complaint procedures, and I give permission for an investigation to be made into this complaint.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Date of Adoption: April 9, 2007  
Reviewed: February 14, 2011

Community Relations

Building Accessibility

The Board of Education has adopted a plan regarding the accessibility requirements of persons with disabilities who use school facilities as required by the Americans with Disabilities Act of 1990.

Members of the public may review the ADA plan by contacting the Superintendent at the school administrative offices located at 705 N. 9<sup>th</sup>, Arlington, Nebraska.

Comments or complaints regarding the accessibility of district facilities shall be made to the Superintendent.

Legal Authority: Americans with Disabilities Act of 1990 (ADA)

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsADA and Section 504 Grievance Procedure

The following grievance procedure shall be used for resolution of complaints of alleged violations by Arlington Public Schools of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973:

- 1) Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
- 2) Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
- 3) Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
- 4) The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
- 5) The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution, unless the Complainant rejects the proposed resolution within such time period. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board). A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration.

Legal Authorities: Americans with Disabilities Act of 1990 (ADA)  
Section 504 of the Rehabilitation Act of 1973 (Section 504)

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsNotice of Designation of Coordinator

Arlington Public Schools does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

The Superintendent at 705 N. 9th, Arlington, Nebraska 68002, (402) 478-4173, has been designated to coordinate Arlington Public School's compliance with the non-discrimination requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Information concerning such Acts and the applicability of such Acts to the services, programs, or activities of Arlington Public Schools, may be obtained from the superintendent and any complaints alleging non-compliance by the Arlington Public Schools with such Acts should be communicated to the Superintendent.

Legal Authority: Americans with Disabilities Act of 1990 (ADA)

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

## Community Relations

### Service Animals

Individuals with a disability shall be permitted to use a service animal on school premises as and to the extent provided by law.

#### 1. Definition of Service Animal

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Other species of animals are not service animals for the purposes of this definition, though miniature horses are in certain circumstances entitled to similar treatment.

The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks that a service dog may perform to meet this definition include:

- Navigation: assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting: alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Protection: providing non-violent protection or rescue work,
- Pulling: pulling a wheelchair,
- Seizure: assisting an individual during a seizure,
- Allergens: alerting individuals to the presence of allergens,
- Retrieving: retrieving items such as medicine or the telephone,
- Physical support: providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Interrupting behaviors: helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Work or tasks that are excluded from meeting the definition are:

- Guard dogs: the crime deterrent effects of an animal's presence and
- Companion dogs: the provision of emotional support, well-being, comfort, or companionship.

#### 2. Permit Presence of Service Animals

An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go. A bona fide trainer of a service animal also has the right to be accompanied by such animal in training. The individual may not be required to pay an extra fee for the service animal to attend events for which a fee is charged.

Service animals may be excluded from school premises if:

- a. The service animal is out of control and the service animal's handler does not take effective action to control it;
- b. The service animal is not housebroken; or
- c. The presence of the service animal poses a direct threat to the health or safety of others. To determine whether a "direct threat" exists, an "individualized assessment" is to be made to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

3. Control of the Service Animal.

The service animal must be under the control of its handler. In most cases, the dog must have a harness, leash, or other tether. The service animal does not need to be on a leash, however, if the handler is unable because of a disability to use a leash. A leash is also not required if it would interfere with the service animal's safe, effective performance of work or tasks. If either of the leash exceptions applies the service animal must be under the handler's control via voice control, signals, or other effective means.

4. Responsibility for Care or Supervision.

The school district is not responsible for the care or supervision of the service animal. The individual with the service animal shall be liable for any damage done to the premises or facilities or to any person by such animal.

5. Inquiries.

When addressing a service animal matter, staff shall not ask about the nature or extent of the person's disability.

Staff may not ask questions about the dog's qualifications as a service animal when it is readily apparent that the dog is trained to do work or perform tasks for an individual with a disability. Examples include where the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability.

Where it is not readily apparent that the dog qualifies as a service animal, staff may ask if the dog's presence is required because of a disability and what work or task the dog has been trained to perform. Staff may not require documentation, such as proof that the dog has been certified, trained, or licensed as a service animal.

Legal Reference: Americans with Disabilities Act of 1990 (ADA), 28 CFR §28.104 and §35.136; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Neb. Rev. Stat. §§20-126.01 and 20-127

Date of Adoption: July 11, 2011

Community RelationsFund Raising Activities

All fund raising activities by school-sponsored groups must have the approval of the building principal and the superintendent. Fund raising activities that will occur during the 1<sup>st</sup> semester must be presented for approval prior to September 1<sup>st</sup>. Fund raising activities that will occur during the 2<sup>nd</sup> semester must be presented for approval prior to December 1st. Fund raising activities that will occur during the summer must be presented for approval prior to May 1<sup>st</sup>.

Date of Adoption: April 9, 2007

Readopted: February 11, 2008

Reviewed: February 14, 2011

Community RelationsGifts to the School District

The Board of Education welcomes monetary and material contributions or other types of citizen contributions to the general school program. All donations become the property of the School District and will be used in the interest of all of the children of the School District.

The Arlington Education Foundation is recognized as an appropriate tax-exempt charitable organization for receipt and management of such gifts.

Gifts to School Employees

Gifts to employees from parents or students, with a monetary value in excess of \$30, are to be referred to the Arlington Education Foundation for disbursement.

Students and patrons shall not in any way be encouraged to give personal gifts to school personnel. If gifts are offered, school personnel should minimize such acts and not give publicity or public recognition to such gifts or publicly praise the donor.

Gifts by School Employees

Gifts to students by their teachers or other employees who serve the student as part of their employment are not to be made. Exceptions are allowed for a homebound or seriously ill child, and in other cases where administrative approval has been given.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community Relations

School and Community Organizations

The board of education regards school and community organizations as a valuable dimension of the educational environment and encourages all employees and employee groups to support their existence and programs.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsParent Organizations

The Board of Education encourages the establishment of parent organizations in the school. Such organizations are vital factors in establishing and maintaining positive home-community-school relationships and their value is recognized by the Board. Parent organizations should coordinate their efforts through the school's administrative offices prior to planning events or activities.

The Board of Education supports the concept of using parents and others as volunteers in the school, not to replace professional staff, but to enrich the educational opportunities for the students. Volunteers may be subject to screening for appropriate qualifications and background to perform assigned tasks.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsCitizens' Advisory Committees

From time to time the board of education will exercise its judgment in appointing citizens' committees to perform specific duties or give general advice concerning school issues and activities. In addition, some committees will be appointed as adjuncts to educational programs in order to comply with the regulations set forth by accrediting agencies or other government bodies.

1. All of the above referenced committees serve at the pleasure of the board, and they shall not assume duties or authority on any matters other than those explicitly defined by the board.
2. Prior to establishing a committee the board of education will discuss the need for establishing the committee with the superintendent of schools. Recommendations for membership to the committee will be accepted from the board, the administration, and former committee members, but all committee membership lists will be formally approved by the board at an official meeting of the board of education.
3. All committees, unless otherwise specified at the time they were formed, will be dissolved and cease to function at the close of each school year.
4. All committees will elect at least a chairperson and a recording secretary. These individuals shall be responsible for making timely progress reports to the board of education on the committee's activities.
5. The logistics of meeting times and agendas shall be coordinated through the office of the superintendent of schools or another administrative unit so designated at the time the committees are formed.
6. All board members will be entitled to attend meetings of each citizens' committee and to gather information as to the status of the citizens' committee progress. Individual board members may be designated as liaisons between the board of education and the committees. Unless the citizens' committee is established with the declared intent of being subject to the public meetings requirements, the citizens' committees shall not hold hearings, make policy or take formal action on behalf of the Board, shall make their report or recommendations to the Superintendent (who shall make such report to the Board as determined appropriate) and not to the Board, and board members shall not be members of such committees.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsUtilizing Community Resources

School principals and their respective staffs are urged to identify and utilize the special talents and resources of individual citizens and community organizations to provide appropriate enrichment experiences for students. School personnel utilizing any individual or group resources shall clear this activity through their respective building principals.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsStaff Participation in Community Affairs

All employees are encouraged to participate in community organizations and activities. The school board feels that school-community relations are enhanced when school personnel interact with other people within the community. This interaction serves to informally transmit school information to patrons of the community and to gather public opinion on the school's effectiveness and its activities.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsSchool Personnel and the Public

While it is the superintendent of school's responsibility for district-wide public relations, it is the board's belief that all school employees are obligated to promote a positive image of the school district, its programs, and students. To that end, all employees are encouraged to use tact, patience, and courtesy in their relationships with students, parents, and district patrons and to serve as good role models in their personal conduct.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community Relations

Student Production of Goods and Services

Students may produce services and materials for community organizations or groups only to the extent that such production furthers such students' educational development. Such activity is to be authorized by the building principal and supervised by assigned staff.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011

Community RelationsPublic Performances by Students

Participation in community celebrations, patriotic observations, or other special events by bands, choral groups, athletic teams, or other student groups is recommended by the board of education as a means for establishment of better public relations between the school district and the community. The use of school groups to promote partisan politics, sectarian religious views, non-school money raising activities, or selfish propaganda of any description is not approved.

School principals are urged to cooperate with any group or groups having promotion of the welfare of the youth of the community as their purpose, provided that youth of every race, religion, nationality, and social strata benefit equally.

All public performances by students shall be approved by the superintendent of schools.

Date of Adoption: April 9, 2007

Reviewed: February 14, 2011