

Board of Education Regular Meeting
Monday, April 13, 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: Present

Bruce Scheer: Present

Luanne Sundberg: Absent

Present: 5, Absent: 1.

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Meeting opened at

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 Teri O'Flaherty and a second by Bruce Scheer.

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

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Greg Sampson and a second by Matt O'Daniel.

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

Scheer: 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
- 3.7. Staff Resignations: Lucas McCain and Jessica Scott, Secondary Special Education, Christy Allen, Fourth Grade and Mary Cherry, Secondary Paraeducator.
- 3.8. Contract for Kristine Findlay as a special education teacher for the 2015-2016 school year.
- 3.9. Contract for Nichole Fairhead as an elementary teacher for the 2015-2016 school year.
- 3.10. 2015-2016 Special Education Contract with ESU #3: Occupational Therapist .10; Vision Resource Teacher .10.
- 3.11. Special Education Contract with Ralston Schools for Suburban Schools' Program for Children Who Are Deaf and Hard of Hearing Birth to 21 Years.

4. CURRICULUM/INSTRUCTION REPORTS

- 4.1. Vocal and Instrumental Music Report
Mrs. Mastny and Mrs. Buresh-Crosland provided a video presentation that highlighted instruction and performances in the music department.
 - 4.2. Discuss and Consider data gathered from student surveys and other sources relative to program and course offerings.
Mr. Farber presented a written report that captured information pertaining to instructional programs directly tied to developing career readiness (industrial technology, pre-health pathways, education pathways, and agriculture) as well as data gathered from student and staff interviews and surveys pertaining to co-curricular activities. This data and information has led to the investigation of implementing online or distance learning agriculture classes, adding welding class, adding a sponsor to SKILLS USA, and completing Monsanto grant to support these endeavors.
5. REVIEW OF DISTRICT GOALS (Quarterly in February, May, August and November)
President proposed reviewing goals quarterly and designing a visual depiction of goals to hang in board room.

6. PRINCIPALS' REPORTS

Mr. Farber highlighted upcoming spring events while Mr. Fritson shared information on Parent Teacher Conferences, NeSA Pep Rally, One District One Book initiative, and update that language arts curriculum materials should be ready for May approval.

7. SUPERINTENDENT'S REPORT

7.1. Title I Accountability Fund Grant

Superintendent Johnson shared that we qualify for and were approved for an additional \$8,000 grant to assist with improvement action plans based on our 'Needs Improvement' status on AYP.

7.2. South Parking Lot - Grading to address drainage

7.3. Football Field Lights

Buildings and Grounds Committee will review the inspection report and discuss further action.

7.4. Additional Instructional Support

Superintendent asked that the board stay open to a discussion of part time staffing in this area.

8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1. Americanism/Education Evaluation

No report.

8.2. Buildings and Grounds Committee

No Report. Next meeting April 20, 2015.

8.3. Finance Committee

No meeting since the Special Board Meeting. Meeting to be scheduled for this month to respond to the Building and Grounds direction on HVAC.

8.4. Negotiations Committee

No report.

8.5. NASB Legislative Representative

Michael Dwyer provided a quick update on bills that affect education.

8.6. Professional Development Sharing

Lynn and Luanne attended the Back to the Basics of School Law workshop in Lincoln.

9. UNFINISHED BUSINESS

9.1. Discuss, Consider and Take Necessary Action to approve Policy 3520 Transportation on Second Reading.

Motion to approve Policy 3520 Transportation on second reading as amended Passed with a motion by Greg Sampson and a second by Bruce Scheer.

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

10. NEW BUSINESS

10.1. Discuss, Consider and Take Necessary Action to approve hiring an elementary principal.

Motion to approve a one year contract for Jacqueline Morgan as elementary principal

beginning August 1, 2015 according to the terms and conditions of the contract as presented Passed with a motion by Micheal Dwyer and a second by Teri O'Flaherty.

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

10.2. Discuss, Consider and Review Policies 2210-2440.

The board discussed minor changes to Policy 2210 and 2430 only.

10.3. Discuss and Consider amending Policy 6910 Dispensing Medications on first review.

The board reviewed the amended changes to this policy.

10.4. Discuss and Consider amending Policy 6121 Curriculum Review Cycle on first review.

The proposed changes to the cycle is to avoid language arts and mathematics being back to back in the review cycle which is more manageable by staff.

10.5. Discuss, Consider, and Take Necessary Action to approve a resolution that authorizes Superintendent Johnson to sign Safe Routes Supplemental Agreement #4

Motion to approve a resolution that authorizes Superintendent to sign Supplemental Agreement #4 Passed with a motion by Matt O'Daniel and a second by Teri O'Flaherty.

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

10.6. Discuss, Consider, and Take Necessary Action to approve the candidates for graduation.

Motion to approve the candidates for graduation as presented Passed with a motion by Matt O'Daniel and a second by Micheal Dwyer.

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

10.7. Discuss, Consider, and Take Action to implement MAPS assessment and training.

Motion to approve implementing MAPS assessment Passed with a motion by Greg Sampson and a second by Matt O'Daniel.

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

11. EXECUTIVE SESSION

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

Meeting adjourned at 8:35

**Arlington Public Schools
Board of Education
Special Board Meeting Minutes
March 30, 2015 6:30 p.m.
HS Conference Room**

1. OPENING PROCEDURES

1.1 Special Meeting Called to Order and Roll Call

Present Board Members: Micheal Dwyer, Matt O’Daniel, Teri O’Flaherty, Greg Sampson, Bruce Scheer, Luanne Sundberg

1.2 Pledge of Allegiance

2. Approve Special Meeting Agenda

Motion Passed: Motion to approve the special meeting agenda as presented passed 6-0 with a motion by Greg Sampson and a second by Teri O’Flaherty.

3. Discuss and Consider information presented from the energy study and possible ways to address HVAC concerns.

Engineers from Advanced Engineering Services (AES) presented the summary information from the energy study to the board and identified three leading options for addressing HVAC concerns.

4. Discuss and Consider potential funding mechanisms for identified facility needs.

Tobin Buchanan, First National Bank, presented various funding mechanisms for a potential HVAC project.

5. Public Comment

6. Adjournment

The meeting adjourned at 8:55 p.m.

Micheal Dwyer, Board President

Lynn Johnson, Board Secretary

Date

Date

**Arlington Public Schools
Board of Education Regular Meeting Minutes
March 09, 2015, 7:00 p.m.
HS Conference Room**

1. OPENING PROCEDURES

1.1 Call Meeting to Order

The regular meeting was opened at 6:58 p.m.

1.2 Roll Call

Present Board Members: Micheal Dwyer, Matt O'Daniel, Bruce Scheer, Luanne Sundberg

Absent Board Members: Teri O'Flaherty, Greg Sampson - Excused

1.3 Pledge of Allegiance

1.4 Approval of Regular Meeting Agenda

Motion Passed: Motion to approve the regular meeting agenda as presented 4-0 passed with a motion by Matt O'Daniel and a second by Bruce Scheer.

2. WELCOME TO GUESTS AND PUBLIC FORUM

Kathy Rhea addressed the board. She shared that she felt the superintendent's contract is a bit excessive. She was told by a board member that there might not be enough money to fund FFA another year and in light of that she believes that maybe this is not the time for a raise of this nature and for a long-term contract.

3. CONSENT AGENDA

Motion Passed: Motion to approve the consent agenda as presented passed 4-0 with a motion by Bruce Scheer and a second by Luanne Sundberg.

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 Art Report

Erin Schaapveld, art instructor, provided a written and oral presentation. The power point captured the elementary students as they completed the Dale Chihuly sculpture. Students used clear, melted plastic and lights to create an attractive sculpture. She also shared information and pictures about the Wakefield Art Show that the high school students participated in.

5. REVIEW OF ANNUAL DISTRICT PLAN

6. PRINCIPALS' REPORTS

Mr. Farber highlighted the board's involvement in graduation, NeSA testing, prom, and the recognition that Mr. Jurgensen and his students have received from the United Nations pertaining to their underground railroad research. Mr. Fritson shared that 39 students participated in kindergarten

round-up and the progress with the formation of a PTO. Mr. Shada provided highlights on the winter seasons, the upcoming events, and the recent AYS tournaments held on site.

7. SUPERINTENDENT'S REPORT

Mrs. Johnson answered questions pertaining to establishing capacities for option enrollment. She also shared information on the selection process that was used for the secondary principal position indicating that a similar process will be used for the elementary position.

7.1 Enrollment Figures: PS-6 309; 7-12 284 Total Enrollment 593

7.2 Upcoming Professional Development Opportunities: NRCSA Spring Conference - March 19-20, 2015

7.3 Plans for Filling the Elementary Principal Position

8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1 Americanism/Education Evaluation

Mrs. Sundberg indicated that a meeting is to be determined.

8.2 Buildings and Grounds Committee

Chair Bruce Scheer entertained questions on the written report. No questions presented.

8.3 Finance Committee

Mr. Dwyer indicated that a meeting will be scheduled prior to a special board meeting.

8.4 Negotiations Committee

Matt O'Daniel presented on behalf of Chair Greg Sampson. Mr. O'Daniel shared information about the process that the negotiations committee went through in determining the superintendent contract and salary. He shared that the committee looks at an array, as is done with teachers, and attempts to keep our employees in the middle of an array of comparable sized districts.

8.5 NASB Legislative Representative

Micheal Dwyer shared information from Revenue Forecasting Board and general legislative updates.

8.6 Professional Development Sharing

8.7 St. Paul's Liaison

Luanne Sundberg highlighted from the minutes that the daily bulletin and the green sheets are being sent to Todd Voss in an attempt to maintain clear communications.

9. UNFINISHED BUSINESS

9.1 Discuss, Consider and Take Action to approve board goals.

Motion Passed: Motion to approve board goals as presented passed 4-0 with a motion by Matt O'Daniel and a second by Micheal Dwyer.

A question by Mike Dwyer generated a brief discussion about whether the budget goal captured the intent of the board to be prudent with tax dollars and Matt O'Daniel shared that the objective statement of "APS will continue to develop capacity for optimization with money available" did capture that intent as per board discussion at retreat.

10. NEW BUSINESS

10.1 Discuss, Consider and Take Necessary Action to schedule a special board meeting for the identified purpose of discussing HVAC Energy Study.

The board tentatively scheduled a meeting for March 26th at 6:30 p.m.

10.2 Discuss, Consider and Take Necessary Action to accept the resignation of a certified employee.

Motion Passed: Motion to accept the resignation of David Fritson, elementary principal, effective at the end of his 2014-2015 contract passed 4-0 with a motion by Micheal Dwyer and a second by Matt O'Daniel.

10.3 Discuss, Consider and Take Necessary Action to approve hiring a secondary principal.

Motion Failed: Motion to approve a one year contract for Aaron Pfingsten as 7-12 principal beginning August 1, 2015, at an annual salary of \$91,000 and according to the terms and conditions of the contract to include a moving expense and extended contract of 20 or less days failed 2-2 with a motion by Matt O'Daniel and a second by Micheal Dwyer.

The board called for an executive session to discuss contract negotiations. President Dwyer called for a five minute recess at 8:40 p.m. returning at 8:45 p.m.

10.3.1 Executive Session

Motion Passed: Motion to enter into Executive Session to discuss contract negotiation of the secondary principal and for the protection of public interest passed 4-0 with a motion by Luanne Sundberg and a second by Bruce Scheer.

President Dwyer stated that the board will enter into Executive Session at 8:45 p.m. to discuss contract negotiation of the secondary principal and for the protection of the public interest. The board exited Executive Session at 8:59 p.m.

10.3.1.2 Action on Executive Session

Motion Passed: Request to reconsider the motion in 10.3 to approve the contract for the secondary principal passed 4-0 with a motion by Micheal Dwyer and a second by Matt O'Daniel.

Motion Passed: Motion to approve a one year contract for Aaron Pfingsten as 7-12 principal beginning August 1, 2015 at an annual salary of \$91,000 and according to the terms and conditions of the contract to include a moving expense and extended contract of 20 or less days passed 4-0 with a motion by Micheal Dwyer and a second by Matt O'Daniel.

10.4 Discuss and Consider continuing employment for certificated teachers.

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

Motion Passed: Motion to hire Paul Krause and Tiffany Reikofski as bus route drivers passed 4-0 with a motion by Bruce Scheer and a second by Matt O'Daniel.

10.6 Discuss, Consider and Take Necessary Action to approve the 2015-2016 school calendar.

Motion Passed: Motion to approve the 2015-2016 school calendar as presented passed 4-0 with a motion by Matt O'Daniel and a second by Bruce Scheer.

10.7 Discuss, Consider and Take Necessary Action to approve option enrollment capacities for the 2015-2016 School Year.

Motion Passed: Motion to approve the option enrollment capacities for the 2015-2016 school year as presented passed 4-0 with a motion by Micheal Dwyer and a second by Luanne Sundberg.

10.8 Discuss, Consider and Take Necessary Action to approve a proposal for high density Wi-Fi hardware from Communication Services Inc.

Motion Passed: Motion to accept the proposal from Communication Services Inc. for \$10,422.75 for 25 Ruckus R500 APs and 25 AP mounting brackets contingent on the funding status of the requested services from USAC/SLD passed 4-0 with a motion by Bruce Scheer and a second by Luanne Sundberg.

Mrs. Johnson shared information on E-rate Category 2 and the vendor price for these access points indicating that regardless of E-rate funding these devices are needed, reasonably priced, and within the regular budget if necessary.

10.9 Discuss, Consider and Take Necessary Action to approve the 2015-2016 activity admissions and pass prices.

Motion Passed: Motion to approve the 2015-2016 activity prices as presented passed 4-0 with a motion by Bruce Scheer and a second by Micheal Dwyer.

10.10 Discuss, Consider and Take Necessary Action to approve the purchase of a 2015 mini van.

Motion Passed: Motion to approve the purchase of a 2015 Grand Caravan from Gene Steffy for no more than \$21,457 passed 4-0 with a motion by Matt O'Daniel and a second by Bruce Scheer.

This van was budgeted for in the 2014-2015 budget.

10.11 Discuss and Consider amending Policy 3520 Transportation.

This policy amendment was recommended by the buildings and grounds and St. Paul's liaison committee(s).

10.12 Discuss, Consider and Review Policies 2000-2200.

Policies we are currently using for evaluation.

10.13 Discuss, Consider and Take Necessary Action to approve Superintendent Johnson's administrative contract and salary.

Motion Passed: Motion to approve Superintendent Johnson's contract and salary as presented with Section 2 to be removed for future consideration passed 4-0 with a motion by Matt O'Daniel and a second by Luanne Sundberg.

Matt O'Daniel shared information on committee work pertaining to this contract during the committee reports. The committee is bringing this contract forward for board approval. Luanne Sundberg had questions on salary that were answered and indicated that she was not comfortable with a roll over in the contract. Mr. O'Daniel shared that the contract language still provides the board the opportunity to not renew the contract, and he explained other language changes and suggested actions that were recommended by the district lawyer.

11. EXECUTIVE SESSION

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

President Dwyer adjourned the meeting at 9:51 p.m.

Micheal Dwyer, Board President

Lynn Johnson, Board Secretary

Date

Date

BUDGET MONITORING 2014-2015

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

Receipts	2013-2014	2014-2015
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	445,555.31	428,921.92
March	395,019.35	363,382.14
April		
May		
June		
July		
August		
RECEIPTS TO DATE	3,808,928.77	4,068,524.44
Disbursements	2013-2014	2014-2015
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	490,996.16	514,930.28
March	505,214.14	551,577.17
April		
May		
June		
July		
August		
DISBURSEMENT TO DATE	3,587,209.77	3,678,427.51
BUDGET		
Gen. Minus SpEd/Grants	6,905,603	7,233,050 40.78% Expended
General SpEd	912,649	865,381 46.83% Expended
Gen. SpEd Transportation	47,741	54,511 55.97% Expended
General Grants	382,598	238,334 56.41% Expended
Sub Total	8,248,591	8,391,276
Total Lunch Fund Expend.	291,653	324,850 56.86% Expended
Total	8,540,244	8,716,126
PERCENTAGE OF TOTAL BUDGET		
EXPENDED TO DATE	42.00%	41.16%

MARCH 2015 MONTHLY SUMMARY REPORT

SITE	BUDGET	MTD	YTD	BUDGET BALANCE	% SPENT
100 ELEMENTARY					
1110 REGULAR INSTRUCTION	\$1,324,981.00	100,260.81	723,024.36	\$601,956.64	54.57%
1210 SPECIAL EDUCATION	\$497,314.00	50,556.67	197,149.99	\$300,164.01	39.64%
1290 PRE-SCHOOL	\$17,984.00	402.15	5,660.89	\$12,323.11	31.48%
2120 GUIDANCE	\$68,135.00	6,157.36	41,521.72	\$26,613.28	60.94%
2210 STAFF DEVELOPMENT	\$15,100.00	0.00	1,080.44	\$14,019.56	7.16%
2220 LIBRARY SERVICES	\$63,262.00	5,082.04	38,831.34	\$24,430.66	61.38%
2410 PRINCIPAL	\$137,810.00	9,442.18	68,193.61	\$69,616.39	49.48%
2760 SPECIAL ED TRANSPORTATION	\$41,010.00	7,290.30	18,695.22	\$22,314.78	45.59%
TOTAL ELEMENTARY	\$2,165,596.00	179,191.51	1,094,157.57	\$1,071,438.43	50.52%
SECONDARY					
1110 REGULAR INSTRUCTION	\$2,044,821.00	157,160.65	1,082,637.05	\$962,183.95	52.95%
1210 SPECIAL EDUCATION	\$368,067.00	28,656.67	208,117.62	\$159,949.38	56.54%
2120 GUIDANCE	\$99,071.00	8,476.61	62,476.90	\$36,594.10	63.06%
2210 STAFF DEVELOPMENT	\$15,250.00	0.00	760.07	\$14,489.93	4.98%
2220 LIBRARY SERVICES	\$42,423.00	3,845.76	28,308.98	\$14,114.02	66.73%
2410 PRINCIPAL	\$276,758.00	19,419.46	138,384.12	\$138,373.88	50.00%
2760 SPECIAL ED TRANSPORTATION	\$7,000.00	6,311.40	11,817.22	-\$4,817.22	168.82%
TOTAL SECONDARY	\$2,853,390.00	223,870.55	1,532,501.96	\$1,320,888.04	53.71%
300 DISTRICT WIDE					
1111 TECHNOLOGY	\$172,279.00	8,428.20	67,851.60	\$104,427.40	39.38%
1160 POVERTY PLAN	\$36,590.00	2,804.29	21,415.17	\$15,174.83	58.53%
2130 HEALTH SERVICES	\$39,801.00	3,748.10	24,098.02	\$15,702.98	60.55%
2150 SAFETY & SECURITY	\$6,000.00	0.00	3,421.23	\$2,578.77	57.02%
2310 BOARD OF EDUCATION	\$55,663.00	7,284.07	26,284.08	\$29,378.92	47.22%
2320 SUPERINTENDENT	\$281,906.00	21,424.65	150,527.53	\$131,378.47	53.40%
2510 GENERAL BUSINESS SUPPORT	\$32,297.00	4,172.38	12,066.73	\$20,230.27	37.36%
2520 OTHER VEHICLES	\$13,108.00	323.69	6,527.44	\$6,580.56	49.80%
2610 OPERATION OF PLANT	\$566,673.00	35,955.39	277,032.93	\$289,640.07	48.89%
2620 MAINTENANCE	\$1,600,816.00	2,276.86	24,187.68	\$1,576,628.32	1.51%
2750 REGULAR TRANSPORTATION	\$313,322.00	15,590.79	136,607.54	\$176,714.46	43.60%
TOTAL DISTRICT WIDE	\$3,118,455.00	102,008.42	750,019.95	\$2,368,435.05	24.05%
300 GRANTS DISTRICT WIDE					
3121/3504/3500 STATE PROGRAMS	\$27,682.00	1,015.77	7,335.86	\$20,346.14	26.50%
4200 TITLE I	\$55,153.00	5,997.09	41,972.15	\$13,180.85	76.10%
4992 REAP	\$34,000.00	0.00	0.00	\$34,000.00	0.00%
2765 Preschool Transportation	\$6,501.00	0.00	768.34	\$5,732.66	11.82%
4404-4406-4412-4410 IDEA GRANT	\$118,199.00	11,701.45	77,131.60	\$41,067.40	65.26%
4900 KICKS/PERKINS/ED/WALK GRANT	\$3,300.00	3,933.96	7,245.12	-\$3,945.12	219.55%
5000 Transfer	\$9,000.00	0.00	9,000.00	\$0.00	100.00%
TOTAL GRANTS DISTRICT WIDE	\$253,835.00	22,648.27	143,453.07	\$110,381.93	56.51%
GENERAL FUND TOTAL	\$8,391,276.00	\$527,718.75	\$3,520,132.55	\$4,871,143.45	41.95%
400 HOT LUNCH					
TOTAL BUDGET	\$324,850.00	\$25,470.05	\$184,714.85	\$140,135.15	56.86%

MONTHLY GENERAL FUND BANK RECONCILIATION
3/31/2015

BALANCE AS OF 2/28/2015		\$1,824,029.99
UNIT MADE AND ELECTRONIC DEPOSITS		
	State Aid	\$28,172.79
Receipts:		
Wash Co. Taxes	\$198,751.29	
Dodge Co. Taxes	\$15,283.64	
Douglas Co. Taxes	\$9,608.47	
Douglas Co Fines	\$47.54	
Eagle's Nest Rent	\$2,100.00	
Sped School Age 13-14	\$52,336.00	
Sped Transportation	\$25,827.00	
Pre-School Tuition	\$1,920.00	
Arlington Licenses	\$60.00	
UNL Reimbursement	\$59.90	
Tire Purchase	\$80.00	
State deposit	\$3,444.17	
	Receipts	\$337,690.80
Non-Program Receipts		
Hot Lunch Transfer	\$25,470.05	Total transf \$25,470.05
MONTHLY INTEREST		
Estimates		
Sweep interest	\$219.99	
Bank checking	\$1.30	
	Total Interest	\$221.29
TOTAL MONTHLY RECEIPTS		\$363,382.14
MONTHLY DISBURSEMENTS		
Accounts Payable	\$135,780.77	
Fica Taxes EFT	\$90,059.24	
Payroll	\$249,108.39	
State Taxes EFT	\$12,292.26	
Retirement	\$64,336.51	
	Total Disbursements	\$551,577.17
		\$0.00
ENDING BANK BALANCE 03-31-2015 (Sweep account bal & GF account bal)		\$1,635,834.96
CD Balance		\$0.00
Total to account for		\$1,635,834.96

MONTHLY SPECIAL BUILDING FUND RECONCILLIATION

3/31/2015

Balance as of 2/28/2015		\$231,191.71
DEPOSITS		
Property Taxes Washington Co.	\$3,359.34	
Property Taxes Douglas Co	\$426.92	
Property taxes Dodge Co	\$257.89	
	Total receipts	\$4,044.15
RECEIPTS		
Account interest	\$44.33	
	Total Interest	\$44.33
		\$0.00
TOTAL MONTHLY RECEIPTS		\$4,088.48
DISBURSEMENTS		
	\$0.00	
	Total Disburse	\$0.00
ENDING BUILDING BALANCE		\$235,280.19

MONTHLY DEPRECIATION FUND RECONCILLIATION

3/31/2015

Balance as of 2/28/2015		\$682,200.01
MONTHLY INTEREST		
ACCOUNT INTEREST	\$73.89	
	Total Interest	\$73.89
TOTAL MONTHLY RECEIPTS		\$73.89
	\$0.00	
	Total receipts	\$73.89
MONTHLY DISBURSEMENTS		
Advanced Engineering HVAC	\$11,200.00	
	\$0.00	
	Total Disburse	\$11,200.00
ENDING DEPRECIATION BALANCE		\$671,073.90

BOND FUND RECONCILLIATION

3/31/2015

Balance as of 2/28/2015		\$169,597.85
MONTHLY INTEREST		
ACCOUNT INTEREST	\$29.56	
	Total Interest	\$29.56
TOTAL MONTHLY RECEIPTS		\$29.56
Bond Money Wash Co.	\$15,461.23	
Bond Money Douglas Co.	\$1,881.49	
Bond Money Dodge Co.	\$1,283.73	
	Total receipts	\$18,656.01
MONTHLY DISBURSEMENTS		
	Total Disburse	\$0.00
ENDING BOND BALANCE		\$188,253.86

EMPLOYEE BENEFIT FUND

3/31/2015

Balance as of 2/28/2015			\$42,291.57
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			\$34,887.52

SUMMARIES OF BALANCES

SPECIAL FUNDS CHECKING ACCOUNT BALANCE	\$1,129,495.47
CD SPECIAL BUILDING FUND	\$0.00
BUILDING FUND BALANCE	\$235,280.19
DEPRECIATION FUND BALANCE	\$671,073.90
BOND FUND BALANCE	\$188,253.86
EMPLOYEE BENEFIT FUND	\$34,887.52

CHECK REGISTER FOR APRIL 2015 BOARD MEETING

PAYEE NAME	DESCRIPTION	AMOUNT
5TH Season	Annual Lawn Care	\$3,942.50
ACE	Mower repairs	\$34.46
ACT Aspire	Assessment	\$848.25
AEF	Memorial	\$25.00
Alpha Pro Solutions	Test Kits	\$133.00
American Broadband	Phone Service	\$202.59
Americom	Clock Signals	\$135.00
Arlington Activity	Lunch refund	\$100.00
Bell Creek	Repairs	\$1,093.00
Capital Sanitary	Vacuum Motor/Belt	\$229.63
Carolina Biological	Science Supplies	\$147.10
Cash	Postage Mailings	\$93.89
Cash-Wa	Food	\$2,238.62
Chem Tech	Pest Control	\$91.72
Chrysler Capital	Payment 2015 Mini	\$5,000.00
Continuum Energy	Gas	\$4,580.97
D & D	Radio/Charger	\$305.17
Dennis Supply	Roof Filter	\$475.98
Eagle Auto Repair	Oil Change	\$53.35
Eakes	Copies	\$2,754.92
Earthgrains	Bread	\$1,254.85
Enterprise	Minutes/Ads/Legals	\$1,022.49
ESU #2	Sped Services	\$4,256.48
ESU #3	Sped Services/Workshop	\$3,366.22
ESU #3 ECCOA	Workshop	\$15.00
Everly Plumbing	Repair Leak	\$989.53
Fastenal	Hang Shelves	\$86.46
Fremont Sanitation	Trash Service	\$302.50
Fremont Tribune	Ads	\$273.60
Gene Steffy's	Oil Change	\$96.68
Grizzley Industrial	Gear/Rack	\$58.49
Hiland Dairy	Dairy	\$2,752.49
Hireright Solutions	Background Checks	\$28.00
Holbert, Sarah	Mileage	\$598.00
Home Science	Germ Gel	\$45.85
HomeTown Leasing	Copier Lease	\$642.69
Jackson Service	Linen Cleaning	\$274.20
Kriz-Davis	Ballast/Supplies	\$1,034.81
KSB School Law	Legal Fees	\$90.00
Larsen International	Sensor Repair	\$297.76
Lrn2Move	Sped Services	\$639.58
McKinnis	Patch Holes	\$855.80
Menards	Misc Supplies	\$423.98
Midwest Distributing	Cart/Harness	\$182.15
NE Food Distribution	Food	\$3,742.61
Nebraska Association	NAG Conference	\$675.00
Nebraska Council	Law Reporter	\$140.00
Nebraska Rural	Conference	\$185.00
NE Council Economic	Stock Market Teams	\$90.00
NETA	Registration	\$525.00
NSTA Science	Books	\$153.65
Oerman, Carrie	Reimbursement	\$7.50
Omaha World Herald	Ads	\$1,806.00
One Source	Background Checks	\$71.50
OPPD	Electricity	\$8,813.92
O'Reilly	Oil/Misc	\$323.04
P & H Electric	Flange	\$133.61
Pegler	Food	\$2,425.02
Pepper	Music	\$196.11
Platte Valley	Oil Change	\$8.92
Platte Valley Truck	Transmission Repair	\$5,752.38
Prairie Fields	Physical	\$80.00
Rich's Welding	Field Numbers	\$201.00
Shell	Gas	\$4,406.29

Sid Dillon	Repair	\$76.65
Staples Advantage	Supplies	\$137.09
Staples Credit Plan	Sheet Protectors	\$64.44
Student Assurances	Student Accident Coverage	\$999.15
Thompson Co.	Food	\$1,934.07
Thompson Music	Repair Instruments	\$26.60
Trane	Remote	\$49.50
Two Rivers Bank	Direct Deposit Fee	\$36.00
Unite Office	Distance Learning	\$1,871.62
US Post Office	Mailing Fee	\$220.00
Village of Arlington	Water	\$351.20
VISA	Misc Supplies	\$1,371.09
Wal-Mart	Misc Supplies	\$373.13
Wingate Inn	Lodging	\$129.95
Winnelson	Cartridges/Faucet	\$279.57
Total Check Registers		\$79,729.37
March Hand payables		
Nielsen Excavation	Snow Removal	\$714.60
NSAA District 2	Entry Fees	\$410.00
Washington Co Treasurer	Wheel Tax/Title	\$14.00
Payflex	Admin Fees	\$108.10
Totals		\$1,246.70

SUMMARY OF VISA

Azurad	Disc Repair	\$8.44
IsellmacII	Adaptor	\$5.56
Azuradisc	DVD Repair	\$5.64
AmericInn	Lodging Honors History	\$400.00
Amazon	Headset	\$25.70
Awtechgroup	HDD	\$11.80
Gyration	USB Receiver	\$29.33
Ancestry.com	Membership	\$99.00
Amazon	Books	\$91.05
Pioneer	Long Distance	\$115.63
Amazon	Mouse	\$37.20
Amazon	Books	\$67.10
Woodcliff	Meals	\$337.14
Jimmy John's	Sandwich Trays	\$137.50
	Total	\$1,371.09

CHECK REGISTER MARCH 15 PAYROLL DEDUCTIONS/RETIREMENT

	DATE	PAYEE NAME	AMOUNT	DESCRIPTION
	03/11/15	TSA/DUES/DEDUCTIONS	\$12,601.59	EMPLOYEE DEDUCTIONS
	03/11/15	PRINCIPAL	\$1,299.20	LTD/STD LIFE INSURANCE
	03/11/15	BLUE CROSS	13,767.51	INSURANCE
TOTAL			\$27,668.30	

Electronic Pays	\$90,059.24	Internal Revenue Service	FICA	
	\$64,336.51	Nebr. Retirement System	Retirement	
	\$12,292.26	Nebr. State Taxes	State	

Total **\$166,688.01**

MARCH PAYROLL

Certified Staff	\$251,865.22
Non-Certified	\$86,101.83
Administration	\$30,924.77

Total **\$368,891.82**

SCHOOL LUNCH ACCOUNT - MARCH 2015

April 13, 2015 Board Meeting

Cash balance as of February 28, 2015: \$76,902.88
 Expenditures to date thru 3/31/15: \$184,714.85

March Receipts:
 Lunches 25,007.35
 Federal/State Reimb. 7,158.34
 Interest 0.74
 Other 566.82
\$32,733.25

TOTAL CASH: \$109,636.13

March Expenditures:
 Food 12,375.55
 Salaries/March 10,661.00
 Other 2,433.50
\$25,470.05

BALANCE ON HAND: \$84,166.08

Bank Balance
 Checking \$84,166.08
 CD's -
 TRANSFERS TO GF 184,664.50
 MINUS EXPEND. FROM GF (184,664.50) (March \$25,470.05)
 TOTAL: \$84,166.08

March 2015 Bills/April 2015 Expenditures for Approval
 Cash-Wa Distribution/food 2,053.62
 Cash-Wa Distribution/other 185.00
 Earthgrains/food 1,254.85
 Bailey Hilgenkamp/refund 100.00
 Hiland Dairy/food 2,752.49
 Jackson Services/other 274.20
 NE Food Distribution/food 3,742.61
 Sysco/food 2,400.02
 Sysco/other 25.00
 Thompson Company/food 1,934.07
 Walmart/food 67.40
\$ 14,789.26

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

Working Balance 3/31/15: \$84,166.08

MARCH 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	\$2,817.46	\$5,002.71	\$13,417.10
Art Class	\$5,080.85	\$1,208.01	\$758.00	\$4,630.84
Art Club	\$1,433.66	\$0.00	\$0.00	\$1,433.66
Athletics	\$8,741.66	\$46,831.92	\$55,639.67	\$17,549.41
Band	\$3,490.84	\$1,607.47	\$1,222.98	\$3,106.35
Band Fund Raising	\$1,517.38	\$949.90	\$1,172.44	\$1,739.92
Baylor/ACT	\$2,985.05	\$2,069.97	\$2,356.00	\$3,271.08
Book Club	\$271.46	\$0.00	\$0.00	\$271.46
Cheerleading	\$368.46	\$2,648.59	\$3,058.40	\$778.27
Class of 2015	\$869.95	\$0.00	\$715.00	\$1,584.95
Class of 2016	\$3,652.96	\$4,631.19	\$1,576.45	\$598.22
Class of 2017	\$2,359.42	\$0.00	\$1,459.90	\$3,819.32
Class of 2018	\$1,015.50	\$742.65	\$2,789.36	\$3,062.21
Class of 2019	\$500.00	\$0.00	\$0.00	\$500.00
SKILLS	\$1,905.63	\$3,876.00	\$4,784.55	\$2,814.18
Library Fund Elem/HS	\$4,946.31	\$4,327.89	\$3,921.43	\$4,539.85
Concessions	\$1,059.03	\$18,433.23	\$19,812.69	\$2,438.49
Dance Squad	\$505.54	\$4,617.37	\$4,395.98	\$284.15
Drama	\$697.58	\$281.73	\$229.00	\$644.85
Elem Lounge	\$1,448.30	\$157.58	\$217.62	\$1,508.34
FBLA	\$7,998.24	\$15,696.13	\$19,607.09	\$11,909.20
Floor Fund	\$15,140.45	\$15,712.50	\$2,500.00	\$1,927.95
General	\$4,495.77	\$801.00	\$776.25	\$4,471.02
Home Economics	\$2,343.21	\$0.00	\$160.00	\$2,503.21
Honors History	\$577.49	\$151.93	\$1,436.49	\$1,862.05
Honor Society	\$275.86	\$0.00	\$461.90	\$737.76
Interest	\$530.49	\$0.00	\$7.29	\$537.78
JH Student Council	\$2,443.43	\$80.17	\$1,637.26	\$4,000.52
Middle School STEM	\$883.74	\$147.00	\$100.00	\$836.74
Metal Shop	\$342.40	\$0.00	\$0.00	\$342.40
Metro	\$50,210.57	-\$52.65	\$2,400.00	\$52,663.22
Quiz Bowl	\$1,454.64	\$0.00	\$0.00	\$1,454.64
Secondary Lounge	\$2,666.20	\$434.24	\$787.52	\$3,019.48
Soaring to Excellence	\$1,704.70	\$2,123.16	\$1,077.98	\$659.52
Spanish Club	\$492.94	\$0.00	\$0.00	\$492.94
Speech	\$447.83	\$0.00	\$0.00	\$447.83
Spring Musical	\$6,019.65	\$4,622.89	\$6,222.45	\$7,619.21
Student Council	\$3,149.35	\$2,817.27	\$3,232.76	\$3,564.84
Student Vending	\$3,278.76	\$598.79	\$411.25	\$3,091.22
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	\$2,250.56	\$2,122.58	\$480.58
Yearbook	\$6,910.48	\$7,161.75	\$7,578.00	\$7,326.73
Pepsi	\$3,243.28	\$2,397.29	\$0.00	\$845.99
CAMPS				
BB Camp Fundraiser	\$3,064.10	\$2,171.94	\$2,324.50	\$3,216.66
GBB Camp Fundraiser	\$2,500.49	\$2,674.22	\$2,676.60	\$2,502.87
VB Camp Fundraiser	\$6,757.32	\$4,993.14	\$781.82	\$2,546.00
MSVB Fundraiser	\$2.34	\$282.00	\$0.00	-\$279.66
FB Fund (Camps)	\$8,857.03	\$8,399.03	\$1,339.00	\$1,797.00
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	\$1,522.75	\$2,361.75	\$1,829.99
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	\$2,271.20	\$2,567.00	\$2,670.06
Totals	\$199,816.01	\$179,043.59	\$176,077.64	\$196,850.06
Cd Balance	\$84,167.58			
Checking Balance	\$112,682.48			
Savings Balance	\$200.00			

Instrumental and Vocal Music Board Report 2014-2015

Multicultural Aspect:

In the words of Henry Wadsworth Longfellow: "Music is the universal language of mankind." Music students in Arlington Public Schools K-12 are introduced to different cultures through the music classroom. In elementary music classes students are introduced to different cultures through song and dance. As students begin to develop as musicians in the middle school and high school they learn how to perform music from an array of cultures, as well as learning about the culture the piece is from. In the middle and high school we strive to perform or study one multicultural piece a year. Examples include folk songs, folk dances, children's games, children's songs and instrumental music from various cultures.

SMART Goal:

Students in middle school music classes will improve their ability to read and perform rhythms of different lengths and time signatures. In the vocal music classroom ability to read music using solfege is also included in the SMART goal.

Middle school students were chosen for the continued development of our SMART goal because in their 7th grade year all students must be enrolled in instrumental or vocal music. Another reason the middle school was targeted was because of the less rigorous performance schedule. We have more time to focus on this much needed skill and to track our students' progress.

Rhythm, and in the vocal music room solfege, is a basic musical skill that every student should have as they enter into more advanced music ensembles. If students can play or sing correct notes but are not performing the correct rhythms their music will still be incorrect. Our focus on rhythm also encourages the use and understanding of fractions that is a common learning goal in our school community.

How we know when our students are learning?

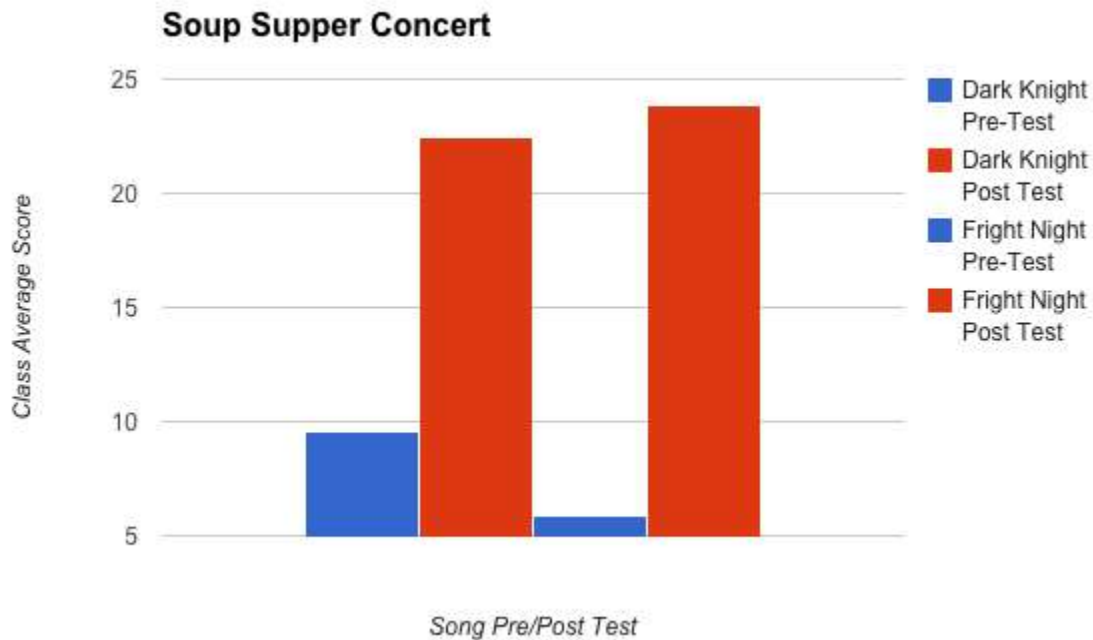
Rhythm is a skill we begin to introduce as early as kindergarten and improve upon through high school. By the time students reach middle school in our school system they should have a basic understanding of rhythm.

As part of our SMART goal in music students are given a pretest at the beginning of the year to create baseline data. At the end of the first and second semester students are re-tested to show growth through the school year. Between each re-test students are given instruction on different rhythm types and worksheets to demonstrate their learning.

The high school choir are given individual live performance evaluations in which students are recorded and are graded based on their individual knowledge of pitch and rhythm of our working literature.

Currently in the middle school instrumental music room we are testing a pre/post test program through recording. The instructor records the full band sight reading (playing without instruction on the music) the pieces to be performed for the concert. Students then rehearse the pieces in class and prepare them for a concert. The day before the concert the pieces are recorded again. After the concert in class the students in instrumental music class listen to the pre and post tests and evaluate both performances on notes, rhythms, technique, interpretation and the overall performance. The graph below shows how students perceive their growth on the two pieces performed at the Soup Supper. Students are also asked two reflective questions about

their learning process.



How do we respond when students are not learning?

In the music classrooms when students turn in assignments that are incomplete or incorrect they will be asked to redo the work until it is correct. Since music is largely a performed skill most re-teaching is done in the classroom either as a quick one on one instruction or in a large group review. Students in higher grade levels may be asked to come in before or after school to work in a sectional or one on one with the instructor for more help.

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

Students who are more advanced in their musical education are encouraged to participate in honor groups, outside ensembles, outside performances, and solos and small ensembles. Though most of these opportunities require work outside of standard class time students are excited by the challenge. Students who participate in these groups and performances are often rewarded with new skills and knowledge and increase the overall performance ability in the musical ensembles at Arlington.

Other Information

Summer Band Lessons: Twenty-two elementary, middle school and high school instrumental music students participated in summer lessons this year.

Honor Bands: Three of our middle school students were selected for the Blair Middle School Honor Band.

Honor Choirs: The Arlington High School Choir had one student chosen as alternate, 7 selected to the University of Nebraska at Omaha Honor Choir, 3 selected for Doane Honor Choir, and 6 students participated in the Midland Gospel Festival. Three middle school students

were selected for Heartland UNO Honor Choir. At the elementary level, 5 students were selected for Sing Around Nebraska Honor Choir.

Screamin' Eagles Marching Band: In the 2014-2015 school year the marching band performed at four home football games, two home basketball games, one home volleyball game, The Village Pointe Lighting Ceremony, the Washington County Fair Parade and The Nebraska State Fair. In May the students will perform for the Memorial Day Ceremony at the cemetery.

Veteran's Day: High School Band, Choir, and Elementary music perform annually for this event.

Senior Citizens Luncheon: In December of 2012 the instrumental and vocal music students of Arlington volunteered their time to perform for our guests.

Soaring Sound Show Choir: In December of 2014 the show choir performed for the Fireman's annual pancake breakfast. Show Choir attended three competitions in 2015 for Nebraska Choral Director's Association, University of Nebraska at Omaha and Midland Festival of the Arts.

Community: In addition to other community events listed, vocal and instrumental students have performed for the Arlington Fall Festival and have community performances scheduled in both Arlington and Fremont in May.

District Music Contest: On April 24th the Arlington Music Department will be participating at the District Music Contest at Yutan. The Arlington Band, Choir and Show Choir will perform along with various soloists and small ensembles.

Middle School Vocal Recital: Middle school vocal students have just begun their preparations for their recital in May, a number of solos and ensembles are in progress for this performance.

Music Boosters Soup Supper: This year the Annual Soup Supper Concert had more performers with the addition of the middle school choir, high school choir and show choir. It was a great evening to see the musical arts in Arlington.

Study on College and Career Readiness at Arlington High School

Historical Perspective:

Over the past five years, 258 students have graduated from Arlington High School. Prior to their departure, Arlington graduates identified the career field they were planning to assume after college. The top 6 careers reported by graduating seniors are listed below.

Allied Health – Medical Field	25.6%
Business	13.6%
Education	12.4%
Industrial Technology	8.1%
* Agriculture	6.6%
Military	4.7%

* 7 of the 17 students that identified agriculture were agri-business.

* 3 of the 17 students that identified agriculture indicated interest in Industrial – Technology based careers such as diesel mechanics and welding.

* 3 Students planned to work on the family farm without any formal education.

Current Data on Career based, co-curricular organizations.

Organization	Total Number participants	Male	Female	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total Events	Students in multiple Organizations
FBLA	121	55	66	24	27	25	15	30	46 +	FFA - 5 SKILLS - 27 FBLA only - 89
SKILLS	37	20	17	0	12	9	7	9	97+	FFA - 3 FBLA- 27 SKILLS only - 9
FFA	10	5	5	0	2	5	3	0	45+	SKILLS - 3 FBLA - 5 FFA only - 5 (3/5 students in 4H)

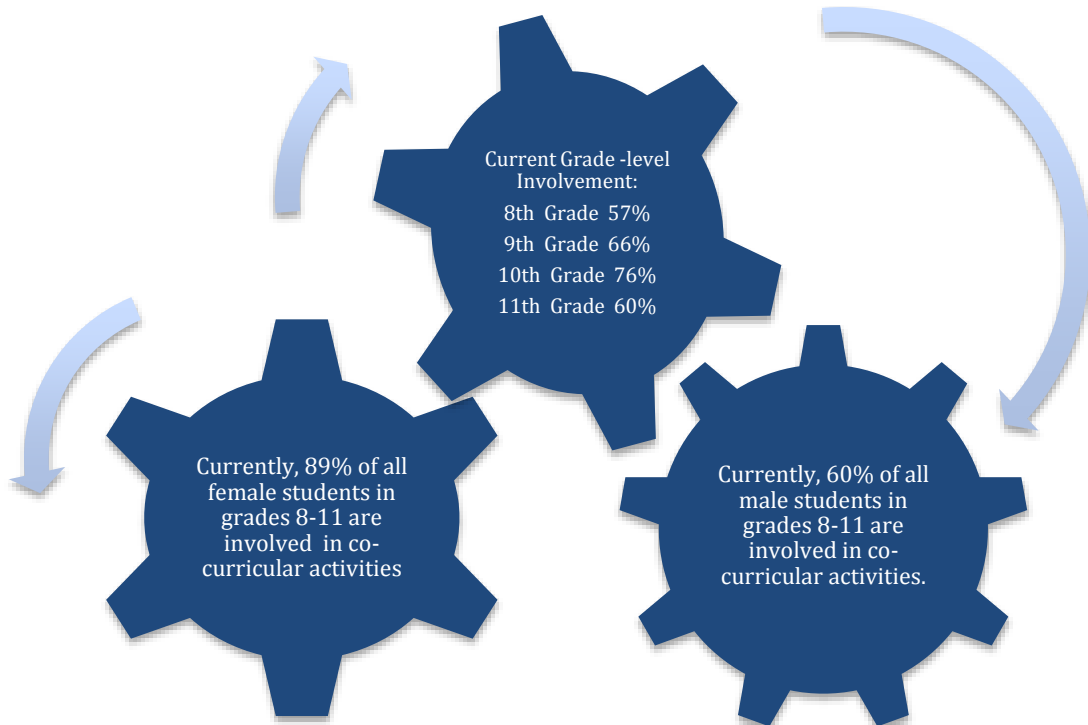
Pre-survey information

Prior to the “career organization” student survey being submitted to all students, Mr. Everitt and Mr. Farber held an informal meeting for all students interested in career based organizations and opportunities. During the meeting students were notified that they would receive a survey that was seeking input into co-curricular activities and upcoming educational programming. The initial results from the conversation were as follows.

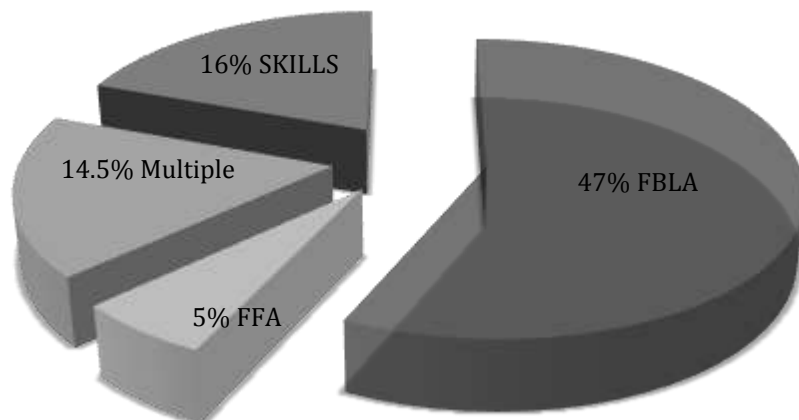
- **49** total students attended in grades 9-11
- **29** students indicated they would be interested in an FFA program, while 30 students (the same 29 students +1 additional) indicated they would be interested in online Ag courses. During the conversation, the students indicated their interest in FFA was for both the course work and competitions.
- **16** of the 49 were also in FBLA
- **10** of the 49 were in SKILLS
- **8** were in both FBLA and SKILLS
- **39** individual students that attended the meeting indicated they would be interested in a basic welding course. 14 of those students indicated they had a beginning knowledge and were already welding. The meeting identified 7 female students and 32 male students showing interest in the welding program.
- **37** students that attended the initial meeting indicated that the programs with which they are involved are providing them with skills for post secondary life.
- **16** students identified an interest in the pre-teaching courses, while **13** students identified an interest in the pre – health programming that would lead to an opportunity to invest in a CNA license through MCC.

Actual Survey Results

From March 23, 2015 to April 1, 2015 students in grades 8 – 11 were provided a survey that focused on their involvement in co-curricular events. The survey asked questions that focused on the career-based courses and organizations that they were currently involved in or would be interested in. The responses were as followed.



Percentage of Arlington students in grades 8-11 involved in specific co - curricular organizations



Questions	Response	Response
Are your current academic needs being assisted/enhanced through your affiliation with a career based student organization?	54% Yes	46% NO
Does involvement in your current organization(s) prevent you from being active in another organization? <ul style="list-style-type: none"> Students that indicated yes stated they would like more Involvement an additional school organizations, or take the opportunity to be involved in personal endeavors. 	11% Yes	89% NO
Would you be interested in an FFA program offered through AHS?	30% Yes	70% NO
The 33 AHS students that are interested in FFA indicated they would like the program for the following reason: <ul style="list-style-type: none"> They are interested in Ag based courses Their parent was in FFA They affiliate with the organization due to being raised on a farm. They feel like it will help them learn new things. They are not sure what the program is, but would be interested. 		
Of the 33 students that indicated they would like FFA, they were asked if they would be interested in online “Ag-courses” if FFA was not offered. Students responded with the following: Students identified the following areas of interest: <ul style="list-style-type: none"> Animal Science Ag- Business Farm Management Animal / Farm extension Ag-Mechanics 	90% Yes	10% No
Do your current student career organizations offer multiple opportunities to participate in co-curricular competitions?	78% Yes	22% NO

<p>1 student that responded “NO” identified “programming” as an additional competition they would like to be involved in. No other student provided rationale for his, or her “no” response.</p>		
<p>Is your career centered organization assisting in your academics and preparation for post high school life?</p> <p>Students answered no for the following reasons:</p> <ul style="list-style-type: none"> • Field work or shadowing experiences • They answered, “ Do not know”. 	<p>86% Yes</p>	<p>14% NO</p>
<p>Are you involved in an additional organization outside of school (EX. 4H)?</p> <p>Students that answered yes indicated the following groups:</p> <ul style="list-style-type: none"> • 4H • Youth Group • Boy Scouts • Orchestra • Humane Hands 	<p>33% Yes</p>	<p>67% No</p>
<p>If you are involved in an additional organization outside the school, does that organization provide additional opportunities for competition that you do not receive from a school related organization?</p> <ul style="list-style-type: none"> • The majority of responses are affiliated with 4H 	<p>45% Yes</p>	<p>55% NO</p>
<p>Are you planning to attend a post-secondary institution following high school?</p> <p>Yes Responses included:</p> <ul style="list-style-type: none"> • Traditional 4 year • 2 year community college • Military <p>No responses included:</p> <ul style="list-style-type: none"> • Work • I don’t know 	<p>93% Yes</p>	<p>7% NO</p>
<p>Total number of students interested in the following areas:</p>		

Pre - health Field program:	42	(21%)		
Welding Program:	39	(19%)		
Online – Ag Courses:	37	(18.%)		
Pre - teaching program:	26	(13%)		

Overview:

- On average, more than 90% of our graduating seniors attend a post-secondary institution.
- Currently, 60% of our male students and over 80% of our female students in grades 8-11 participate in co-curricular events.
- Over 85% of Arlington students involved in co-curricular activities are both pleased with their experiences and feel as though their organization(s) contribute to their academic success and post high school readiness.
- 78% of students surveyed indicated they felt as though they had ample opportunities through their affiliation with their organizations.
- The pre-health offering has the highest area of interest; as 21% of our current students in grades 8-11 are interested in the program.
- FBLA has the highest number of participants, followed by Skills and FFA.
- 33 total students, or 16% of the current student body, indicated an interest in an FFA program. Of those 33 students, 29 students indicated they would be interested in an on-line agricultural based course offering, if FFA was not available.
- An additional 8 students that were not interested in FFA, indicated they would like exposure to on-line agriculturally - based courses. The survey indicates that 37 total students would like exposure to on-line “ag”-based courses.
- There are 87 students that are only involved with FBLA.
- There are 9 students that are only involved with SKILLS USA.
- There are 5 students that are only involved with FFA.

Suggestions:

- Provide online Ag – based courses to Arlington high school students during the school day.
- Add an additional SKILLS USA sponsor to support the projected growth of the program.
- Periodically investigate the feasibility of an FFA program at AHS; examining all aspects of the program including student interest, co-op opportunities, financial accountability and other academic offerings.
- Continue to promote student involvement and awareness in the current co-curricular activities and coursework that are offered at AHS.
- Consider funding, or partial funding opportunities for students on the completion of their required course work, as it relates to the CNA program and online Ag classes.

Nelson Academy of Agricultural Sciences (ND) - \$250.00 per course
Nebraska College of Technical Agriculture (UNL) – \$ 200.00 per

course

Metro Community College CNA program- (Fremont, NE) – \$330.00

- Provide a welding course for students at AHS. Frequency of the course should be based on student interest.

Student response: Why do you belong to your current organization(s)?

I am in FBLA to learn how to become a better leader, and to find things that I am interested in.

They teach me new ways to tackle problems I may face in the real world.

It is good for college.

I enjoy doing FBLA and it looks good on applications.

I belong to this current organization because I recognized that I was skilled in this organization and that I had fun and met people all over the country because of this organization.

<p>Because I feel that both of them will help me in the long haul with what I want to do in life. Skills for my nursing side and FBLA to teach me about business because I feel that that is an important thing to know.</p>
<p>I think that FBLA will help me become a better leader.</p>
<p>To learn about how to be a better business person and to experience new things I can learn from to help me in the business industry in the future.</p>
<p>I wanted to help govern the students and put new ideas forth.</p>
<p>To stay active and more knowledgeable of other career opportunities and procedures.</p>
<p>I think that FBLA will help me to be a better leader in the future.</p>
<p>Because a lot of people do it and I wanted to learn more about business jobs</p>
<p>They interest me and help me learn.</p>
<p>I belong to my current organizations because I like extra curricular activities. Also, I see it as a good way to get to know people and prepare for my future.</p>
<p>Because I want to learn more about my surroundings and the way life works around me.</p>
<p>I love to be involved with these organizations.</p>
<p>I belong to Student Council because we are the voice of the students. We help with what needs to be done and achieve goals that the students want to see change in. For instance we asked for the water fountains with the bottle filler. The students asked and replied. For this instance we saw a change.</p>
<p>To learn more about business skills.</p>
<p>Because it fun and I like the challenge</p>
<p>I belong to FBLA because I want to have a business in the future. Also because I get to go to fun events.</p>
<p>I like how we go on trips and learn more about things and we do hands on things.</p>
<p>It looks good on your college applications.</p>
<p>I am going to be involved in SKILLS because I enjoy woods.</p>
<p>It is a good thing to do and it will look good on a resume.</p>
<p>I belong in FBLA because I feel like it is a good opportunity to be part of a group and take on responsibilities of my own.</p>
<p>I like to help the community getting points to go to places and learn and meet new people</p>
<p>it looks good on college applications.</p>
<p>To help my college applications.</p>
<p>They provide us with good life skills, and taught me to be a leader.</p>
<p>I belong to these organizations because I feel they can help me with my future and are good for applications.</p>
<p>They provide me with fun and easy opportunities where I can meet new people.</p>

To prepare me for my future.
Because I like hands on extracurricular activities.
To help out.
It's a great way to meet new people, be involved with the students and it helps support the school.
I wanted to become more involved in agriculture.
I wanted to get involved in the competitions.
Because it seems like something that is fun, it helps me be responsible.
My older sister did very well in FBLA and she wanted me to give it a try. I have a lot of fun and I learn a lot from it.
Because I believe in God and FCA always talks about God.
It interested me.
I think it is fun and it looks good for my college application.
I belong to the organizations because they help me become a better leader and help teach me skills I will use for college and the rest of my life.
I get involved in these programs and organizations because I like to be an active part of the school. I like having my voice be heard and many of these organizations allow that and also help develop skills that will be useful in the future.
People had told me that it was fun and that they enjoyed it so I tried it out and I ended up enjoying it and having fun while doing things for FBLA.
I am a member of both FBLA and FFA because I feel like I am learning more about myself and my community through these organizations.
I wanted to learn more about business and careers in that field
I want to learn skills to be a good leader in the future.
It is information that will be useful further on in my life, there are many learning opportunities and it is a fun experience.
It has provided me with information about my surroundings and my way of life. It is a fun organization that will fit anyone, not just people that live on farms. Anyone that joins this organization will have a great time while involved in it.
Because I wanted to join.
To compete with others
Because I think they will teach me life lessons.
I am going to do FFA because I enjoy farming very much.
It looks good on college applications and it is fun.
I belong to FFA because it teaches life skills and my dad was in it and he went to North East college.
I like to be involved in activities and challenges.

At the beginning of the year I thought it would be a fun thing to do throughout the year.

As a way to lead my classmates and also to enhance my leadership skills.

so I can make more friends, and to explore and learn about the outdoors

I was in cabinet making when I was in skills

I thought it would be fun and a challenge.

I belong to the current organizations because I feel that the things I learn within them will help me throughout my future.

I personally am involved in FFA for the career development and life long learning skills. FFA is full of not only agriculture but also everyday and life long lessons.

I am interested in how and why we use agriculture to make the world a better place, and how agriculture is tied into cooking.

I belong to these organizations because I want to further explore and expand my knowledge of the careers I want to pursue as an adult

I think it is an easy way of getting to know what kinds of careers/occupations you might be interested in after your high school and college years are over.

Andrew Farber
Secondary Board report
April 2015.

Conference Attendance

Spring 2015: Conferences were held on Tuesday, March 10 and Thursday, March 12 2015. Both days consisted of temperatures above 70 degrees.

GRADE	Tuesday 3/10	Thursday 3/12	Total
7	15%	28%	43%
8	17%	24%	41%
9	27%	27%	54%
10	20%	16%	36%
11	20%	10%	30%
12	27%	27%	54%
Total	20%	22%	42%

Historical view of conferences since the fall of 2005:

Year	Fall AVG	Spring AVG
2005	78%	71%
2006	67%	58%
2007	64%	58%
2008	76%	59%
2009	66%	65%
2010	68%	62%
2011	66%	56%
2012	59%	65%
2013	62%	55%
2014	49%	50%
2015		42%

Gooding

The Nebraska Council for Economic Education is sponsoring a financial literacy concert/speaker in the state of Nebraska and has asked Arlington to host one of the sites. The rock band Gooding, plays music and delivers a message to students pertaining to fiscal responsible. Along with their normal concert, the group engages in a conversation regarding financial literacy and responsibility. The following link provides an example of their show. <http://www.goodingmusic.com/for-good/financial-literacy-tour/>. The opportunity sponsored by the NCEE is free to all participants.

The band Gooding will be at Arlington Middle - High school to perform on Thursday, April 30, at 9:30 a.m. All students in grades 7-12 will take part in this performance. Mrs. Koger is in the process of contacting area schools in order to invite them to AHS for the show. Following Arlington, Gooding will perform for OPS in the afternoon. Please join us for the concert if you have the availability.

Student Survey

The attached document represents career and college ready data collected from students in grades 8-11. Information was gleaned through a series of pre-registration meetings and an online survey provided to all students in grades 8-11.

David Fritson
Board Report
April 2015

Parent/Teacher Conferences Held

Parent/Teacher Conferences were successfully held for the second time this school year. Below is a breakdown of attendance.

Preschool - 92%
Kindergarten - 100%
1st Grade - 98%
2nd Grade - 98%
3rd Grade - 99%
4th Grade - 98%
5th Grade - 88%
6th Grade - 76%

Preschool Informational Meeting a Success

School officials were greeted to a full house for our annual preschool information meeting. Applications were accepted for 29 students! Enrollment letters have been sent and we are looking forward to welcoming at least 18 new preschool students next year.

NeSA Pep Rally

On Monday, March 23, 2015, students were treated to a wonderful motivational speech given by former Husker, DeMoine Adams. Mr. Adams spoke with the students about bringing their "A-Game" as it pertains to their studies. He spoke of his personal experiences and struggles in school and how he was able to persevere through it all to achieve awards on and off the football field. As we embark on NeSA testing time, it was a great reminder to students that they should always try their best and strive to get better from every day.

Language Arts Update

The Language Arts Adoption committee has been busy during the last couple of weeks. Committee members have engaged in a pilot of the three remaining programs and a select group was given the opportunity to visit schools using two of the three programs during the April 2nd in-service. To date, teachers have had the opportunity to view curriculum from Reading Street (Pearson) and Journeys (Houghton-Mifflin). I have been working with administration from other districts to coordinate a visit to a school using Wonders (McGraw-Hill). Upon visiting the last school, the team will convene to make a final decision. This decision will likely occur during the 3rd week in April and a proposal will be presented to the board for review during the May board meeting.

One District, One Book is Coming!

Teachers have been busily planning a new activity for our students and families. One District, One Book is a program designed to promote literacy in the school through a partnership with our families at home. The students were introduced to the concept on Friday, April 10th at an assembly. After the assembly, students were given a book to take home and read with their families throughout the remainder of April. The book, entitled, *The World of Humphrey*, was debuted as the book that we are asking students to read at home with their families. Special activities are planned throughout the remainder of the month of April to celebrate and challenge those that participate. We look forward to engaging our school community in this project!

James Shada
April 2015
Board Report

PLC's

This summer we are looking to take another group of teachers to Minnesota for the PLC at Work Conference. The conference is from June 22nd- 24th. Last summer we were pleased with the training we received from this conference. As a PLC team were able to bring back these skills and share them with the rest of the staff. This has allowed us as a staff to work on our essential learnings, assessments, and depth of knowledge on our assessments.

Athletic Banquet

The Booster Club Athletic Banquet will be held on April 26th at 5:00 p.m. in the City Auditorium. There has been a separate committee that has been formed with parents and school employees to help take on this large production. Scott Parson has been generous to donate his time and talents to create the slide show and help with the advertisement of the banquet. The theme this year is "Rally with the Eagles".

Spring Sports

Track, baseball and boys golf are in full swing. We are fortunate to host four total track meets this year. We have many staff members who have signed up to help run these meets. Running a track meet takes a small army of volunteers. This year we have the opportunity to host the NCC Track meet on May 2nd, our Jr. High Track Invite is on May 7th, and our High School Track Invite is on May 8th. Baseball has six home baseball games this year. Boy's golf has had one invite at this point and will have eleven total contests. The Arlington boy's golf invite is on May 2nd at the Fremont Country Club.

Winter Sports Revenue 2014-2015

The revenues for the winter sports season is \$11,817.29. The expenditures which includes officials and worker pay is \$12,701.02. The net total for the district \$-883.73.

Business OperationsTransportation

The Arlington Public Schools' transportation system shall comply with existing Nebraska statutes and state department rules and regulations.

Arlington Public Schools shall provide school bus transportation for resident students attending Arlington Public Schools who live at least one mile from the school and outside of city limits. The transportation system shall provide a service promoting safe and healthful pupil transportation and contribute to the operational economy and efficiency of Arlington Public Schools.

Arlington Public Schools shall also provide transportation without cost for resident children who attend St. Paul Lutheran School. Such transportation shall extend only from some point on the regular public school bus route nearest or most easily accessible to their homes to and from a point on the regular bus route nearest or most easily accessible to St. Paul Lutheran School. Transportation for St. Paul students is only provided at times when transportation is being provided for Arlington Public School students.

Option students may be bused if they live directly on a school district regular bus route or parent/guardians transport their child(ren) to some point on the regular bus route as determined by the district to be safe and there is room on the bus.

Nonresident students attending St. Paul's Lutheran School may be bused if they live directly on the school district regular bus route or parent/guardians transport their child(ren) to some point on the regular bus route as determined by the district to be safe and if the desired pupil capacity on the bus is maintained. Such transportation shall extend only from some point on the regular public school bus route nearest or most easily accessible to their homes to and from a point on the regular bus route nearest or most easily accessible to St. Paul Lutheran School. There will be an annual fee assessed for these services. The fee is 'in addition' to the shuttle bus fees assessed by St. Paul's. Resident students and option students will be given priority consideration when determining capacities.

A student may be required, at the board's discretion, to transport to a location for pick-up and drop-off without reimbursement as per state law.

School buses and district vans shall be used to transport pupils to and from school for school activities.

School district buses will not operate when weather conditions or other natural elements make it unsafe to do so. The final judgment as to when conditions are unsafe to operate will be made by the superintendent. The superintendent will be assisted by the actual "on location" decisions and reports of the transportation director.

Standing authorization shall be granted by the board to school administrators, school nurses and other personnel designated by the superintendent to transport students in private vehicles when, in the opinion of the school personnel, this is necessary.

Legal Reference: Neb. Rev. Stat. §79-601, §79-611

Date of Adoption: May 14, 2012

ELEMENTARY PRINCIPAL'S CONTRACT OF EMPLOYMENT ARLINGTON PUBLIC SCHOOLS

THIS CONTRACT is made by and between the **Board of Education of Arlington Public Schools**, legally known as **Washington County School District 89-0024**, (referred to herein as the "Board" or "District"), and **Jacqueline Morgan**, (referred to herein as the "Principal.") In accordance with its action taken and recorded in the minutes of its meeting held on **April 13, 2015**, the Board agrees to employ the Principal, and the Principal agrees to accept such employment, subject to the terms and conditions set forth herein.

Section 1. Term of Contract. The Principal shall be employed for a period of one year beginning on August 1, 2015, and expiring on June 30, 2016, and shall consist of at least 220 working days of service. The Principal shall keep complete and accurate records of his/her working days and shall provide the Superintendent and the Board of Education with a report of his/her accumulated working days at least quarterly. **Working Days.** The term "working days" shall not include any Saturday, Sunday, or any school vacation days.

Section 2. Salary. The annual salary for the position shall be **\$78,600** during the year of employment under this Contract, and shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of August, 2015, and thereafter on the 20th day of each month through July 2016. This salary shall not be reduced during the term contract, except for just and sufficient cause as authorized by law. The Board agrees to afford the Principal an extended contract to be determined by the Superintendent but not to exceed 20 days at a per diem rate.

Section 3. Deductions. This Contract shall conform to the statutes and regulations governing deductions from compensation. The school district shall withhold other deductions as the Principal and Board may agree.

Section 4. Professional Status. The Principal affirms that he/she is not under contract with another school board or board of education covering any part of or all of the same terms provided in this Contract and that throughout the term of this Contract he/she will hold a valid and appropriate certificate to act as a principal of an elementary, grades PS-8, in the State of Nebraska, which certificate shall be registered in the District's office as required by law.

Section 5. Principal's Duties. The Principal shall be governed during employment by the policies, rules and regulation of the Board. He/She shall fulfill all the duties and responsibilities of the position of principal as described by the Board's policies, rules and regulations and shall perform such duties at a

professional level of competence. The Principal is directly responsible to the Superintendent. Specific recommendations on employment, assignment and termination of all of the personnel who work at his/her level will be given to the Superintendent by the Principal. As the general manager of his/her assigned level, the Principal is in charge of discipline, planning, operation, supervision and evaluation of the programs and personnel at his/her level. The Principal is also responsible for all other duties as assigned by the Superintendent.

Section 6. Cancellation or Mid-Term Amendment. The Board may cancel or amend this Contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Principal's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this Contract; (c) the breach of any of the material provisions of this Contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) conduct involving moral turpitude; (i) physical or mental incapacity; (j) immorality; (k) conviction of a felony; (l) any conduct that substantially interferes with the Principal's continued performance of his/her duties; (m) any arrest, criminal charge, or criminal conviction of Principal or the failure to report the same; (n) any filing against the Principal under Neb. Rev. Stat. Section 43-247 or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect or the failure to report the same; (o) knowingly falsifying school district records or documents; (p) misrepresentation of fact to the District and its personnel in the conduct of the District's official business; (q) the use or possession of illegal drugs or controlled substances except as prescribed by a physician; or (r) being under the influence of illegal drugs, controlled substances, or alcohol while on school grounds, at school events, or in a vehicle owned, leased or contracted by the District except as prescribed by a physician. The procedures for cancellation or amendment shall be in accordance with state statutes.

Section 7. Principal Residence/Domicile in School District. It is the purpose of the Board to encourage the Principal to live and maintain his/her domicile and principle residence within the boundaries of the school district which more readily allows the Principal: (1) to be highly motivated and deeply committed to the District's educational system; (2) to speak to and vote on ballot issues affecting the District as a legal voter of the school district; (3) to be involved in school and community activities bringing them in contact with parents and community leaders and be committed to the future of the District and its schools; (4) to be accessible to parents and students, and allow parents and students to become personally acquainted with the Principal; and, (5) to gain sympathy and understanding for the cultural basis of the community, and the social, economic, and environmental problems of the children they teach and are

thus less likely to be considered isolated from the communities in which they are an educational leader.

Section 8. Transportation. The Board shall provide the Principal with transportation or reimburse him/her for mileage required in the performance of his/her official duties at the rate approved by the Board.

Section 9. Fringe Benefits. The Board shall provide the Principal with the following fringe benefits:

- a. Health/Dental Insurance.** The District shall pay for and provide health and dental insurance for which the Principal is qualified for through the District's health insurance carrier.
- b. Life Insurance.** Term life insurance with a total death benefit of Fifty-Thousand Dollars (\$50,000) with the option to purchase an additional \$50,000 of coverage.
- c. Sick Leave.** The Principal shall be entitled to ten (10) days of sick leave per year which may accumulate to a total of forty-five (45) days. Sick leave may only be used for personal illness; when the Principal's parent, spouse, spouse's parent, or a child is too ill to remain alone and the Principal is needed to provide care to that family member; the birth and/or adoption of a child; or as otherwise provided in District policy. If the Principal qualifies for disability pay under the long-term disability policy, he/she shall be required to take the disability pay instead of sick leave pay. The Principal shall not be compensated for unused days of sick leave upon the ending of his/her employment with the District.
- d. Disability Insurance.** The Principal shall purchase long-term disability insurance from the school district's carrier at his/her own expense. The Board will increase his/her salary by the amount of the premium cost.
- e. Professional Development.** The Principal is expected to continue his/her professional development and to participate in relevant learning experiences. With the approval of the Board, Principal may attend appropriate professional meetings at the local, state, regional and national level. Attendance at a national convention is allowed every two years with Superintendent approval. If the Principal attends a national

convention in his/her initial year of service and does not return as an employee of the District the following year, the Principal agrees to repay the District in full for national convention expenses paid by the District.

- f. Bereavement Leave.** The Principal shall be allowed a total of not more than four (4) consecutive days on full pay in case of death in the immediate family, defined as spouse, children, mother, father, mother-in-law, father-in-law, brother, sister or a person in the same home as part of the family. A total of not more than two (2) consecutive days on full pay is allowed for each employee for absence in the case of death of other members of the immediate family, defined as son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchildren, aunt, uncle, niece, or nephew. A total of one (1) day per year on full pay is allowed for each employee in the case of death of a close friend or neighbor. Death leave is not limited to four (4) days in one year, but covers each death in the immediate family which occurs during the year.
- g. Personal Leave.** The Principal will receive up to three (3) days of paid personal leave for each Contract Year. Personal leave days may be used upon the Superintendent's approval and shall not be used when such use would interfere with his/her ability to carry out his/her duties. Unused personal leave may be carried over from Contract Year to Contract Year. If the Principal carries forward any personal leave days to any Contract Year, the number of personal leave days he/she shall be awarded in such Contract Year shall be the lesser of (a) three (3) days and (b) the number of days which will bring the Principal's accumulated unused personal leave days to five (5) days. In no case shall the Principal accumulate more than five (5) days of unused personal leave.
- h. Professional Dues.** The Board shall pay dues on the Principal's behalf for membership in the following professional organizations: Nebraska Council of School Administrators (NCSA), the national affiliate (NASSP or NAESP), and the Association of Supervision and Curriculum Development (ASCD).

- i. Expense Reimbursement.** The Board shall only pay or reimburse the Principal for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that (1) such payment or expense is authorized by the Local Government Miscellaneous Expenditures Act (Neb. Rev. Stat. § 13-2201 *et seq.*) or some other provision of law, and (2) the Principal secures the prior approval of the Board before incurring any such expense when the anticipated aggregate expense of any single event is \$2,600 or more.
- j. Moving Expense.** The Board agrees to afford the principal \$2,000 in moving expenses to move into the district.

Section 10. No Penalty for Release or Resignation. There shall be no penalty for release or resignation by the Principal from this Contract; provided, no resignation shall become effective before the expiration date of this Contract unless it is accepted by the Board which shall fix the date at which the resignation shall take effect.

Section 11. Compensation Upon Termination. Upon lawful termination of this Contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the twelve months in the annual salary period in which termination occurs. Any portion of the annual salary paid but not earned prior to the date of termination of this Contract shall be refunded by the Principal.

Section 12. Governing Laws. The parties shall be governed by all applicable state and federal laws, rules and regulations in performance of his/her respective duties and obligations under this Contract.

Section 13. Amendments to be in Writing. This Contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

Section 14. Severability. If any portion of this Contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of this Contract.

IN WITNESS WHEREOF, the parties have executed this Contract on the dates indicated below.

Executed by the Board this ____ day of _____, 2015.

Secretary, Board of Education

President, Board of Education

Executed by the Principal this _____ day of _____, 2015.

Principal

AdministrationDuties of the Principal1. General Duties

- a. The Principal shall perform such duties as are assigned by the Board and the Superintendent.
- b. Within limits of the law, Board regulations, and instructions from the Superintendent, the Principal shall be the administrative authority of the Principal's school. The Principal is responsible for a thorough knowledge of all laws, regulations, and instructions governing the Principal's position. The Principal shall coordinate all administrative and supervisory activities which occur in the Principal's building. The Principal shall be responsible for the administration of school policies in the school under the Principal's supervision, and for making available to the staff of the school knowledge of such regulations as they are enacted by the Board of Education or formulated by the Superintendent. The Principal is responsible for the detailed organization of the school, the assignment of duties of staff members under the Principal's supervision, and the administration of the instructional program.
- c. The Principal shall handle complaints from patrons or parents which affect the school, investigate the same, refer to the Superintendent all cases which the Principal can not adjust satisfactorily, and comply with the grievance and complaint policies established by the Board of Education and the Superintendent.
- d. The Principal is responsible for the efficiency of the teachers and other staff members under the Principal's supervision, and shall evaluate them in accordance with established procedures as may be defined by the Board of Education and the Superintendent.
- e. A job description for Principals will be adopted from time to time by the Board of Education which the Principals shall be expected to adhere to.

2. Responsibility and Authority

- a. The Principal is directly responsible to the Superintendent for all aspects of the management of the School as assigned, and for any general school assignments as delegated by the Superintendent.
- b. The Building Principal is the immediate supervisor of all of their specific building professional and support staff members.

3. Specific Duties

- a. Attend all Board of Education meetings unless excused by the Superintendent.
- b. Participate as a member of the administrative team, with involvement in matters including, but not limited to:
 - i. Evaluation of the curriculum
 - ii. Supervision of buildings and grounds maintenance
 - iii. Creation (& updating) of job descriptions for all positions
 - iv. Analysis of achievement test data

- v. Supervision of co-curricular activities
 - c. Participate as a member of the Academic Advisory Council
 - d. Review staff members' requisitions and make recommendation to the Superintendent.
 - e. Maintain records, issue reports, send communications, and write documents including the following:
 - i. Class enrollment
 - ii. Class schedule
 - iii. Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - iv. Property accounting and inventory
 - v. Curriculum handbook - teacher handbook, classified staff handbook, student handbook
 - vi. Semester and yearly plans
 - vii. Evaluations data, staff evaluations, personal improvement plans
 - viii. Weekly/monthly bulletins to parents
 - ix. Daily bulletins to students and teachers
 - f. Conduct teacher performance appraisal per Board Policies and State Law.
 - g. Administer staff personal leave, professional leave, and sick leave policies.
 - h. Secure substitutes for staff who are absent.
 - i. Evaluate support staff in writing once per year.
4. Organizational Expectations and Performance Standards
- a. Leadership and management:
 - i. Establishes clear and appropriate professional and personal goals
 - ii. Demonstrates initiative and alternative approaches to problem solving
 - iii. Exhibits competence in planning and organizing
 - iv. Is effective in implementation and follow-through
 - v. Provides for effective motivational techniques
 - vi. Delegates authority appropriately and effectively.
 - b. Communication:
 - i. Encourages and initiates communication in problem solving
 - ii. Communicates clearly and thoroughly, both verbally and in writing
 - iii. Shows communicative adaptability to pupils, staff, parents, and public.
 - c. Decision making:
 - i. Involves those to be affected in the decision-making process
 - ii. Collects adequate information before making decisions
 - iii. Uses reliable sources of information
 - iv. Does not delay important decisions nor allow pressure to cause hasty decisions
 - v. Explains reasons for decisions to persons affected.
 - d. Responsiveness to others:
 - i. Exhibits openness and humaneness in dealing with others
 - ii. Reacts to mistakes with patience
 - iii. Counsels individuals in private
 - iv. Friendly and open-minded in meeting situations
 - v. Steady and even-tempered when faced with criticism

- vi. Cooperates well with colleagues
- vii. Recognizes achievements of students and staff
- viii. Is an active listener.
- e. Development and maintenance of effective educational conditions:
 - i. Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - ii. Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - iii. Encourages enthusiasm for learning and teaching
 - iv. Provides for a cooperative feeling among students and staff
- f. Contribution to district cohesiveness:
 - i. Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - ii. Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - iii. Expresses concerns regarding individual administrative decisions directly to the person responsible
 - iv. Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - v. Is prompt in providing support necessary to the completion of others tasks
 - vi. Appreciates and draws upon the expertise of other administrators
 - vii. Recognizes and contributes to organizational goals;
- g. Staff development and professional growth:
 - i. Establishes clear performance expectations
 - ii. Assists staff members in setting and reaching goals
 - iii. Uses the evaluation program effectively, involves resource persons appropriately
 - iv. Observes in classrooms on a regular basis
 - v. Identifies areas of strength as well as areas of deficiency
 - vi. Encourages the professional growth of all staff.
- h. Professional knowledge:
 - i. Exhibits awareness of sound educational practice
 - ii. Shows alertness to new knowledge that might benefit students or staff
 - iii. Keeps current with educational literature and research
 - iv. Participates in professional organizations and activities.
- i. Student relations:
 - i. Maintains positive school climate
 - ii. Exhibits concern for individual pupils' welfare
 - iii. Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - iv. Effectively handles student disciplinary problems.
- j. Community relations:
 - i. Exhibits awareness of the main concerns of the school community
 - ii. Is sensitive to the educational goals and special needs of the community and its component groups
 - iii. Establishes avenues for dialog between school and community

iv. Is effective in interpreting school programs to the community.

5. Conditions of Employment

Except as may be otherwise established by the Board:

- a. Regular, dependable attendance is an essential function of the position.
- b. Work days shall include all week days from August 1 through June 30, exclusive of holidays and scheduled school vacations.
- c. Work hours during the school year shall be 8 1/2 hours per day minimum, which shall overlap with the regular school hours.
- d. Work hours during the summer shall be 8:30 - 3:30 minimum.
- e. Report to school on snow days if possible.
- f. Professional leave and other leaves shall be arranged with the Superintendent in accordance with such reporting procedures which the Superintendent may establish.

See: Job Description for Principal - Regulation No. 2210A

Date of Adoption: February 11, 2008

Reviewed: April 9, 2012

AdministrationAdministrationEvaluation of Principals1. Objectives

The Board recognizes that the role of a school principal is varied and complex requiring an appraisal of process that accurately measures performance and provides support for the continued growth and improvement of the principal. The general job description and an evaluation instrument with performance standards for a Principal shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education. The appraisal process for Principals shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Principals their role in the school system as seen by the Board.
- c. Clarify for all Board members the role of the administration and the immediate priorities among each Principal's responsibilities.
- d. Develop harmonious working relationships between the Board and each Principal.
- e. Aid the individual Principal to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

2. General Procedures

The formal Principal appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Principal's duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective Principal. As a result, additional data and information related to the administrative role may be utilized to generate a comprehensive appraisal.

3. Appraisal Cycle

Probationary Principals shall be observed and evaluated at least once each semester. Permanent (tenured) Principals shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Principal or in the discretion of the appraiser.

The appraisal cycle and appraisal process for a permanent principal is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated cycle or in the manner directed by this policy shall not give the permanent Principal rights, but may be addressed in evaluating the responsible appraiser's performance.

4. Appraisal Process

The appraisal process is the responsibility of the Principal and the Principal's immediate supervisor. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument shall serve as the basis for the formal appraisal. During the formal appraisal, data is collected as required to provide a basis for appraising the performance categories. The data will relate to each indicator identified in the performance standard category. Data collection may include, but is not limited to, surveys (formal or informal information gathering from staff, students, parents, community members, and other administrators); statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the Principal (such as the Principal's evaluations of teachers) and observations of performance. The Principal may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is requested.

The collected data along with the professional opinions of the responsible appraiser shall serve as the basis for the final appraisal report. In addition to the final report, each Principal will receive or may request a detailed version of the data results as related to each performance standard and indicator. This review will include the appraiser's perceptions of whether or not the given expectation indicator was met.

5. Final Summative Evaluation

The appraisal process culminates in a final summative evaluation. The final evaluation consists of a rating of each performance category, identification of whether the Principal's performance meets or does not meet district standards of performance, a list of deficiencies in the Principals' performance, suggestions and plans for improvement to assist the Principal in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Principal may be assigned responsibility to provide suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, the Principal shall have the duty to comply with such plans. The Principal is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

See: Evaluation Instrument for Principal - Administrative Regulation No. 2220A

Date of Adoption: February 11, 2008

Reviewed: April 9, 2012

Administration

Line of Authority

Each teacher or other employee of the School District shall be under the general direction of the Superintendent, but shall be under the immediate supervision of the building Principal or other designated supervisor.

Date of Adoption: February 11, 2008

Reviewed: April 9, 2012

AdministrationAdministrative Actions in Emergencies

In any crises or emergency circumstances, the immediate concern is securing the safety and welfare of students and staff. A second priority, if appropriate, will be the securing and salvaging of property. The superintendent of schools will be in charge of administering and monitoring any emergency event, except that if the situation is confined to a particular building, the principal will be in charge with the superintendent of schools advising on necessary decisions. Once the nature of the emergency is determined and the immediate concerns for students and staff are addressed, the superintendent of schools will:

1. Alert board members.
2. Decide whether or not to convene or postpone school, with attendant adjustments in transportation and activity schedules.
3. Determine the need to involve other agencies and/or officials (e.g., Police, fire and emergency personnel, counseling services, insurance representatives). All administrators will maintain an accessible, emergency phone list.
4. Notify students, staff, and patrons via appropriate media.
5. Report on the incident at the next regular or emergency board meeting and evaluate the effectiveness of the response strategy.

Inclement Weather: In the event of bad weather, or other circumstance in which the safety of students would be endangered by attending school, the superintendent of schools will make the decision to cancel or delay the start of school and whether or not staff are to report for duty. When school is canceled, ordinarily all after-school activities will be canceled. Any decision to the contrary must have the superintendent of school's permission and include provision for communicating with all affected parties in a timely manner. Weather information will be sought from current weather station reports and consultation with the transportation director and other area superintendents. The decision to cancel school will be made as early as possible. An electronic communication service will be used to alert the staff and students, and the superintendent of schools shall inform appropriate television and radio stations and request that they make the appropriate announcement to the local media. The board of education will determine in the spring whether time missed for inclement weather or other emergency school closings should be made up.

Fire, Tornado, Gas Leaks: Principals shall design and keep current drill and evacuation plans, to include emergency shelter, and publish them in staff and student handbooks. Teachers will post said plans in their classrooms and educate students on their implementation.

Student or Staff Deaths: When notice is received of a student or staff death, the involved administrators will inform and consult with the superintendent of schools. Ordinarily school will be convened; however, appropriate modifications in daily school activities which are sensitive to the incident will be made. Further, if deemed necessary, a counseling intervention team will be made available, in conjunction with school counseling services, to provide assistance to students and staff. Substitute teachers will be employed if deemed appropriate. School officials will attempt to balance funeral accommodations with the need to convene school with minimal disruption.

Civilian Emergencies: The school buildings are available as emergency shelters if needed. School officials, to the extent possible, will cooperate with other civil authorities, including local, area, and state law enforcement agencies and fire department officials, in making school facilities available during any civilian emergencies.

Date of Adoption: April 11, 2011

Reviewed: April 9, 2012

AdministrationStaff Handbooks

The Superintendent shall have the authority to establish staff handbooks. The handbooks shall define the duties of all special school officers and employees; define responsibilities, duties and policies concerning the relation of personnel to the administration, the community and the students; shall list the responsibilities of the administration to the staff together with staff welfare measures; and shall list general policies pertaining to students. All staff shall be furnished or be provided access to a handbook at the beginning of each school year. Should a circumstance present itself that is not covered by the provisions of the staff handbook applicable to a specific employee, reference should be made to Board policy.

Date of Adoption: February 11, 2008

Reviewed: April 9, 2012

AdministrationAttending Professional Growth Meetings

The board of education expects its administrative staff to be informed on contemporary educational issues and therefore encourages active participation in the respective professional administrative organizations, including state, regional, and national associations for the superintendent and principals. Accordingly, the Board of Education authorizes and will fund, within budgetary limits, attendance to state, regional, and national conferences sponsored by professional administrative organizations, curriculum groups, institutions of higher education, legislative bodies, and other agencies having a relationship which is in agreement with the school district's educational objectives.

The superintendent of schools may attend a national convention annually and will administer an itinerary of conference attendance by other district administrators, including national conferences which will be accorded on an every-other-year basis. (Exceptions may be allowed if an administrator is appointed or elected to an office requiring national conference attendance, or invited to give a major presentation at a national convention).

The Board approval of administrators' attendance at national conventions shall be considered at the time of contract issuance, and said provision, if approved, shall be part of the administrators' contracts. Normally permission to attend a national convention shall not be granted to an administrator in the administrator's first year with the Arlington Public School.

If a first-year administrator is granted permission to attend a national convention, expenses for such attendance shall be allowed, provided that should the administrator not return for the next school year the cost of the administrator's attendance at such national convention shall be deducted from the administrator's last pay check. Any convention expenses already paid for a first-year administrator who chooses to terminate employment at the end of the contract year shall be refunded by that administrator to the district.

Approved national conventions include: the American Association of School Administrators, the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the Association for Supervision and Curriculum Development (ASCD), the American Association of School Administrators (AASA), the National Association of School Boards (NASB), or other conferences approved by the Board of Education. Any expenses allowed shall be consistent with those allowed through the guidelines approved by the Board for the Superintendent.

The Superintendent and the Principal, when approved to attend a national convention, shall be allowed expenses which shall include registration fee, transportation, lodging, meals and incidentals not to exceed the amount specified in the contract of such administrator. In the absence of such contractual provisions, the expenses allowed shall be the amount set forth in the "Coffee Act Policy," Policy No. 8231. Ticket stubs, receipts, and other records pertaining to expenses incurred shall be submitted.

The expenses of the spouse of the administrator, accompanying the administrator on the convention trip, shall be borne by the administrator.

Periodic reports will be given to the board of education regarding administrator attendance at conferences, including prior announcement of intended national conferences. Ordinarily, the board of education will automatically authorize conference attendance with adoption of the annual budget, but it may, in its discretion, limit or deny administrator conference attendance as the school year progresses.

Date of Adoption: February 11, 2008

Reviewed: April 9, 2012

Administration

Administrative Action in Absence of Policy

If a situation demanding decision is not covered by an existing law, policy, or by regulations, the Superintendent or the Superintendent's designee is empowered to make the decision deemed best in Superintendent or the Superintendent's designee professional judgment.

Decisions made in the absence of needed policy shall be reported to the Board and the Superintendent shall develop recommended policy to deal with similar matters in the future.

Date of Adoption: February 11, 2008

Reviewed: April 9, 2012

**ARLINGTON PUBLIC SCHOOLS
ASSESSMENT OF ADMINISTRATIVE PERFORMANCE
ASSISTANT PRINCIPAL/ACTIVITY DIRECTOR**

Name :

Date:

Position: Assistant Principal/Activities Director

Evaluation Scale: 1=Unsatisfactory, 2= Below Expectations, 3=Satisfactory, 4=Exceeds Expectations, 5= Clearly Outstanding.

The evaluation for this position is based upon the job description duties. It is important to note the manner in which the scale is being interpreted by those that are applying it. A satisfactory rating is evidence that the job performance is acceptable that the district standards are being met.

3.0 DUTIES OF THE SECONDARY ASSISTANT PRINCIPAL

- _____ 3.1 Attend Board of Education meetings upon request by the Principal and/or Superintendent
- _____ 3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:
- Development and evaluation of the curriculum
 - Supervision of buildings and grounds maintenance
 - Maintaining job descriptions for all coaches, sponsors, support staff
 - Assist in the collection and analysis of assessment data
 - Supervision of personnel involved in co-curricular activities
- _____ 3.3 Serve as Activity Director
- Supervise Special Education program as applicable
 - Serve as a member of the Crisis Team
 - Serve as a member on the campus School Improvement Committee
- _____ 3.4 Direct development of the activity budget
- Distribute and collect area budget requests
 - Establish final budget amounts
 - Monitor budget expenditures
 - Coordinate bidding process
 - Monitor activity accounts related to elementary/secondary
 - Update inventory of equipment and supplies
-

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- _____ 3.5 Maintain records, issue reports, send communications, write documents including the following:
- Submit all forms to NSAA and other related agencies for the inclusion of Arlington activities in conference, district, and state events
 - Develop, maintain, and publicize master schedule and coordination of activities and facilities
 - Student records: grades, attendance, test data, health, discipline, accident
 - Property accounting and inventory for activities
 - Handbooks - Parent/Student Handbook, Co-Curricular Handbook, Coaches/Sponsors Handbook
 - Evaluations data, staff evaluations, personal improvement plans
 - Monthly newsletter articles; Daily bulletins to students and teachers
 - Assist in grant writing and administration; Assist in Student Registration process
- _____ 3.6 Conduct teacher performance appraisal per policies and regulations and coaches and sponsors evaluations
- Observe classroom presentations
 - Set and monitor instructional goals
 - Conduct formative and summative evaluation conferences
 - Review evaluation portfolios
 - Evaluate support personnel
 - Evaluate coaches and sponsors
- _____ 3.7 Supervise support staff, custodial staff and school nurse, as applicable
- Evaluate support staff in writing once per year
- _____ 3.8 Perform other duties as assigned by the Principal and/or Superintendent

4.0 ORGANIZATIONAL EXPECTATIONS/PERFORMANCE STANDARDS

- _____ 4.1 Leadership and management
- Leadership and Management Tasks
 - Assist in the development of building level goals and monitor progress
 - Develop instruments to report on student and parent satisfaction
 - Analyze and report levels of customer satisfaction
 - Direct and monitor academic functions and activity programs
 - Collect and conduct research on educational best practice
 - Identify and develop innovative programs
-

-
- Leadership and Management Skills
 - Establishes clear and appropriate professional and personal goals
 - Demonstrates initiative and alternative approaches to problem solving
 - Exhibits competence in planning and organizing
 - Is effective in implementation and follow-through
 - Provides for effective motivational techniques
 - Delegates authority appropriately and effectively
 - Performance Tasks
 - Attainment of District/Administrative goals
 - Demonstrate staff growth
 - Attainment of Academic Achievement Goals

4.2 Communication

- Communication Tasks
 - Develop and maintain effective staff, parent, and student communication systems
 - Develop and maintain written, electronic, and voice communication systems
 - Develop and maintain effective communication with the Eagle Booster Club, alumni groups, etc. as needed
- Communication Skills
 - Encourages and initiates communication in problem solving
 - Communicates clearly and thoroughly, both verbally and in writing
 - Shows communicative adaptability to pupils, staff, parents, and public

4.3 Decision Making

- Decision Making Tasks
 - Develop and maintain systems to identify the needs of the school, collect and interpret pertinent data, and recommend solutions
 - Decision Making Skills
 - Involves those to be affected in the decision-making process
 - Collects adequate information before making decisions
 - Uses reliable sources of information
 - Does not delay important decisions nor allow pressure to cause hasty decisions
 - Explains reasons for decisions to persons affected
-

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- _____ 4.4 Human Relations
 - Exhibits openness and humaneness in dealing with others
 - Reacts to mistakes with patience
 - Counsels individuals in private
 - Friendly and open-minded in meeting situations
 - Steady and even-tempered when faced with criticism
 - Cooperates well with colleagues
 - Recognized achievements of students and staff
 - Is an active listener

 - _____ 4.5 Development and maintenance of effective educational conditions
 - Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - Encourages enthusiasm for learning and teaching
 - Provides for a cooperative feeling among students and staff

 - _____ 4.6 Contribution to district cohesiveness
 - Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - Expresses concerns regarding individual administrative decisions directly to the person responsible
 - Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - Is prompt in providing support necessary to the completion of others tasks
 - Appreciates and draws upon the expertise of other administrators
 - Recognizes and contributes to organizational goals

 - _____ 4.7 Staff development and professional growth
 - Establishes clear performance expectations
 - Assists staff members in setting and reaching goals
 - Uses the evaluation program effectively, involves resource persons appropriately
 - Observes in classrooms on a regular basis
 - Identifies areas of strength as well as areas of deficiency
 - Encourages the professional growth of all staff
-

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- _____ 4.8 Professional Development
- Establishes clear and appropriate professional and personal goals
 - Maintain a working knowledge of best practice and shares pertinent information with staff
 - Participate annually in course work, workshops and/or seminars to improve instructional leadership skills
 - Keeps current with educational literature and research
 - Participates in professional organizations and activities
- _____ 4.9 Student Services:
- Student Services Tasks
 - Develop and execute the student discipline code set out in the Parent/Student Handbook
 - Administer student discipline
 - Monitor the secondary student assistance team
 - Supervise the activities program
 - Communicate daily information through the daily bulletin
 - Assist in monitoring the student recognition awards program
 - Shares responsibility for after school supervision at all necessary activities
 - Student Services Skills
 - Maintains positive school climate
 - Exhibits concern for individual pupils' welfare
 - Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - Effectively handles student disciplinary problems
- _____ 4.10 Community/Public relations
- Community/Public Relations Tasks
 - Develop and monitor systems for communicating school objectives, outcomes, and activities with the parents and patrons of the district
 - Present, upon request to groups in the school and professional community about the educational program
 - Participate in area service clubs
 - Participate in grant leadership (secondary)
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- Community/Public Relations Skills
 - Exhibits awareness of the main concerns of the school community
 - Is sensitive to the educational goals and special needs of the community and its component groups
 - Establishes avenues for dialog between school and community
 - Is effective in interpreting school programs to the community

Appraisee comments (optional) I have read this appraisal and had an opportunity to discuss it with the evaluator.

The appraisee signature indicates that He/She has seen the report and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher

Date

Signature of Evaluator

Date

Date of Adoption: April 11, 2011

Reviewed: April 9, 2012

**ARLINGTON PUBLIC SCHOOLS
ASSESSMENT OF PRINCIPAL PERFORMANCE**

Name :

Date:

Position:

Evaluation Scale: 1=Unsatisfactory, 2= Below Expectations, 3=Satisfactory, 4=Exceeds Expectations, 5= Clearly Outstanding.

The evaluation for this position is based upon the job description duties. It is important to note the manner in which the scale is being interpreted by those that are applying it. A satisfactory rating is evidence that the job performance is acceptable that the district standards are being met.

3.0 DUTIES OF THE ELEMENTARY/SECONDARY PRINCIPAL

_____ 3.1 Attend all Board of Education meetings unless excused by the Superintendent

_____ 3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:

- Development and evaluation of the curriculum
- Supervision of buildings and grounds maintenance
- Maintaining job descriptions for all positions
- Collection and analysis of assessment data
- Supervision of personnel involved in co-curricular activities

_____ 3.3 Serve as Director of Curriculum (Elementary Principal)

- Serve as Title I Director (Elementary Principal)
- Serve as Special Education Director (Elementary Principal)
- Supervise Special Education program as applicable
- Serve as a member of the Crisis Team
- Serve as a Task Force Leader on the School Improvement Steering Committee

_____ 3.4 Direct development of the Elementary/Secondary budget

- Distribute and collect area budget requests
 - Establish final budget amounts
 - Monitor budget expenditures
 - Develop and monitor Federal Grant budgets
 - Monitor activity accounts related to elementary/secondary
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- _____ 3.5 Maintain records, issue reports, send communications, write documents including the following:
- Class enrollment
 - Master schedule
 - Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - Property accounting and inventory
 - Handbooks - Curriculum, Faculty, and Student Handbooks
 - Semester and yearly plans; Lesson plans and Rule 10 documentation
 - Evaluations data, staff evaluations, personal improvement plans
 - Bi-weekly bulletins/monthly newsletter articles (elementary);
 - Daily bulletins to students and teachers (secondary)
 - Assist in grant writing and administration
 - Student Registration process (Secondary)
- _____ 3.6 Conduct teacher performance appraisal per policies and regulations
- Observe classroom presentations
 - Set and monitor instructional goals
 - Conduct formative and summative evaluation conferences
 - Review evaluation portfolios
 - Evaluate support personnel
- _____ 3.7 Administer classified and certificated staff personal leave, professional leave, and sick leave policies
- Secure substitutes for staff who are absent
- _____ 3.8 Supervise support staff, custodial staff and school nurse, as applicable
- Evaluate support staff in writing once per year
- _____ 3.9 Perform other duties as assigned by the Superintendent

4.0 ORGANIZATIONAL EXPECTATIONS/PERFORMANCE STANDARDS

- _____ 4.1 Leadership and management
- Leadership and Management Tasks
 - Develop building level goals and monitor progress
 - Chair the District Quality Team (Secondary)
 - Develop instruments to report on student and parent satisfaction
 - Analyze and report levels of customer satisfaction
 - Direct and monitor academic functions and activity programs
 - Collect and conduct research on educational best practice
 - Identify and develop innovative programs
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- Leadership and Management Skills
 - Establishes clear and appropriate professional and personal goals
 - Demonstrates initiative and alternative approaches to problem solving
 - Exhibits competence in planning and organizing
 - Is effective in implementation and follow-through
 - Provides for effective motivational techniques
 - Delegates authority appropriately and effectively
 - Performance Tasks
 - Attainment of District/Administrative goals
 - Demonstrate staff growth
 - Attainment of Academic Achievement Goals

4.2 Communication

- Communication Tasks
 - Develop and maintain effective staff, parent, and student communication systems
 - Develop and maintain written, electronic, and voice communication systems
- Communication Skills
 - Encourages and initiates communication in problem solving
 - Communicates clearly and thoroughly, both verbally and in writing
 - Shows communicative adaptability to pupils, staff, parents, and public

4.3 Decision making:

- Decision Making Tasks
 - Develop and maintain systems to identify the needs of the school, collect and interpret pertinent data, and recommend solutions
 - Decision Making Skills
 - Involves those to be affected in the decision-making process
 - Collects adequate information before making decisions
 - Uses reliable sources of information
 - Does not delay important decisions nor allow pressure to cause hasty decisions
 - Explains reasons for decisions to persons affected
-

-
- _____ 4.4 Human Relations
 - Exhibits openness and humaneness in dealing with others
 - Reacts to mistakes with patience
 - Counsels individuals in private
 - Friendly and open-minded in meeting situations
 - Steady and even-tempered when faced with criticism
 - Cooperates well with colleagues
 - Recognized achievements of students and staff
 - Is an active listener

 - _____ 4.5 Development and maintenance of effective educational conditions
 - Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - Encourages enthusiasm for learning and teaching
 - Provides for a cooperative feeling among students and staff

 - _____ 4.6 Contribution to district cohesiveness
 - Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - Expresses concerns regarding individual administrative decisions directly to the person responsible
 - Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - Is prompt in providing support necessary to the completion of others tasks
 - Appreciates and draws upon the expertise of other administrators
 - Recognizes and contributes to organizational goals

 - _____ 4.7 Staff development and professional growth
 - Establishes clear performance expectations
 - Assists staff members in setting and reaching goals
 - Uses the evaluation program effectively, involves resource persons appropriately
 - Observes in classrooms on a regular basis
 - Identifies areas of strength as well as areas of deficiency
 - Encourages the professional growth of all staff
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- _____ 4.8 Professional Development
 - Establishes clear and appropriate professional and personal goals
 - Maintain a working knowledge of best practice and shares pertinent information with staff
 - Participate annually in course work, workshops and/or seminars to improve instructional leadership skills
 - Keeps current with educational literature and research
 - Participates in professional organizations and activities

 - _____ 4.9 Student Services
 - Student Services Tasks
 - Monitor and direct the elementary/secondary counseling program and records
 - Develop and execute the student discipline code set out in the Parent/Student Handbook
 - Administer student discipline
 - Monitor the elementary/secondary student assistance team
 - Monitor the Drug Free Team (secondary).
 - Supervise the Activities Director and the activities program
 - Communicate daily information through the daily bulletin (secondary) or announcements (elementary)
 - Monitor the student recognition awards program

 - _____ 4.10 Student Services Skills
 - Maintains positive school climate
 - Exhibits concern for individual pupils' welfare
 - Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - Effectively handles student disciplinary problems

 - _____ 4.11 Community/Public relations
 - Community/Public Relations Tasks
 - Develop and monitor systems for communicating school objectives, outcomes, and activities with the parents and patrons of the district
 - Present, upon request to groups in the school and professional community about the educational program
 - Participate in area service clubs
 - Participate in grant leadership (secondary)
-

-
- Community/Public Relations Skills
 - Exhibits awareness of the main concerns of the school community
 - Is sensitive to the educational goals and special needs of the community and its component groups
 - Establishes avenues for dialog between school and community
 - Is effective in interpreting school programs to the community

Appraisee comments (optional) I have read this appraisal and had an opportunity to discuss it with the evaluator.

The appraisee signature indicates that He/She has seen the report and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Principal Date Signature of Evaluator Date

Date of Adoption: April 11, 2011
Reviewed: April 9, 2012

InstructionDispensing Medications

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

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

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

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

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

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

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

3. Minimum Competencies:

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

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

4. Routes of Medication Administered by School Personnel:

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

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

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

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

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

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

Date of Adoption: November 11, 2013 and December 9, 2013

CARETAKER AUTHORIZATION FOR ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENT

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

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

CHECK ONE (1) OF THE FOLLOWING BOXES

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

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

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

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

DATED this _____ day of _____, 200_.

Work Telephone Number

Name of Student

Home Telephone Number

Parent/Guardian

Alternate Number for Parent

Parent/Guardian

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

Date _____

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

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

Dosage and time _____

Date provision of medication is to begin _____

Date after which the medication should not be provided _____

Possible adverse reactions to be reported to physician _____

Special instructions for the provision and storage of the medication _____

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

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

Print or Type Name of Physician

Primary Phone Number

Signature of Physician

Secondary Phone Number

REQUEST TO PROVIDE MEDICATION DURING SCHOOL HOURS:

Acetaminophen, Ibuprofen, Cough Drops, Other

IMPORTANT INFORMATION FOR PARENTS/GUARDIANS:

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

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

PARENTAL CONSENT:

I give my permission to the Arlington Public Schools to administer the following medications to _____ according to approved guidelines (check if approved)
(child’s name/names)

- Acetaminophen (“Tylenol”) Ibuprofen (“Motrin”) Cough Drops
 Other: _____ (must be in its original container and brought in by the parent or guardian).

Reason for use: **As needed or specify other.** _____

Please complete the following:

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

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

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

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

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

Special instructions concerning my child: _____

Signature of Parent/Guardian

Date

RECORD OF THE PROVISION OF PRESCRIPTION MEDICATION

Parent's Phone # _____

Name of Student _____ Grade _____

Medication _____ Date to Begin _____ Date to End _____

Dosage _____ Time _____

Doctor _____ Phone #1 _____ Phone #2 _____

Possible Adverse Reaction: _____

Person(s) Authorized to Administer Medications: _____

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

Instruction

Curriculum Review Cycle

	BUSINESS & INDUSTRIAL TECH	MATH	SOCIAL STUDIES	FINE ARTS & FOREIGN LANGUAGE	SCIENCE	FAMILY & CONSUMER SCIENCE, HEALTH AND PHYSICAL EDUCATION	LANGUAGE ARTS
Research & Development	2014-15	2015-16	2016-17	2017-18	2018-19	2012-13	2013-14
Adoption (Budget Year for Purchasing)	2015-16	2016-17	2017-18	2018-19	2019-20	2013-14	2014-15
Implementation	2016-17	2017-18	2018-19	2019-20	2013-14	2014-15	2015-16
Refinement	2017-18	2018-19	2019-20	2020-21	2014-15	2015-16	2016-17

Date of Adoption: May 12, 2014 and June 9, 2014

SUPPLEMENTAL AGREEMENT #4

ARLINGTON PUBLIC SCHOOLS
CIVIL SOLUTIONS, LLC.
PROJECT NO. SRTS-89(29)
CONTROL NO. 22523
ARLINGTON SAFE ROUTES TO SCHOOL

THIS SUPPLEMENTAL AGREEMENT is between the Arlington Public Schools ("LPA") and Civil Solutions, LLC ("Consultant"), collectively referred to as the "Parties".

WHEREAS, Consultant and LPA entered into an agreement ("Original Agreement") BO1301 and Supplemental Agreement #1-#3 providing for Consultant to provide preliminary Engineering Services for LPA's Federal Aid project, and

WHEREAS, it is necessary that redesign of the MSE wall be added under this Supplemental Agreement, and

WHEREAS, it is necessary to increase Consultant's compensation by this Supplemental Agreement for the additional work necessary to complete the project.

WHEREAS, it is the desire of LPA that the project be constructed under the designation of Project No. SRTS-89(29), as evidenced by the Resolution of LPA, attached as EXHIBIT "A" and incorporated herein by this reference, and

NOW THEREFORE, in consideration of these facts and mutual promises, the Parties agree as follows:

SECTION 1. SCOPE OF SERVICES

Consultant will perform the additional work as set out in in Exhibit "B" Consultant Work Order 3, attached and incorporated herein by this reference.

SECTION 2. NOTICE TO PROCEED AND COMPLETION SCHEDULE

NDOR issued Consultant a written Notice-to-Proceed on March 13, 2015. Any work or services performed by Consultant on the project prior to the date specified in the written Notice-to-Proceed is not eligible for reimbursement.

Consultant will complete all work as set out in the Original Agreement, Supplemental Agreement(s) #1-#3, and this Supplemental Agreement by July 30, 2017.

SECTION 3. FEES AND PAYMENTS

For the work required, SECTION 9 FEES AND PAYMENTS of the Original Agreement, as amended in supplement(s) 1-3, is hereby further amended in accordance with Exhibit "B" so that the fixed-fee-for-profit remains at \$0. Actual costs are increased from \$43,551.23 to \$47,231.01, an increase of \$3,679.78. The total agreement amount is \$47,231.01, which Consultant must not exceed without the prior written approval of the State.

SECTION 4. ENTIRE AGREEMENT

The Original Agreement, any and all other previous supplements thereto, and this Supplemental Agreement, constitute the entire agreement ("The Agreement") between the Parties. The Agreement supersedes any and all other previous communications, representations, or other understandings, either oral or written; all terms and conditions of the Original Agreement and all previous supplements thereto, to the extent not superseded, remain in full force and effect, and are incorporated herein as if set forth in their entirety.

SECTION 5. CONSULTANT CERTIFICATION AND REAFFIRMATION

The undersigned duly authorized representative of Consultant, by signing this Supplemental Agreement, hereby reaffirms, under penalty of law, the truth of the certifications set out in the Original Agreement and all Supplements thereto, including this Supplement. Further, Consultant has a duty to inform LPA of any material changes in the accuracy of all assertions set out in the Original Agreement and all Supplements thereto.

SECTION 6. CERTIFICATION OF LPA

By signing this Supplemental Agreement, I do hereby certify that, to the best of my knowledge, Consultant or its representative has not been required, directly or indirectly as an express or implied condition in connection with obtaining or carrying out this agreement to:

- (a) employ or retain, or agree to employ or retain, any firm or person, or
- (b) pay or agree to pay to any firm, person, or organization, any fee, contribution, donation, or consideration of any kind.

I acknowledge that this certification is to be furnished to the FHWA, upon their request, in connection with this agreement involving participation of Federal-Aid highway funds and is subject to applicable LPA and federal laws, both criminal and civil.

IN WITNESS WHEREOF, the Parties hereby execute this Supplemental Agreement pursuant to lawful authority as of the date signed by each party. Further, the Parties, by signing this Supplemental Agreement, attest and affirm the truth of each and every certification and representation set out herein.

EXECUTED by Consultant this _____ day of _____, 2015.

CIVIL SOLUTIONS, LLC
Daniel E. Norman, P.E.

Project Manager

STATE OF NEBRASKA)
)ss.
DOUGLAS COUNTY)

SUBSCRIBED AND SWORN to before me this _____ day of _____, 2015.

Notary Public

EXECUTED by LPA this _____ day of _____, 2015.

ARLINGTON PUBLIC SCHOOLS
Lynn Johnson

Superintendent

Subscribed and sworn to before me this _____ day of _____, 2015.

Clerk

STATE OF NEBRASKA
DEPARTMENT OF ROADS
Form of Agreement Approved for
Federal Funding Eligibility:

Date

Project Name: **Arlington Safe Routes to School**
 Project Number: **SRTS-89(29)**
 Control Number: **22523**
 Location (City, County): **Arlington, Washington**
 Firm Name: **Civil Solutions, LLC**
 Consultant Project Manager: **Daniel E. Norman, P.E.**
 Phone/Email: **402-895-5633 / dan@civsolutions.com**

TASKS	PERSONNEL CLASSIFICATIONS**					Total
	PR	PM	ENG	CAD	ADM	
1. Project Management and Coordination						
Project Management		2				2
Quality Assurance/Quality Control		2				2
Project Meetings						
Subtotal		4				4
2. Segmental Retaining Wall Design						
2.1 Drawings			2			2
Subtotal			2			2
Total Hours		4	2			6
Total Days (8 hrs)		0.5	0.3			0.8
Hourly Rate		\$125.00	\$125.00	\$45.00		
Cost		\$500.00	\$250.00			\$750.00

Project Name: **Arlington Safe Routes to School**
 Project Number: **SRTS-89(29)**
 Control Number: **22523**
 Location (City, County): **Arlington, Washington**
 Firm Name: **Terracon Consultants, Inc.**
 Consultant Project Manager: **Brittany Dalton, E.I.T.**
 Phone/Email: **602-239-4871 / Brittany.Dalton@terracon.com**

TASKS	PERSONNEL CLASSIFICATIONS**					
	PR	PM	ENG	CAD	ADM	Total
1. Segmental Retaining Wall Design						
1.1 Design of MSE Wall		10				10
1.2 Design Submittal	3	2			2	7
1.3 Design Calculations and Information		4				4
1.4 Drawings		2		5		7
Subtotal	3	18		5	2	28
Total Hours	3	18		5	2	28
Total Days (8 hrs)	0.4	2.3		0.6	0.3	3.5
Hourly Rate	\$193.90	\$106.76		\$63.80	\$53.70	
Cost	\$581.70	\$1,921.68		\$319.00	\$107.40	\$2,929.78

Consultant's Independent Cost Estimate for CE Services
 Estimate of Hours

Exhibit _____

EXHIBIT "B"

Page 3 of 3

RESOLUTION
PRELIMINARY ENGINEERING SERVICES AGREEMENT
SUPPLEMENTAL AGREEMENT NO. 4 – BO1301

ARLINGTON PUBLIC SCHOOLS

Resolution No. _____

Whereas: Arlington Public Schools and Civil Solutions, LLC, have previously executed a Preliminary Engineering Services Agreement (BO1301) for a transportation project for which the Local Public Agency (LPA) would like to obtain Federal funds;

Whereas: Arlington Public Schools understands that it must continue to strictly follow all Federal, State and local laws, rules, regulations, policies and guidelines applicable to the funding of this Federal-aid project; and

Whereas: Arlington Public Schools and Civil Solutions, LLC, wish to enter into a preliminary engineering services supplemental agreement setting out modifications and/or additional duties and/or funding responsibilities for the Federal-aid project.

Be It Resolved: by the School Board of the Arlington Public Schools, Nebraska that:

Lynn Johnson, Superintendent of Arlington Public Schools is hereby authorized to sign the attached Preliminary Engineering Services Supplemental Agreement No. 4 between the Arlington Public Schools and Civil Solutions, LLC.

NDOR Project Number: SRTS-89(23)

NDOR Control Number: 22523

NDOR Project Description: Arlington Safe Routes to School

Adopted this _____ day of _____, 2015 at _____ Nebraska.

The School Board of Arlington Public Schools, Nebraska:

Board/Council Member _____
Moved the adoption of said resolution
Member _____ Seconded the Motion
Roll Call: _____ Yes _____ No _____ Abstained _____ Absent
Resolution adopted, signed and billed as adopted

Attest:

Signature



Schedule A

Bill To Partner ID: Arlington Public Schools Lynn Johnson 705 N. 9th Arlington, NE 68002 USA	Sold To Partner ID: Arlington Public Schools Lynn Johnson 705 N. 9th Arlington, NE 68002 USA
Quote Number: Q025343 Quote Date: 04/08/2015	Start Date: 07/01/2015 End Date: 06/30/2016 Term: 12

PRODUCT NAME	QUANTITY	PRICE	TOTAL
Web-Based Measures of Academic Progress (MAP) Math, Reading & Language	352.0	\$12.50	\$4,400.00
Web-Based MAP for Primary Grades	70.0	\$12.50	\$875.00
Online MAP Admin plus Onsite Applying Reports Workshop (up to 40 participants)	1.0	\$4,500.00	\$4,500.00
GRAND TOTAL			\$9,775.00

Notes:

This Schedule A is subject to NWEA's terms and conditions located at: <http://info.nwea.org/mastersubscriptionagreement.html>. By signing this Schedule A you agree you have read and understood the terms and agree to them.

A copy of NWEA's W9 can be found here: <http://info.nwea.org/W9.html>

Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above.

Please print, scan, sign and send back this Schedule A, along with your Purchase Order or Letter of Intent, to Business.Operations@nwea.org or fax to 503 639-7873. NWEA is unable to accept digital or electronic signatures at this time.

Signature:	Printed Name:
Date:	Title: