

Board of Education Regular Meeting
Monday, February 10, 2020 7:00 PM
HS CONFERENCE ROOM
705 N 9th St
Arlington, Nebraska 68002

1. OPENING PROCEDURES
 1. Call Meeting to Order
 2. Roll Call
 3. Pledge of Allegiance
 4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. CONSENT AGENDA
 1. Minutes of the Previous Board Meeting(s)
 2. Monthly Financial Reports
 3. Accept Teacher Resignation of Mrs. Jill Hensley
4. CURRICULUM/INSTRUCTION REPORTS
 1. First Grade Report
 2. Industrial Arts Report
5. PRINCIPALS' REPORTS
 1. Mrs Morgan's February Report
 2. Mr. Pfingsten's February Report
 3. Mr. Shada's February Report
6. SUPERINTENDENT'S REPORT
 1. NASB Update
 2. Update on Purchase of CD's
 3. NRCSA Update
 4. Legislative Updates: Bills to Watch and Organization Position
 5. Discussion of Community Meeting, DLR Proposals
7. COMMITTEE AND REPRESENTATIVE REPORTS
 1. Committee for American Civics
 2. Negotiations Committee
 3. Professional Development Sharing
8. UNFINISHED BUSINESS
9. NEW BUSINESS
 1. Approve Contract with Elementary Principal/SPED Director for 2020-2021.
 2. Approve Secondary Principal Contract for 2020-2021.
 3. Approve Assistant Secondary Principal/Activities Director Contract for 2020-2021.
 4. Approve Superintendent Contract Amendment for 2020-2021.
 5. Discuss and Consider Board Policy 6212 Assessments--Academic Content Standards as revised on First Reading.
 6. Discuss and Consider Board Policy 5013--Elementary Class Size Limit and Reduction on First Reading
 7. Discuss, Consider, and Approve Purchase of Science Curriculum as Recommended

8. Review Board Policies 6300-6500
9. Approve Proposed 2020-2021 School Calendar
10. Adopt Resolution to Participate in Papio-Missouri River NRD Multi-Hazard Mitigation Plan
10. EXECUTIVE SESSION
11. ACTION ON EXECUTIVE SESSION ITEMS
12. ADJOURNMENT

GENERAL FUND EXPENDITURES

January 2019

Accounts Payable \$ 71,270.74

Payroll \$ 439,938.93

Total General Fund \$ 511,209.67

**Arlington Public Schools
January 31, 2020**

Fund Name	Starting Balance	Receipts	Disbursements	Interfund Transfers	Ending Balance
2 Rivers Bank					
General Fund - 864	\$ 150,033.23	\$ 693,895.78	\$ 726,458.64	\$ 82,130.40	\$ 199,600.77
Activities - 109	\$ 155,442.55	\$ 15,136.86	\$ 30,399.82	\$ -	\$ 140,179.59
Activities Saving - 713	\$ 219.85	\$ -	\$ -	\$ -	\$ 219.85
Activities CD - 5826	\$ 102,086.15	\$ 712.76	\$ -	\$ -	\$ 102,798.91
	\$ 257,748.55			Total Activities:	\$ 243,198.35
Sweep - 956	\$ 3,753,182.63	\$ 1,587.64		\$ (34,005.49)	\$ 3,720,764.78
Hot Lunch - 487	\$ 117,917.15	\$ 32,215.75	\$ 2.50	\$ (48,124.91)	\$ 102,005.49
		*Note: Dec HL transfer didn't happen until beginning January			
Employee Benefit Fund	\$ 841.95	\$ -	\$ -	\$ -	\$ 841.95
Depreciation Fund	\$ 1,721,965.31	\$ 681.30	\$ 250,000.00	\$ -	\$ 1,472,646.61
Depreciation CD - 5826	\$ -	\$ 250,000.00	\$ -	\$ -	\$ 250,000.00
		Opened CD 1/15/20		Total Depreciation:	\$ 1,722,646.61
2017 Bond Refunding	\$ 507,967.18	\$ 38,198.62	\$ -	\$ -	\$ 546,165.80
QCPUF	\$ 128,215.27	\$ 27,809.54	\$ 600.00	\$ -	\$ 155,424.81
Spec Bldg Fund	\$ 560,918.09	\$ 76,612.74	\$ 250,000.00	\$ -	\$ 387,530.83
Sp Building CD - 5826	\$ -	\$ 250,000.00	\$ -	\$ -	\$ 250,000.00
		Opened CD 1/15/20		Total Spec Bldg:	\$ 637,530.83
Total Special Funds	\$ 2,919,907.80	\$ 643,302.20	\$ 500,600.00	\$ -	\$ 3,062,610.00

CHECK REGISTER FOR FEBRUARY 2020 BOARD MEETING

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Airgas Inc	Cable work with Clamp - Ag Ed	159.67
Alpha Pro Solutions	NON DOT Alcohol testing	\$37.25
American Wholesale Florists of Omaha	Science lab	\$53.11
Big Red Hotel II LLC	2 nights for NMEA Allstate	\$258.00
BTTR LLC	Towing and battery fix for bus	\$636.91
CDW-G	Short Throw Projector	\$3,076.00
Center Point	Natural Gas	\$3,870.52
Chem Tech Fumigation	Monthly Pest Control	\$92.64
CWD	Food order	\$4,676.10
DLR Group	Planning Services for Board Meeting	\$114.84
Earthgrain Baking (Bimbo Bakeries)	Food order	\$963.52
Ecoclean Solutions	Snow and Ice Melt	\$799.99
Egan Supply	Custodial Cleaning and Bathroom suppli	\$343.77
Enterprise Publishing	Public Notice for Board Meeting, Help w:	\$9.45
Enterprise Publishing	Public Notice for Community Meeting	\$9.45
Enterprise Publishing	Public Notice for Board Meeting, Help w:	\$116.10
ESU #3	W2 Order for 2019	\$102.42
ESU #3	Training Support	\$250.00
ESU #3	MS student vision services	\$403.78
Fastenal Company	Maintenance Supplies	\$112.11
Firefly Computers	Winbook replacements for 3/4th grade	\$7,790.00
Fort Calhoun Comm Schools	OT svcs for February	\$2,398.58
Fremont Lock Shop	Service and Keys	\$89.00
Heartland Tires and Treads	Tires for Bus	\$54.00
Hiland	Dairy	\$2,733.91
Hometown Leasing	Printer Copier Lease	\$1,723.15
HyVee	Meat and Cheese trays for Christmas	\$226.04
Jostens	Diplomas for 2020	\$484.59
KSB School Law	Legal Svc with Superintendent	\$244.00
LE Learn to Move	PT Services	\$468.68
Lewis, Dawn	Reimb for Community Meeting Cookies	\$31.97
Lewis, Dawn	Reimb for Commercial Can Opener	\$96.01
Lou's Sporting Goods	New VB Net system	\$4,583.75
Menards	Maintenance Supplies	\$59.94
Menards	Maintenance Supplies	\$179.01
Metal Doors and Hardware	HD Closers for Girls Locker room doors	\$310.00
Midland University	Registration for Festival of the Arts	\$200.00
NASB	Annual Membership dues	\$4,635.00
NASB	Board Workshop for Shanon Willmot	\$150.00
NRCSA	Legislative registration Dawn Lewis	\$80.00
Omaha Truck Center	Bus supplies	\$803.28
Omaha Truck Center	Bus supplies	\$348.04
OPPD	Electricity	\$8,566.25
O'Reilly Auto	Van filter	\$14.32
O'Reilly Auto	Bus supplies	\$91.30
Payflex	Payflex	\$120.00
Pegler	Food order	4425.07
Reed Electric	Purchase of Flatbed Trailer	\$3,500.00
Rise and Shine Donuts	January inservice day	\$65.00
Thermo King Christensen	Bus supplies	\$72.00
Thermo King Christensen	Bus supplies	\$99.00
Two Rivers Bank	Direct Deposit Payment Fee	\$18.00
US Foods	Food order	\$4,847.43
Village of Arlington	Water	\$616.83
Virco	Activity Table	\$2,391.09
Walmart	Supplies	\$503.89
Waste Connections	Trash	\$668.20

Weldon Parts

Bus supplies

\$11.00

Total Payables

\$69,624.29

HANDPAYABLES

National Arbor Day Foundation
Wex Bank (Shell)

Room for board conf at lodge
Fuel Bill

\$99.00
\$ 1,547.45

Total Handpayables
Total General Fund

\$1,646.45
\$71,270.74

SPECIAL FUNDS

First National Bank

Annual Fee on Bond

\$600.00 QCPUF Fund

Total Special Funds

\$600.00

ACTIVITY BALANCE as of 1/31/20

Source Code:	Account	Beginning Bal	YTD Expenditures	YTD Revenues	Balance
701	One School One Team	\$ 3,455.46	\$4,268.70	\$1,731.82	\$ 918.58
702	Always For Kids	\$ 60.51	\$13,148.90	\$53,333.41	\$ 40,245.02
703	Art Class	\$ 8,277.59	\$1,400.77	\$682.00	\$ 7,558.82
704	Art Club	\$ 1,133.12	\$0.00	\$355.00	\$ 1,488.12
705	Athletics	\$ (21,388.98)	\$52,519.44	\$60,945.66	\$ (12,962.76)
706	Band	\$ 8,341.20	\$5,348.45	\$2,367.50	\$ 5,360.25
707	Band Fund Raising	\$ (2,656.44)	-\$2,656.44	\$0.00	\$ -
762	Baylor/ACT	\$ 2,979.09	\$0.00	\$0.00	\$ 2,979.09
708	Book Club	\$ 270.55	\$0.00	\$0.00	\$ 270.55
709	Cheerleading	\$ 2,257.86	\$4,102.27	\$3,914.71	\$ 2,070.30
734	Class of 2018	\$ 1,453.91	\$0.00	\$0.00	\$ 1,453.91
765	Class of 2019	\$ 1,016.13	\$0.00	\$0.00	\$ 1,016.13
770	Class of 2020	\$ 1,891.64	\$0.00	\$0.00	\$ 1,891.64
771	Class of 2021	\$ 4,320.17	\$0.00	\$1,014.06	\$ 5,334.23
768	Class of 2022	\$ 2,602.33	\$339.00	\$2,089.44	\$ 4,352.77
772	Class of 2023	\$ 1,069.40	\$0.00	\$689.80	\$ 1,759.20
773	Class of 2024	\$ 481.35	\$0.00	\$0.00	\$ 481.35
720	Concessions	\$ (743.31)	\$16,718.95	\$16,077.58	\$ (1,384.68)
721	Dance Squad	\$ (439.00)	\$1,811.29	\$3,221.79	\$ 971.50
722	Drama	\$ 386.89	\$438.37	\$481.80	\$ 430.32
724	Elem Lounge	\$ 84.32	\$14.48	\$0.00	\$ 69.84
726	FBLA	\$ 11,386.47	\$11,210.76	\$14,510.16	\$ 14,685.87
732	FCS	\$ 2,001.80	\$263.57	\$625.00	\$ 2,363.23
766	FFA	\$ 11,507.93	\$16,268.56	\$17,070.45	\$ 12,309.82
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ 607.09	\$607.00	\$0.00	\$ 0.09
735	Honor Society	\$ 1,235.29	\$253.31	\$423.00	\$ 1,404.98
744	HS Lounge	\$ 135.58	\$18.98	\$25.00	\$ 141.60
740	Industrial Tech	\$ 3,628.28	\$1,894.69	\$1,000.00	\$ 2,733.59
736	Interest	\$ 750.41	\$0.00	\$0.00	\$ 750.41
739	Library Fund Elem/HS	\$ 4,921.29	\$1,051.67	\$1,253.32	\$ 5,122.94
764	Metro	\$ 46,882.01	\$1,055.00	\$1,075.00	\$ 46,902.01
723	MS STEM	\$ 838.62	\$0.00	\$0.00	\$ 838.62
737	MS Student Council	\$ 3,254.20	\$229.40	\$820.93	\$ 3,845.73
756	Pepsi	\$ 1,612.69	\$643.82	\$878.44	\$ 1,847.31
724	Quiz Bowl	\$ 1,389.64	\$100.00	\$100.00	\$ 1,389.64
728	Reimbursement (general)	\$ 2,998.60	\$664.00	\$436.70	\$ 2,771.30
714	SKILLS	\$ 36.68	\$496.00	\$1,138.80	\$ 679.48
746	Spanish Club	\$ 181.94	\$0.00	\$0.00	\$ 181.94
747	Speech	\$ 1,160.32	\$103.00	\$0.00	\$ 1,057.32
748	Spring Musical	\$ 7,878.71	\$5,625.98	\$5,917.10	\$ 8,169.83
749	Student Council	\$ 5,188.96	\$2,995.83	\$4,131.79	\$ 6,324.92
750	Student Vending	\$ 2,231.24	\$724.89	\$8.74	\$ 1,515.09
751	Swing Choir	\$ 2,057.08	\$2,359.42	\$662.12	\$ 359.78

717	Transition	\$	1,613.51	\$0.00	\$0.00	\$	1,613.51
710	Welding	\$	(239.57)	\$233.52	\$83.20	\$	(389.89)
753	Yearbook	\$	7,887.29	\$0.00	\$3,080.00	\$	10,967.29
CAMPS							
790	BBB Camp Fundraiser	\$	3,570.95	\$4,345.21	\$4,651.00	\$	3,876.74
791	GBB Camp Fundraiser	\$	911.94	\$3,292.67	\$1,680.00	\$	(700.73)
782	VB Camp Fundraiser	\$	7,315.33	\$4,253.77	\$1,190.90	\$	4,252.46
727	FB Fund (Camps)	\$	7,064.14	\$5,139.14	\$461.00	\$	2,386.00
785	XC Fundraiser	\$	3,822.24	\$2,204.05	\$956.00	\$	2,574.19
788	SB Fundraiser	\$	(373.74)	\$2,891.01	\$2,143.34	\$	(1,121.41)
733	Wrestling Fund	\$	5,150.85	\$1,885.00	\$1,345.00	\$	4,610.85
783	Boys Golf	\$	392.61	\$0.00	\$1,377.00	\$	1,769.61
784	Girls Golf	\$	4,104.48	\$280.00	-\$455.00	\$	3,369.48
786	Track Fund	\$	1,421.39	\$0.00	\$461.00	\$	1,882.39
792	MS GBB	\$	91.00	\$566.86	\$20.00	\$	(455.86)
787	MS Track	\$	222.12	\$0.00	\$0.00	\$	222.12
789	Baseball Fund	\$	4,930.92	\$113.75	\$626.80	\$	5,443.97
	Totals		\$175,052.03	\$169,225.04	\$214,601.36	\$	\$ 220,428.35

EFINANCE - POWERSCHOOL
DATE: 02/03/2020
TIME: 14:04:33

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 5/20

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
40648	9001	02/03/20	4607 VISA	2650	10 PACK 1GB FLASH DRIVES	23.99
40648	9001	02/03/20	4607 VISA	2650	10 PACK 64GB FLASH DRIVES	93.90
40648	9001	02/03/20	4607 VISA	2430	12V MIGHT MAX BATTERY FOR	189.98
40648	9001	02/03/20	4607 VISA	2650	15' HDMI CABLES; 5 PACK	27.99
40648	9001	02/03/20	4607 VISA	2530	2020 LABOR LAW POSTERS FO	9.90
40648	9001	02/03/20	4607 VISA	2640	ABEBOOKS - READING STREET	14.69
40648	9001	02/03/20	4607 VISA	2610	AMAZON.COM - 30 PACKS NEO	27.98
40648	9001	02/03/20	4607 VISA	2610	AMAZON.COM - 4 TWIST N WR	56.85
40648	9001	02/03/20	4607 VISA	2610	AMAZON.COM - JUNE GOLD 72	19.99
40648	9001	02/03/20	4607 VISA	2610	AMAZON.COM - POKONBOY 100	17.99
40648	9001	02/03/20	4607 VISA	2640	AMAZON.COM - POLITICAL AG	3.99
40648	9001	02/03/20	4607 VISA	2640	AMAZON.COM - READING STRE	3.02
40648	9001	02/03/20	4607 VISA	2610	AMAZON.COM - SUPER SECRET	16.99
40648	9001	02/03/20	4607 VISA	2640	AMAZON.COM - THE POLITICS	15.33
40648	9001	02/03/20	4607 VISA	2610	AMAZON.COM - ZANER-BLOSER	37.96
40648	9001	02/03/20	4607 VISA	2735	EASEUS SERVER BACKUP SOFT	378.75
40648	9001	02/03/20	4607 VISA	2734	EPSON POWERLITE PROJECTOR	849.99
40648	9001	02/03/20	4607 VISA	2640	ESTIMATED SHIPPING/HANDLI	3.99
40648	9001	02/03/20	4607 VISA	2640	ESTIMATED SHIPPING/HANDLI	3.99
40648	9001	02/03/20	4607 VISA	2610	ESTIMATED SHIPPING/HANDLI	7.98
40648	9001	02/03/20	4607 VISA	2530	ESTIMATED SHIPPING/HANDLI	150.00
40648	9001	02/03/20	4607 VISA	2640	ESTIMATED SHIPPING/HANDLI	3.99
40648	9001	02/03/20	4607 VISA	2650	FLASH DRIVE STORAGE CASE	15.98
40648	9001	02/03/20	4607 VISA	2626	FUEL FOR VANS AT WRESTLIN	90.81
40648	9001	02/03/20	4607 VISA	2530	PIONEER LONG DISTANCE PHO	78.75
40648	9001	02/03/20	4607 VISA	2610	SAFETY BACKPACKS FOR CLAS	181.77
40648	9001	02/03/20	4607 VISA	2610	TEACHER PAY TEACHER - 5TH	10.00
40648	9001	02/03/20	4607 VISA	2610	TEACHER PAY TEACHER - ALP	2.00
40648	9001	02/03/20	4607 VISA	2610	TEACHER PAY TEACHER - ALP	4.00
40648	9001	02/03/20	4607 VISA	2610	TEACHER PAY TEACHER - LET	3.50
40648	9001	02/03/20	4607 VISA	2610	TEACHER PAY TEACHER - NUM	7.50
40648	9001	02/03/20	4607 VISA	2610	TEACHER PAY TEACHER - STE	2.50
40648	9001	02/03/20	4607 VISA	2610	TEACHER PAY TEACHER - STE	2.50
40648	9001	02/03/20	4607 VISA	2650	TOSHIBA BACKUP DRIVE FOR	47.99
TOTAL CHECK						2,406.54
TOTAL FUND						2,406.54
TOTAL REPORT						2,406.54

1022 E 6th St.
Fremont, NE 68025

January 17, 2020

Mr. Aaron Pfingsten
Arlington High School
705 N. 9th St.
Arlington, NE 68002

Dear Mr. Pfingsten and Arlington Board of Education,

Through this letter, I hereby announce my resignation from Arlington High School as Agricultural Education instructor and FFA Advisor, effective upon the fulfillment of my 2019-2020 contract.

I believe Arlington Public Schools is a special place and I am grateful for the opportunity to work in this district. Thank you for supporting the agriculture program and myself, both personally and professionally in my time teaching here. It is with great anticipation that I look forward to the next chapter of our lives: starting a family.

As needed, I am committed to helping transition responsibilities to a new Agricultural Education instructor. Please let me know if I can be of any assistance.

Sincerely,

A handwritten signature in cursive script that reads "Jill M. Hensley". The signature is written in black ink and is positioned above the printed name.

Jill M. Hensley

1. **Multi-cultural Aspect:**

Multi-cultural learning is continually happening in our first grade classrooms through-out the school year. In our Language Arts, Math, and Social Studies curriculum students are introduced and immersed into different cultures. We have several meaningful lessons about National Holidays. Students are given the opportunity to learn about important leaders from my past. Our social studies curriculum has magazines that we use to incorporate that as well. We also use Brain Pop Jr to teach about holidays like Martin Luther King Jr Day, etc.

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

Our first grade curriculum is aligned with Nebraska State Standards. Instructional and learning goals in language arts are met using Scott Foresman Curriculum: Reading Street and our math curriculum. We also want students to learn to the best of their ability.

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

In first grade we use a variety of tool and assessments to assess students learning. Our first graders are assessed on first grade standards four times a year. Data from these assessments drives our instruction. We interpret data and make small groups to meet each student's needs. We continually refer to the data to look for growth, areas of need, and to check student progress. As first grade teachers we are continually changing and challenging ourselves to meet the needs of all students through the use of assessments and the data that we collect. We are also using hands on activities to make sure the students are learning. Students meet with the paraprofessional in the classroom and the classroom teacher during small group work time. We also know our students are learning because we have small groups for math and reading. The paraprofessional takes a group, a teacher takes a group and then there are other independent jobs that the students are working on.

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

When students are not learning, we as teachers are finding a different way to teach it. A student doesn't fail, they just don't understand it yet. For example, if I am teaching a math lesson at the teaching table and a student doesn't understand what I am talking about, I may get out manipulatives to help them visualize it better. Differentiation in groups is very important. One group might be doing the math paper and a journal, while another group may just be getting to the math paper. When students are not proficient in reading, they receive Title 1 Services. Students can also receive RTI services and Math Intervention. A student may be able to work with a paraprofessional for small group time if they need extra help.

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

We are challenging students to go above and beyond in their thinking and in their work. For example if a student is going above and beyond in their math and getting things finished early, they are working on a challenged math packet or hands on activity. They are working on a when I'm done packet. Differentiating groups is also important, because you may be able to do math journals with one of the groups and the other group may still be working on basic math

problems. Accelerated Reader is used to challenge students. Some students may be taking a test on a book they have read.

6. **Other Information**

First grade uses multiple sources to make lessons for our students. Technology is incorporated in the classroom through computers and iPads. We differentiate by teaching the curriculum and using different activities to teach the material.



2020 Industrial Technology Board Report

1. Multi-cultural Aspect:

In my Home & Auto maintenance class we study the different styles of homes and features of homes built in different countries today. We also look at the automotive industry and look at the production of vehicles being built in different countries today.

My Eighth Grade Exploratory Technology class discusses the different manufacturers of goods such as clothing, electronics, and automobiles that we have in today's world.

2. What do we want students to learn?

Industrial Technology curriculum is based upon the Nebraska Career Education Standards. There are new revised standards for 2019-2020 called Nebraska Career Education Programs of Study. These new STS courses will have some of the same standards as today. 90% of the standards and indicators must be met in order to claim a course. Also the current standards will add a strategies column that list more industry specific tasks that should be included in the course but not a part of the 90% rule.

The following are the categories I use for student learning.

- Measuring Pre-Test
- Measuring Post Test
- General Safety Shop Test (SMART GOAL)
- Safety & Operation of Power Test (SMART GOAL)
- Daily Employability Rubric (SMART GOAL)

Student Learning Objective (SLO) For this year is:

My SLO will be focused on General Shop Safety, Safety and Operation of the power tools used to create student projects and use my Daily Employability Rubric and project rubric for student evaluation in my beginning and advanced woods classes.

3. How do we know students are learning?

My focus every semester is to make sure students will leave my classroom being 90% proficient on the measurement test and all safety tests. I am using a Daily Employability Rubric which I'm incorporating into my Beginning & Advanced Woods classes this semester to help students understand what employers are looking for when hiring. This Rubric is attached to the Board Report.

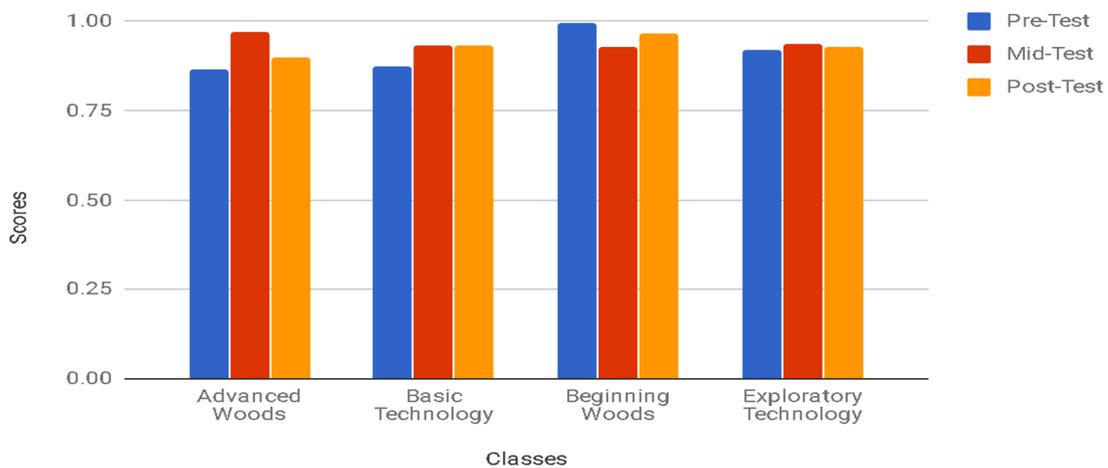
After students take their test on the computer I look at the data to see what and where I need to start helping the students who are below 90%. After the test, all students do a measuring worksheet packet that includes measuring, reducing fractions, and converting feet to inches and inches to feet. When

students complete the packet we go out of the classroom and do several measuring activities inside and outside of the school. Measuring activities include gym floor measurements, hallway, classroom, shop area and parking lot measurements if the weather allows us to be outside. Our outside activities include parking lot measurements and football field and track measurements.

The last measurement activity I have the students do is to measure the high school hallway from north to south by counting the number of tiles in a line to the other end for the measurement. Each tile is 12" x 12" so 1 tile represents 1 foot. I believe by having these activities and being repetitive students learn to read the tape measure. Successfully reading a tape measure and understanding how to estimate and lay things out is a life skill the students will take with them.

If Students do not meet the 90% efficiency on the safety test. Students will go back and review all safety rules and if needed they will watch the safety operations video or I will review with students individually by using the power machine in shop so the students get a better understanding by visually watch me us the power machine in a safely manner.

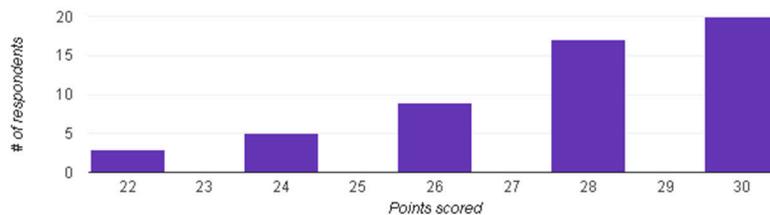
Measuring Proficiency Scores



General Safety Proficiency Scores



Total points distribution



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

After looking at the data I will identify what students need the extra help and spend time with the student or students before school or during class and that usually helps the students gain more confidence with themselves reading the tape measure and understanding the safety of operation for each power machine.

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

In middle school we offer eighth grade Exploratory Technology and study the four areas of Industrial Technology; Communication, Construction, Manufacturing and Transportation. After Exploratory Technology the students can take Basic Technology as a Freshman and this class goes more in depth in these areas than Exploratory Technology. When students complete the one semester of basic technology they are eligible to take these three classes; Autocad, Beginning Woods, and Small Engines. Students can take Advanced Woods or Construction classes but they need to take Beginning Woods first.

- High School students are also given the opportunity to participate in SkillsUSA.
- High School Seniors are also given the opportunity through Metro Career Academy to go through a sponsorship and gain experience through their trade of interest.

6. Other Information

As mentioned earlier 2019-2020 (STS) Skills & Technical Sciences Course standards were revised as the Nebraska Career Education Programs of Study.

- We are looking to take students either to Metro or Northeast Community College in Norfolk to show the students the campus and what they have to offer students interested in the trades & industry.
- State Skills USA Conference in Grand Island April 2-4, 2020.
- Since December all students and teachers now have better access to laptop carts. With these laptops, we can implement more technology in the classrooms.
- Anthony Curcio from Metro Community College will be here every other Tuesday morning until the end of the semester to observe my classes and be a resource for students.

Name:

Week:

DAILY EMPLOYABILITY RUBRIC

Attitude:							
Position Awarded	MON	TUE	WED	THU	FRI	Points Available	
Supervisor						5	Motivated about learning and concerned about quality of work.
Team Leader						4	Wants to learn and wants to do a good job.
General Laborer						3	Shows up for class and does only what is needed.
In Training						2	Wants to know why they have to do it.
Part-Timer						1	Just don't want to do it.
Unemployed						0	Not my project; I'm not doing it.
Work Habits:							
	MON	TUE	WED	THU	FRI		
Supervisor						5	Goes above and beyond, knows what needs to be done and does it.
Team Leader						4	Looks around to see what needs to be done and does it.
General Laborer						3	Asks around to see what needs to be done and does it.
In Training						2	Has to be told what needs to be done and does it.
Part-Timer						1	Has to be told what needs to be done and argues before doing it.
Unemployed						0	Hides to avoid work.
Team Work:							
	MON	TUE	WED	THU	FRI		
Supervisor						5	Stays on task and helps keep others on task; Coordinates and explains responsibilities to others. Gives Constructive Criticism.
Team Leader						4	Stays on Task and helps keep others on task; coordinates and explains responsibilities with no problems in the group.
General Laborer						3	Stays on task and works with others with minimal problems in the group.
In Training						2	Off task with issues of horseplay.
Part-Timer						1	Off task and contributes to others being off task, causes problems in a group.
Unemployed						0	Avoids or Refuses to work with others.
Safety:							
	MON	TUE	WED	THU	FRI		
Supervisor						5	Wears eye protection. Behaves safely and encourages safe activities in others, correcting unsafe behaviors.
Team Leader						4	Wears eye protection. Behaves safely, points out unsafe behavior to the instructor.
General Laborer						3	Has to be reminded to wear eye protection. Follows appropriate safety.
In Training						2	Has to be reminded to wear eye protection. Unsafe behavior had to be corrected.
Part-Timer						1	Does not wear eye protection. Unsafe behavior had to be corrected.
Unemployed						0	Refusal to wear safety glasses. Has made an effort to cause safety infractions endangering others as well as themselves.
Clean-up:							
	MON	TUE	WED	THU	FRI		
Supervisor						5	Does an excellent job. Knows what needs to be done and does it.
Team Leader						4	Looks around to see what needs to be done and does it.
General Laborer						3	Asks around to see what needs to be done and does it.
In Training						2	Has to be told what needs to be done and does it.
Part-Timer						1	Has to be told what needs to be done and argues before doing it.
Unemployed						0	Avoids clean-up.
Points per day							

Final Weekly Grade of 125

Grades: **A: 118-125 B: 106-117 C: 97-105 D: 86-96 F: Under 86**

Supervisor Team Leader General Laborer Training Part-Time Unemployed

	of	125

Grading Scale		
125	118	A
117	106	B
105	97	C
96	87	D
87	Under	F

February Elementary Principal Board Report

6th Grade Business - The 6th grade completed another successful business year. These two groups planned, purchased, created, and sold their products to the student body. Their business helps to pay for their spring field trip to the SAC Air Museum.



4th-6th Band Field Trip - 4th- 6th grade band students attended the Omaha Symphony concert. Students were able to take an active part in the composition and performance of symphonic music. This field trip is designed to cultivate a love for instrumental musical performance.

Arlington Spelling Bee

Congratulations to Arlington Public Schools spelling bee contestants: Sam Burns, Trent Koger, Connor Flesner, Emily Marcucci, Wyatt Flesner, Corinne Crosland, Abby Delzeit, Jackson Morgan, Brayden Fehlhaber, and Braxton Soll.

Three finalists will be representing Arlington at the Washington County Spelling Bee in Fort Calhoun on Feb. 12th at 9:00. These finalists are: Connor Flesner, Emily Marcucci, and Corinne Crosland.



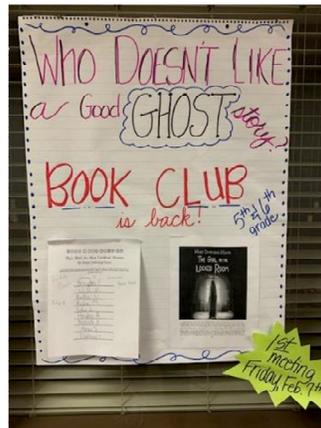
Be the "I" in Kind!

Arlington Elementary Student Council has started a bulletin board called "Be The I In Kind". There are hands in each classroom. When a student sees someone doing something kind, they can write the name of that student and what they did on a hand. The hand then gets taken to the office to be hung on the bulletin board. If you are caught doing something kind, a teacher or friend can take your picture but the bulletin board so you can be the "I" in KIND! This project is part of accepting Rachel's Challenge to spread KINDNESS!



5th and 6th Grade Book Club

This is a new opportunity this year for students in 5th and 6th grade. They read a book independently and meet weekly during lunch to discuss what is happening in the book. The first book club had about twelve participants. This book club has over 30 signed up!



PTO Daddy/Daughter Dance

Arlington PTO held its 4th annual Daddy/Daughter dance. It was huge success. The gym was full! Thank you to the PTO for organizing the dance and FBLA for providing snacks and music!



Secondary Principal's Report February 2020 Board Meeting

Electives Fair

In an effort to deepen students' involvement and understanding of all the course offerings we have, we are hosting our electives fair next week. During the fair, students have an opportunity to visit with teachers of elective classes to seek further understanding of course offerings. Providing this experience for our students enhances the connection between their interests, their future goals, and their four-year plans.

PTC

Parent-teacher conferences will be held in the new gym for the MS/HS on Monday, February 10 and Thursday, February 13 in the evening.

Candidate for the U.S. Presidential Scholars Program

An Arlington senior has been selected to apply to the U.S. Presidential Scholars Program. This is a prestigious program that recognizes some of the best high school students in the country. Students are chosen for outstanding performance on the ACT Assessment or the College Board SAT; and/or nomination by the Chief State School Officer or a partner recognition organization.

Spelling Bee

The annual spelling bee was held Friday, January 31. Representing Arlington at the county spelling bee on February 12 at 9:00 will be Connor Flesner, Emily Marcucci, and Corinne Crosland.



James Shada
Board Report
February

State Skills USA

Skills USA will be taking 20 students to the state Skills USA Competition in Grand Island, Ne on April 2- April 4, 2020. If we have students place first in their competition they will qualify for the national Skills USA Competition in Louisville, KY in June.

State FBLA

FBLA will be taking 48 students to SLC competition in Kearney, NE March 30,31, and April 1. If we have students place in the top three in their competition they will qualify for national FBLA in Salt Lake City, Utah in June.

State FFA

FFA will be taking approximately 20 students to state FFA competition in Lincoln, Ne April 1, 2, 3. If we have students place first in their competition they will qualify for national FFA in Indianapolis in October.



(Intro to Ag students learning about livestock judging from Jay Volk at J&C Simmentals)

NCC Basketball Tournament Host

This year we had the honor to host the 2020 NCC girls and basketball tournament. On Saturday 2/1/2020 we hosted the consolation finals for girls and boys and the championship finals for girls and boys. To host a tournament takes a lot of work as a high school staff. We had several people give of their time to keep the book, clock and admissions. Without their help we are not able to run as successful finals day. We were also able to do something that most school do not have the capabilities to do and that is STRIV all four games. Mr. Parson and his team worked all day STRIVING all the games even if the Eagles were not playing. This is a great example that his team has decided that we are going to STRIV games and we are going to produce these games to the best of their abilities each and every time!

Up Coming Events

- State Wrestling February 20th, 21st, and 22nd at the CHI Health Center
- Sub-Districts and District Finals for Girls Basketball: 2/17, 2/18, and 2/20 at Aquinas Catholic High School.
- Sub-Districts and District Finals for Boys Basketball: 2/24, 2/25, and 2/27 at TBA
- Show Choir Performance: 2/4 at Central City ,2/6 at UNO, 2/14 Show Choir at Midland.
- 2/3 Band and Choir Soup Supper (Hopefully you were able to make it)

Coaches v. Cancer

On February 4th in conjunction with Ft. Calhoun we were a part of the third Coaches vs. Cancer event. Janet Beasley from Relay for Life from Washington County was overwhelmed with the support shown for Relay for Life and the American Cancer Society. She was especially thankful to our coaches, athletes, cheer/dance teams, students and fans. They had people come to their table asking for information, they sold a few T-shirts and gave out information. This was a very special evening for all involved!



NASB Monthly Update for Board Meetings - Agenda Item: FEBRUARY 2020

“NASB Update”

As a board, some items to be focused on during February include:

- On or before March 25 (or within 25 days after certification of amounts, whichever occurs last in time), negotiations, mediation, and fact-finding shall end. If no agreement is reached by this date, either party may, within fourteen days after such date, file a petition with the commission.
- Watch your mailbox for Membership Drive info
- Membership renewal notices are going out now to your district/ESU and we look forward to working for and with you and your board again this year. If you have any questions about NASB’s programs, services, advocacy efforts, or any other item, please give us a call at 800-422-4572, or email schoolboards@NASBonline.org. Once again, we are offering a 2% discount for all annual dues received prior to April 1.
- **2020 State Education Conference Proposals are being accepted now through March 6 at <https://nasb.envisiams.com/PROPOSALS>**

Networking & Events:

- <http://members.nasbonline.org/index.php/events>

Registration and more information can be found online and has already been mailed out for the below. To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

Late January & early February saw a number of events, including the first of two President’s Retreats, two Budget & Finance Workshops, and the Legislative Issues Conference.

- **School Board Member Week in Nebraska**
 - February 9-15 ... Thank You School Boards!
- **President’s Retreat**
 - Feb 16-17 in Sidney & Kearney*

****(On-site registrations welcome)***

Advocacy/2020 Legislative Session:

The 2020 legislative session began Wednesday, January 8th. Bills have all been introduced and Committee Hearings have begun. Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills>



Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBOnline

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ...". To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

Thanks for all you do for your board, your community and the entire state by serving public education in Nebraska.



Two important NRCSA events are just around the corner. The NRCSA Legislative Forum will take place on Wednesday, Feb. 26 at the Cornhusker Hotel in Lincoln. One of the highlights of the day is an opportunity for those attending to have lunch with their Senators.

The NRCSA Spring Conference will be held on March 26 and 27 at the Holiday Inn in Kearney. The conference provides a great learning opportunity for our members. I am especially excited for our two featured speakers: Salome Thomas-El, a highly successful Principal from Delaware, and Dan Meers, better known as KC Wolf, the official mascot of the Kansas City Chiefs. What a great year to contract with Mr. Meers!

Registration information for both events will be emailed to you. Registration is also available in this Member Update. We hope to see you at both events!

NRCSA will have several openings on its leadership committees in 2020-21. We are currently accepting nominations for leadership positions. The form for nominations can be accessed below. If you would like to be considered for one of the committee appointments please contact Jack Moles at jmoles@nrcca.net or 402-335-7732.

The positions needing to be filled are:

Executive Committee

President-Elect (chosen every year)

South Central Dist Rep: Open seat, Dennis Shipp has completed his second term and is not eligible for a third.

Legislative Committee

Randy Page, Thayer Central, Southeast, would be his 5th three-year term if reappointed.

Bryce Jorenson, Southern Valley, South Central, is completing Darrell Peterson's second term and is eligible to be appointed to his first three-year term.

Larianne Polk, ESU 7, Northeast, is completing Kraig Lofquist's second term and is eligible to be appointed to his first three-year term.

Dr. Curtis Cogswell, Southeast, McCool Junction, is completing the Presidency cycle and can be an ex-officio member.

Scholarship and Recognition Committee

Daren Hatch, South Central, Elwood, is completing his second year

Dr. Beth Johnsen, Southeast, Conestoga, is completing Trudy Clark's term

Adam Lambert, North Central, Cody-Kilgore is completing his second year

NRCSA Events

NRCSA Legislative Forum
February 26, 2020
Cornhusker Hotel in Lincoln
[More about this event](#)

NRCSA Spring Conference
March 26-27, 2020
Holiday Inn in Kearney
[More about this event](#)

NRCSA Golf Tournament
July 28, 2020
Meadowlark Hills Golf Course in Kearney
[More about this event](#)

Committee Meetings

NRCSA Executive Committee Meeting
2:00 PM, February 26, 2020
NCSA Building in Lincoln

NRCSA S&R Committee Meeting
February 26 & 27, 2020
KSB Law Office in Lincoln

NRCSA Executive Committee Meeting
March 25, 2020 Time TBD
Holiday Inn in Kearney

NRCSA Programs

[Grant Programs \(Pusch Foundation and Project Fit America\)](#)

[Global Speech Teletherapy myONcore Services](#)

[Planning Support Service](#)

[Scholarship and Awards Programs](#)

[Superintendent Search Service](#)

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Ben Sasse](#)



NRCSA Closing the Achievement Gap Project Team

Dr. Jamie Isom, North Central, Valentine, is retiring from the superintendency.

Dr. Caroline Winchester, West, Chadron, is retiring from the superintendency

[NRCSA Leadership Nomination Form 2019-20](#)

Member Spotlight We are introducing a new feature to the monthly Member Update. Each month we will put the spotlight on two or three member districts/ESUs/colleges to give you an opportunity to learn a little more about them. For the first month we put the spotlight on Pawnee City, Paxton, and Lakeview.

Member Spotlight: Pawnee City Public Schools



Mascot: Indians

Location(s): Pawnee City, Nebraska

Enrollment: 300

Superintendent: Brian Rottinghaus (member of the NRCSA Legislative Committee)

Principal(s): Donald Jacobs (Secondary Principal & AD) Brian Rottinghaus (Elementary Principal)

School Board Members: Terry Borchert, Amy Gyhra, Lisa Hunzeker, Hope Koester, Mary Moser, Jason Vetrovsky

Interesting Fact: Since our District was first founded 161 years ago in 1858, its official name, Pawnee County School District No. 1, has never changed.

U.S. House of Representatives

[Don Bacon](#)

[Jeff Fortenberry](#)

[Adrian Smith](#)

Nebraska Governor

[Pete Ricketts](#)

NE State Senators

[Ioni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Carol Blood, Dist 3](#)

[Kate Bolz, Dist 29](#)

[Bruce Bostelman, Dist 23](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[Tom Briese, Dist 41](#)

[Machaela Cavanaugh, Dist 6](#)

Ernie Chambers, Dist 11, no e-mail

[Robert Clements, Dist 2](#)

[Sue Crawford, Dist 45](#)

[Wendy DeBoer, Dist 10](#)

[Myron Dorn, Dist 30](#)

[Steve Erdman, Dist 47](#)

[Curt Friesen, Dist 34](#)

[Suzanne Geist, Dist 25](#)

[Tim Gragert, Dist 40](#)

[Michael Groene, Dist 42](#)

[Steve Halloran, Dist 33](#)

[Ben Hansen, Dist 16](#)

[Matt Hansen, Dist 26](#)



Pawnee City Public Schools has a highly successful FFA program led by sponsor Mark Bloss, Agricultural Education Teacher. Pawnee City has had numerous state championship Agronomy Teams and placed 9th nationally this year.

[View the full list of accomplishments for the FFA program](#)

Pawnee City Public Schools has a highly successful Play Production program led by sponsor Laura Bloss, English Language-Arts Teacher. Assistant sponsors Angela Sholty, Art Teacher & Jessica Jacobsen, SPED/History Teacher also assist with the team. The Play Production team won the C-1 State Championship in 2016-17 and has placed in many other State and District competitions.

[View the full list of accomplishments for the Play Production Program](#)

Member Spotlight: Lakeview Community Schools



Mascot: Vikings

Location(s): Columbus, Nebraska

Enrollment: 867

Superintendent: Dr. Aaron Plas

Principal(s): Steve Borer, Quentin Witt, Erin Craven, Jake Shadley

School Board Members: Keith Runge, Ryan Loseke, Dan Pabian, Jerry Jaixen, Jeremy Sprunk, Chad Anderson

Interesting Fact: Lakeview Community School turned 50 years old at the start of the 2019-20 school year! The district celebrated with a weekend of activities including a concert, sponsoring a horse race, opening of a time capsule, and community celebration. The anniversary kicked off a bond campaign to update Lakeview Jr./Sr. High. The bond was approved by the voters two months later!

Four-year Lakeview Robotics participant Kyle Mohrmann won the World Championship at the U.S. Open Robotics Tournament last April in China.

[Mike Hilgers, Dist 21](#)

[Robert Hilkemann, Dist 4](#)

[Sara Howard, Dist 9](#)

[Dan Hughes, Dist 44](#)

[Megan Hunt, Dist 8](#)

[Rick Kolowski, Dist 31](#)

[Mark Kolterman, Dist 24](#)

[Andrew La Grone, Dist 49](#)

[Steve Lathrop, Dist 12](#)

[Brett Lindstrom, Dist 18](#)

[Lou Ann Linehan, Dist 39](#)

[John Lowe Sr., Dist 37](#)

[John McCollister, Dist 20](#)

[Mike McDonnell, Dist 5](#)

[Adam Morfeld, Dist 46](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Patty Pansing Brooks, Dist 28](#)

[Dan Quick, Dist 35](#)

[Jim Scheer, Dist 19](#)

[Julie Slama, Dist 1](#)

[John Stinner, Dist 48](#)

[Tony Vargas, Dist 7](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Matt Williams, Dist 36](#)

[Anna Wishart, Dist 27](#)

NRCSA Leadership

Del Dack, President
Paxton Consolidated Schools



Lakeview FFA excels in and outside of the classroom. Currently Lakeview has nearly 100 members, the fourth biggest chapter in the state of Nebraska! Not only are Lakeview FFA members extremely competitive in contests, sending two teams and one individual to State Convention within their first contest, with two more contests to go; but they have also dedicated themselves to completing at least one community service project per month. Members of the Lakeview FFA chapter are dedicated to giving back to their community and never lose sight of promoting agriculture throughout the school.

Lakeview FBLA, currently advised by Tara Dlouhy, has boasted ten state officers, many national qualifiers, and has received the largest chapter in the state for many of these years. Lakeview FBLA is dedicated to promoting professionalism & business in the school and community, as well as, provide opportunities for students to help others through service projects. This year, Lakeview FBLA has donated 2270 cans/cash donation to local food banks, served as a giving angel to four kids in the community, donated over 40 pairs of shoes to Salvation Army, donated over 1200 clothing and food items for the Lakeview Food Pantry & Platte County food bank, donated \$390 to March of Dimes, fundraised and donated baby bags to Youth for Christ, packaged meals and donated funds to Platte County Flood Relief, promoted Dress for Success at Career Day, attended National Fall Leadership Conference in Denver, attended National Leadership Conference in San Antonio, attended Fall Leadership Conference in Hastings, packaged over 5000 meals at Mercy Meals, and toured several businesses. Lakeview FBLA currently has 101 members and looks forward to future success.

Member Spotlight: Paxton Consolidated Schools



Dr. Curtis Cogswell, Past President.
McCool Junction Public Schools

Ginger Meyer, Pres-Elect.
Scribner-Snyder Community Schs

Jane Davis, Secretary.
Hershey Public Schools

District Representatives:

Chris Geary, West
Leyton Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Dr. Dawn Lewis, Northeast
Arlington Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Dr. Dennis Shipp, South Central
Bertrand Public Schools

Alan Garey, Southwest
Medicine Valley Schools

Executive Director:

Jack Moles

Lobbyists:

Jeff Edwards
Trent P. Nowka
Russell Westerhold

Legislative Co- Chairs:

Randy Page,
Thayer Central Community Schs

Dr. Jason Dolliver
Pender Public Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools



Mascot: Tigers

Location(s): Paxton, Nebraska

Enrollment: 230

Superintendent: Del Dack (President of NRCSA)

Principal(s): Sheri Chittenden (JH/HS), Melissa States (Elementary)

School Board Members: Cory Holm (President), Jeremy Spurgin (Vice President), Leah Fote (Secretary), Michael Holzfaster (Treasurer), Mitch Mitchell, Doug Wasserman

Interesting Fact: Paxton school district was originally organized in 1885. There were two districts, District #6 and #37. In 1916 Paxton School District #6 was consolidated with District #37, which was considered the Sarben District. Since 1916 District #6 has been called Paxton Consolidated Schools.

Paxton Consolidated Schools as an ‘ACCESS’ Program

Achieve, Commit, Complete, Excel, Study, SucceedACCESS is a 20-minute daily study period in which all 7-12 grade students are divided into 10 cross age groups. This program was established in 2014-15. As a result, the down list was reduced by 50%. Students in each ACCESS group are matched with another student in a mentor/mentee relationship.

Purposes of the Program: Develop supportive, caring relationships with the team of students to promote positive attitudes about learning, homework completion, and goal setting. Studying for quizzes and tests and completing homework on time are essential components for student success in school. The ACCESS period is designed to provide time and support for homework completion and studying. Helping each other will enhance self-esteem and a sense of pride in achievement.

Paxton Consolidated Schools has the Tiger Built Program

Tiger Built is a school based shop business where students are able to gain a hands on experience in welding, fabricating and business. Our main focus for the program is in the shop classes where we focus our attention on fabrication of products ranging from coffee tables and decorative furniture, to feed bunks and other agricultural products, and custom signs and décor which we cut on our plasma table. Shop students are able to plan and build projects for themselves, as well as work on orders from people in the community. Students from other classes are involved in the business process through promotions and record keeping.

This program gives students a sense of accomplishment as they are able to see the fruits of their labor in the projects that they build.



Brian Tonniges,
High Plains Community
Schools



Project Fit America Grant

Blue Cross & Blue Shield of Nebraska is once again taking applications for its Project Fit America Grant. One school will receive \$16,900 for development of its PFA program. The deadline for applications is March 31, 2020.

[Project Fit America Grant Flyer](#)

The 2020 session of the Unicameral is going hot and heavy. This is the shorter 60-day session, but much will be addressed that can affect education. A few of the main bills to keep your eyes on:

1. LB 974 (Linehan) is the Revenue Committee’s school funding/property tax relief bill. The bill would provide foundation aid (aid per student) to all schools, with a guarantee that all districts will receive at least 15% of their basic needs through state funding. Of concern, though, are a series of caps and limitations placed on districts. After careful consideration, the NRCSA Legislative Committee decided to not support the bill without substantial changes. All of the education groups opposed the bill because of the new constraints.
2. LB 1073 (DeBour) would provide a similar path to state funding for districts but without the constraints. The bill has not yet received a hearing, but NRCSA would support the bill.
3. LB 147 (Groene) is a student discipline bill that has been a hot topic for the last couple of sessions. NRCSA signed on to an amendment that was developed as a united effort by NCSA, NASB, and NSEA. Coupled with that bill are two other bills, LB 920 (Groene) and LB 998 (Murman), that would also provide funding for training for staff in dealing with situations where a student may become disruptive.
4. LB 759 (Kolterman) is a bill that was developed largely as a result of the hard work of Heartland Superintendent Brad Best. The bill would require DHHS to confer with a district before making an educational placement of a child. Several NRCSA member Superintendents provided wonderful, emotional testimony for this bill that would benefit kids who have been displaced.

NRCSA continues to be involved with two major groups: the Education Coalition and Nebraskans United. The Education Coalition is made up of all of the major education groups. The group tries to meet once a week during the session. Nebraskans United is made up of all of the major education groups and most of the major agricultural groups. Both groups have been able to provide a combined voice on many issues, which is much more powerful than each group on its own.

NRCSA is proposing changes to its By-Laws. Most of the changes are technical or corrective in nature, however there are some changes of substance. Voting on these changes will occur at the General Members meeting that will be held during the Spring Conference. The document below highlights the proposed changes and the rationale for them.

[Proposed NRCSA By-Law Changes 2020](#)



The 2020 NRCSA Legislative Forum will be held on Wednesday, February 26, at the Lincoln Cornhusker Marriott. Superintendents and Board of Education members, please plan to attend. It is more important than ever to attend and encourage your Senator to attend and meet with you. This is a face-to-face endeavor that provides you with a unique opportunity to visit about items of concern.

The current line-up of speakers includes:

- Sen. Groene (Education)
- Sen. Linehan (Revenue)
- Sen. Briese (General Affairs)
- John Hansen (Nebraska Farmers Union), Bruce Rieker (Farm Bureau)
- Sen. Stinner (Appropriations)
- Renee Fry (Open Sky)
- Sen. Kolterman (Retirement)
- Sen. Brandt, Sen. Murman (Sophomore Senators)
- Sen. Scheer (Speaker)

[Legislative Forum Registration](#)

[Book a Room at the Cornhusker](#)

The NRCSA Spring Conference is also approaching! Mark your calendars for March 26 & 27, 2020 at the Holiday Inn and Convention Center in Kearney. There will be many informative and timely sessions regarding law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference. Be sure to make plans for you and your board members to attend.

Also, we need ideas and session proposals for the conference, contact Jack with your ideas for topics and specific presentations.

[Spring Conference Registration](#)

From Dr. Nicholas Shudak, Wayne State College

Hello NRCSA members!

Allow the following to serve as an update regarding the work that Wayne State College and the Nebraska State College System have been doing with NRCSA for the past few years regarding dual-credit qualifications for high school teachers. Having qualified high school teachers deliver coursework to their own students seems preferable to having the courses delivered by college professors, hired adjuncts, or through distance technology. The purpose of this update is to inform members about the dual-credit guidelines, to share a timeline for



getting teachers qualified, and to present an apparatus through which teachers can gain those qualifications.

Dual-credit Guidelines:

Colleges and universities are accredited through the Higher Learning Commission (HLC). Prior to September 1, 2017, the qualifications required for a high school faculty member to teach dual-credit was simply a master's degree. Starting on September 1, 2017, the new requirements are that a high school teacher must have a master's degree that includes 18 graduate credit hours in the content, or, a master's degree with eighteen additional credit hours of content. Please keep in mind WSC has master's degrees with the 18 hours embedded, and, we can offer the content hours if your teachers already have a master's.

The Nebraska State College System understands the importance of moving toward full compliance. However, the NSCS does not want to jeopardize dual-credit opportunities for those high schools that currently work with Wayne State College (or other NSCS institutions). With just over 50% of current dual-credit faculty needing the full 18 credit hours of graduate content coursework in order to continue to serve in this role, these individuals are expected to need several years to meet these new graduate content hour requirements. However, time is running out with roughly three years left on the extension.

NSCS/WSC Timeline:

The NSCS requested an extension to September 1, 2022 to move all existing (and new) dual-credit instructors to full compliance with the HLC's faculty qualifications. This plan establishes minimum criteria for graduate content coursework for each academic year, with annual evaluations of dual credit faculty credentials completed prior to the beginning of each academic year. Those individuals who do not complete additional graduate coursework in assigned dual credit content area(s) and provide documentation of the coursework by August 15th of each year would no longer be eligible to serve as dual credit instructors for the Nebraska state colleges. The updated timeline and minimum content coursework are outlined below.

For the upcoming 2020-2021 school year: Documentation of at least 12 graduate credit hours of content coursework in assigned area(s) of teaching to be provided by August 15, 2020.

2021-2022: Documentation of at least 15 graduate credit hours of content coursework in assigned area(s) of teaching to be provided by August 15, 2021.

Sept 1, 2022 and after: Documentation of at least 18 graduate credit hours of content coursework in assigned area(s) of teaching to be provided by August 15, 2022.

A Curricular Apparatus:

The NSCS/WSC would like to offer graduate coursework in key content areas of need, largely based off of our survey from 2018 and the coursework that teachers enrolled in this past summer. We are focusing on English and Math. Here's what the next few semesters might look like.



Spring 2020 (online)

- ENG 526 Linguistic Theory and Application (also satisfies coursework toward ESL endorsement)
- MAT 660 Probability and Statistics for Teachers

Summer 2020

- ENG pending, but likely a special topics course and the linguistic course again
- MAT 535 History of Mathematics

Fall 2020

- ENG pending
- MAT 520 Number Theory

A Possible Funding Apparatus:

There are many ways to assist teachers to help fund this initiative. If offering access to college coursework through dual-credit is an initiative of your school district, then perhaps there are funds or scholarships within your district and through your board policies that provide funding to help teachers earn the necessary qualifications. Also, please keep in mind the Enhancing Excellence in Teaching Program (EETP). As per the website (<https://www.education.ne.gov/educatorprep/eetp-current-teachers/>): “The Enhancing Excellence in Teaching Program (EETP) provides forgivable loans to Nebraska teachers enrolled in an eligible graduate program at an eligible Nebraska institution. On April 22, 2009, the Excellence in Teaching Act (§§ 79-8,132–79-8,140 R.R.S.) was signed by Governor Heineman revising the existing Attracting Excellence to Teaching Program (for individuals seeking their initial teaching certificate in Nebraska) and authorizing the Enhancing Excellence in Teaching Program (for Nebraska teachers enrolled in a graduate program in Nebraska). Funding is provided by the Excellence in Teaching Cash Fund using a portion of the State Lottery Operation Trust Fund dollars.” I and my office can help your teachers work through the EETP application process.

Please consider having your school district and teachers partner with WSC and the NSCS to help your teachers earn the necessary qualifications to offer dual-credit coursework in your home districts. Should you have questions about how WSC/NSCS can help your districts, please contact me at nishudal@wsc.edu, or, 402-375-7164. Or, please direct questions to Jack Moles, too (jmoles@nrcea.net). I am grateful for this partnership with NRCSA and its member districts. Here’s to serving rural Nebraska.

A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district’s story as that is the most powerful way to get this message across.



[NRCSA Spending Study](#)

[A Look at School Spending in NE From Open Sky](#)

Board of Education meeting visits. In early December I made the trek to the Panhandle to visit with the leadership at Chadron State College. Since December 9 was Board meeting night for most districts, I offered to attend a few Board meetings close to Chadron. Thus, I attended Board meetings in Hemingford, Chadron, and Hay Springs to share a little bit about what is going on with NRCSA and to look at the coming legislative session. It was a great evening of meeting Board members on their “home turf”.

On January 13, I made a second round of attending Board of Education meetings at member schools when I visited High Plains, McCool Junction, Friend, and Centennial. In February I will attend Board meetings at Pawnee City, Humboldt, and Johnson-Brock.

I am willing to attend Board meetings when I can. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I’d like to be able to schedule two or three in the same evening if I can.

If you are interested in having me attend a future Board meeting, please let me know and I will see if I can make it work. I would likely not make long trips to attend a single Board meeting unless there was a specific need, however.

Dates for future committee meetings are:

NRCSA Executive Committee Meeting: *February 26, 2020, 2:00 PM, at the NCSA Building in Lincoln*

NRCSA Scholarship & Recognition Committee Meeting: *February 26 & 27, at the KSB Law Office in Lincoln*

NRCSA Executive Committee Meeting: *March 25, 2020, Time TBD, at the Holiday Inn in Kearney*

I am still working on a little project in which I could use your help. I would like to have a picture or two from your school or ESU that includes either (1) the school name and/or the mascot name or (2) a source of pride for your district. Ideas:

1. the marquee in front of the school/ESU
2. the entrance to the school/ESU
3. scoreboard
4. student team or group with the name on uniforms
5. new building or facilities
6. innovative project



Many of you have already responded to my request. To date over 60 schools have responded. If you have not yet participated, you can either email the pictures (jmoles@nrcea.net) or text them to 402-335-7732. Thanks for your help!

NRCSA co-hosted a meeting with REL on the teacher shortage in rural Nebraska. Several key players from different fields were invited to attend. A second meeting is scheduled for early April. The REL report that was discussed can be assessed [here](#).

[Teacher Retention in Nebraska & Surrounding States](#)

We urge you to consider making use of the NRCSA Partner OneCard as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load it with, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2018-2019, the rebate was over \$18,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN!

SUPERINTENDENT SEARCH & PLANNING

We are now in the height of the season in which Boards of Education are considering new leadership for their districts in the coming year. NRCSA has a Superintendent Search Service which has been highly successful. During the current year the NRCSA Superintendent Search Service has assisted, or is currently assisting, in nine Superintendent searches.

It is a common practice for many Boards of Education and the Superintendent to conduct short and long-term planning. NRCSA does provide a quality service using experienced consultants. If are interested in more information, please contact Executive Director Jack Moles.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

Global Teletherapy Article The latest article from Global Teletherapy is available below.

[If You Can't Beat Em, Join Em](#)



For Superintendents attending the AASA National Conference in San Diego: The Rural School and Community Trust has an upcoming event.

Title: The Time Is Now: Promising Practices for Leading Rural Districts in 2020 and Beyond

Date: Friday, February 14, 2020

Time: 1:45 - 3:00 PM

Location: The Hard Rock Hotel, across the Convention Center

Sponsors: The Rural School and Community Trust

RSVP Website: [Register Here](#)

Description

One in five students in the U.S. attends a rural school, but the challenges facing many children and families in rural America still aren't getting the attention they deserve in state and national policies. With a widening gap between the highest and lowest achieving students, it is more important than ever for rural leaders to identify, scale, and advocate for best practices that will drive growth and prepare students for careers and continued education. Join The Rural School and Community Trust, BetterLesson, and colleagues from across the country to discuss the state of rural education, promising practices that build on local assets, and the support needed to implement them.

Appetizers and drinks will be provided along with a copy of the 2018-19 "Why Rural Matters Report" and a gift.

National Updates

From Dr. Jon Habben, NREA President:

Not much to add regarding legislative or DoE activity as the Senate trial takes center stage. But two points bear mention. First, there will be continued effort to broaden the savings account program tax deductions to include private schools. Second, there is activity from the administration to further include private and parochial schools in as many federal grant programs as possible. While public school advocates will likely be in opposition, it seems that both political parties may provide enough support at the federal level. Nebraska is one of the few states where opposition to these concepts still remains strong. The reality: these and other similar efforts (public and private charter schools) will not go away.

The Bylaws, Policies, and Procedures Team is reviewing the need for an ethics statement(s) regarding state affiliates and other members, as well as guiding the national association. Dr. Pratt and myself, plus two additional Executive Committee members, are just starting this process. This would have to be reviewed by the entire NREA Executive Committee, then approved at the Annual Meeting this fall in Indianapolis, IN. Also, NREA is part of an effort to highlight rural teachers in an "I Am A Teacher" program that will include all state affiliates. Jack Moles will be receiving this information in this program to promote being a rural teacher. This will also be rolled out in Indianapolis. In the coming weeks, the re-designed NREA website will also be ready to go. Just a few tweaks left. More to come on these NREA Initiatives.



Also, the Chris Rogers update, NREAC/AASA Lobbyists, provides good info on school lunch and IDEA funding.

[Legislative Corps 1/31/20](#)

From the National Rural Education Association

25th Anniversary Invitation to Attend to the National Rural Congress in Saskatchewan.

[25th National Congress on Rural Education](#)

From Princeton University:

I hope this finds you well! There is an amazing FREE opportunity for high-achieving high school juniors from low-income backgrounds who are interested in journalism or its related components in the humanities.

About the program

The Princeton Summer Journalism Program (PSJP) is a free residential journalism and college preparatory program for high-achieving current juniors from low-income backgrounds who are interested in journalism. Over 10 days, students live on campus at Princeton University and learn reporting skills from professional journalists. They also attend lectures on liberal arts topics led by Princeton U professors. Participants hold a press conference, produce a short documentary, report on a professional sporting event from the press box, attend a play or theatrical production, visit 3-4 major news outlets, and interview subjects for their feature stories in the Princeton Summer Journal. After the program, students are paired with a volunteer college adviser, a professional journalist, to help them through their application process.

Program dates: Friday, July 31 – Monday, August 10, 2020

Cost: None. All program expenses, including meals, housing, airfare or train tickets to and from campus, are covered by the program.

Eligibility: To apply, students must be:

- Current high school juniors (Class of 2021)
- living in the United States
- with an unweighted GPA of 3.5/4.0
- who have an interest in journalism (no experience required)
- and meet one of the financial eligibility requirements below:
 - The custodial parent(s)/guardian(s)' combined income (including child support received) must not exceed \$60,000 annually
 - The student must be eligible for Free/Reduced-Priced Lunch.
 - The student is eligible for a SAT or ACT fee waiver.

Applying: The online application is available on our [website](#) and due no later than **Monday, February 17, 2020**. Please note that students must submit an unofficial transcript to be considered. You may read about the full [application process here](#).



NRCSA Superintendent Search Service – 2019-20 Searches:

Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.

	Superintendent & Principal – Cody-Kilgore Unified Schools Application Deadline: Feb. 11, 2020 Announcement of Vacancy: Cody-Kilgore Unified Schools Finalists Selected: Feb. 19, 2020
	Superintendent of Schools – Maywood Public Schools Application Deadline: TBD Announcement of Vacancy: Coming Soon Finalists Selected: TBD
	Superintendent of Schools -Osceola Public Schools Application Process Complete Finalists Selected: Feb. 3, 2020
	Superintendent of Schools -Stanton Community Schools Application Process Complete Finalists Selected, Interviews: 2/4 & 2/6, 2020
	Superintendent of Schools -Stapleton Public Schools Application Process Complete Finalists Selected: Feb. 12, 2020
	Superintendent of Schools -Sterling Public Schools Search Complete Adrian Allen hired as Superintendent of Schools
	Superintendent of Schools – Deshler Public Schools Search Complete Damon McDonald hired as Superintendent of Schools
	Superintendent of Schools – Fillmore Central Public Schools Search Complete Joshua Cumpston hired as Superintendent of Schools
	Interim Superintendent Sterling Public Schools Interim Search Complete Tom Sharp hired as Interim Superintendent



Member Employment Postings (not using any search service):

NRCSA members may advertise their employment postings here FREE OF CHARGE, provided they are using NRCSA Superintendent Search or searching without using any search service to fill their vacancy.

No postings at this time.

Buy, Sell, Trade

NRCSA members may advertise jobs or items for sale. This service is completely FREE OF CHARGE to NRCSA members. E-mail jbundy@nrca.net if you would like to post something. Postings will remain in place for one (1) month but may be resubmitted if additional time is needed.

No postings at this time.

STATE BOARD OF EDUCATION
February 6, 2020
106th Legislature, Second Session

State Board Legislative Committee Recommendation for Support

LB 839 Hearing Date: January 28, 2020 – Education Committee
INTRODUCED BY: Senator Wishart

ONE-LINER: Recognize American Sign Language and provide for the teaching of American Sign Language in schools

LB 920 Hearing Date: January 21, 2020 – Education Committee
INTRODUCED BY: Senator Groene

ONE-LINER: Change provisions for the distribution of lottery funds used for education, to transfer powers and duties, and to create new funds

LB 950 Hearing Date: January 27, 2020 – Education Committee
INTRODUCED BY: Senator Murman

ONE-LINER: Change eligibility requirements for the Access College Early Scholarship Program

LB 965 Hearing Date: January 28, 2020 – Education Committee
INTRODUCED BY: Senator McDonnell

ONE-LINER: Establish a language assessment program for children who are deaf or hard of hearing

LB 998 Hearing Date: January 27, 2019 – Education Committee
INTRODUCED BY: Senator Murman

ONE-LINER: Require behavioral awareness and intervention training and points of contact, transfer funds, and change the Tax Equity and Educational Opportunities Support Act

LB 1131 Hearing Date: February 4, 2020 – Education Committee
INTRODUCED BY: Senator Groene

ONE-LINER: Change provisions relating to education

LB 1141 Hearing Date: February 5, 2020 – Health & Human Services Committee
INTRODUCED BY: Health & Human Services Committee

ONE-LINER: Require the Department of Health and Human Services to develop operations plans for the youth rehabilitation and treatment centers

LB 1160 Hearing Date: February 10, 2020 – Business & Labor Committee
INTRODUCED BY: Senator M. Hansen

ONE-LINER: Adopt the Nebraska Workforce and Education Reporting System Act

LB 1168 Hearing Date: February 3, 2020 – Education Committee
INTRODUCED BY: Senator Kolowski

ONE-LINER: Adopt the College Credit Testing Fee Reduction Program Act and the Career-Readiness and Dual-Credit Education Grant Program Act, add a fund to the Access College Early Scholarship Program Act, and change provisions relating to the State Lottery Operation Trust Fund

LB 1177 Hearing Date: – Education Committee
INTRODUCED BY: Senator Hunt

ONE-LINER: Eliminate oath for teachers and other school employees

LB 1188Hearing Date: February 6, 2020 – Health & Human Services Committee
INTRODUCED BY: Senator Howard

ONE-LINER: Provide duties for the Office of Juvenile Services relating to education and change the definition of interim program school

The State Board Legislative Committee recommends the following statement for bills introduced addressing criminalization of sexual contact with a student or former student and reporting of such.

The State Board of Education supports legislation that prohibits any educator and school employee using his or her position of authority to engage in sexual contact with a student or former student that provides a criminal penalty. In addition, the Board supports requiring schools to establish policies and procedures so that all persons working in education may recognize such inappropriate conduct by educators and school employees and report such conduct to law enforcement, Department of Health and Human Services, and the NDE. Finally, the Board supports legislation providing for communication between all local and state agencies to further guard against such inappropriate behavior going unnoticed by any agency.

LB 766 Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Lindstrom

ONE-LINER: Prohibit sexual assault of a minor by an authority figure, change statute of limitations for failure to make a report of child abuse or neglect, and change provisions relating to sexual offenses

LB 991 Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Halloran

ONE-LINER: Create the offense of sexual assault of a student and prohibit related enticement conduct by school officials

LB 1048..... Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Quick

ONE-LINER: Create the offense of sexual assault by a school employee and provide notification to the Commissioner of Education

LB 1080..... Hearing Date: February 11, 2020 – Education Committee
INTRODUCED BY: Senator Lathrop

ONE-LINER: Require school policies that prohibit sexual conduct with students and former students

LB 1210 Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Vargas

ONE-LINER: Create the offense of sexual exploitation of a student

STATE BOARD OF EDUCATION
February 6, 2020
106th Legislature, Second Session

State Board Legislative Committee Recommended Opposition

LB 1134 **Hearing Date: February 11, 2020 – Education Committee**
INTRODUCED BY: Senator Wayne

ONE-LINER: Change enrollment option limits and provisions for part-time enrollment

LB 1153 **Hearing Date: February 10, 2020 – Education Committee**
INTRODUCED BY: Senator Vargas

ONE-LINER: Change provisions for diploma of high school equivalency testing

LB 1202 **Hearing Date: – Revenue Committee**
INTRODUCED BY: Senator Linehan

ONE-LINER: Adopt the Opportunity Scholarships Act and provide for tax credits

STATE BOARD OF EDUCATION
February 6, 2020
106th Legislature, Second Session

State Board Legislative Committee Bills Discussed

LB 967 **Hearing Date: – Education Committee**
.....
INTRODUCED BY: Senator DeBoer

ONE-LINER: Change provisions regarding bullying prevention and education

LB 1111..... **Hearing Date: February 10, 2020 – Education Committee**
.....
INTRODUCED BY: Senator McDonnell

ONE-LINER: Create a grant program for the State Treasurer to award private donations and temporary school funds to common schools as prescribed

LB 1156 **Hearing Date: – Education Committee**
.....
INTRODUCED BY: Senator Vargas

ONE-LINER: Provide for a statewide school panic button program

LB 1206..... **Hearing Date: – Education Committee**
.....
INTRODUCED BY: Senator Vargas

ONE-LINER: Require reporting to the Nebraska Early Childhood Professional Record System

LB 1217 **Hearing Date: February 10, 2020 – Education Committee**
.....
INTRODUCED BY: Senator Wayne

ONE-LINER: Require individualized response plans following a report of certain types of incidents involving students

STATE BOARD OF EDUCATION
January 10, 2020

CARRYOVER BILLS PENDING FOR SECOND SESSION IN 2020

- LB 66 (Senator M. Hansen)** -- Provide for an early childhood element in a comprehensive plan of a city
General File
On February 7, 2019, the State Board voted to Support.
- LB 120 (Senator Crawford)** -- Require teacher and school staff to receive training on behavioral and mental health
Education Committee
On February 7, 2019, the State Board voted to Support.
- LB 161 (Senator Erdman)** -- Eliminate learning communities
Education Committee
On February 7, 2019, the State Board voted to Oppose.
- LB 226 (Senator Quick)** -- State intent relating to appropriations for the Youth Rehabilitation and Treatment Center-Kearney and the Youth Rehabilitation and Treatment Center-Geneva
Appropriations Committee
On February 7, 2019, the State Board voted to Support.
- LB 241 (Senator Bolz)** -- Provide for teacher mentoring program grants using income from solar and wind agreements on school lands
General File
On March 8, 2019, the State Board voted to Support with an amendment.
- LB 251 (Senator Walz)** -- Adopt the Child Hunger and Workforce Readiness Act (Eliminate cost for reduced-price lunch and breakfast to students in public schools that are determined eligible for reduced-price meals through the National School Lunch Program.)
Education Committee
On February 7, 2019, the State Board voted to Support.
- LB 346 (Senator Wishart)** -- Change special education reimbursements
Education Committee
On February 7, 2019, the State Board voted to Support.
- LB 568 (Senator Morfeld)** -- Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds
Education Committee
On February 7, 2019, the State Board voted to Support.
- LB 670 (Senator Linehan/Priority)** -- Adopt the Opportunity Scholarships Act and provide tax credits
General File
On February 7, 2019, the State Board voted to Oppose.
- LB 676 (Senator Groene)** -- Change provisions relating to school districts and the reorganization of school districts
Education Committee
On February 7, 2019, the State Board voted to Support.
- LB 727 (Senator Walz)** -- Provide duties for school districts, the State Department of Education, and the Department of Health and Human Services with respect to mental health services
Education Committee
On February 7, 2019, the State Board voted to Support.

Notes from Community Meeting
January 20, 2020

Sign In:

Steve Johnson

Cindy Martens

Grant Martens

Jenny Hansen

Larry D???

Brett and Michelle Wilkins

Jake Lage

Nathan DeVries

Katherine Rhea

Bill Rhea

Bruce Schmidt

Randy Dunklau

Todd Becker

Jim Becker

Brandi Scheer

Marlene Mullins

Jake Eckhardt

Claire Eckhardt

Sara Hasenauer

Ed Peterson

Janelle Lorsch

Barine Buresh Crosland

Gary Gielsmann

Bruce Scheer (board)

D St???

Steven ?ibberman

Rusty Hilginkamp

???

Keith Maer

? Misfeldt

Ben Misfeldt

Peggy Brenn

Mat and Erin Schaapveld

Tanner and Brianna Ayer

Tom Vogt

Rosalyn Vogt

Chris and Craig Burns

Cory Dunklau

???

Matt Scheer
JJ and Allie Mastny
Aaron Doll
???
Chase Kratuchvil
Brian Laaker
Cindy Laaker
Lindy Pfingsten
Shelly and Jeff Staats
Devin Flesner
Jessica Wollberg
Jessi Scheer (board)
Jason Arp (Board)
Matt O'Daniel (board)
Janet Warner (Board)
Shanon Willmott (Board)
Pat Phelan (DLR)
Cody Hillen (DLR)
Linda Schafer (DLR)
Admin Team (Dawn, Aaron, Jacqueline, James, Nichole)
Sofie Lewis
Scott Parson

Questions:

How do we fairly tax the community and not add it to the farm community mainly?

We're already paying for a jail and have ridiculous land taxes.

We have sent numerous wrestlers to state out for our school without adding a room, not helping with education.

Do you have data on how many option students you turn away? Worth increasing capacity at each grade level to keep class size low by splitting into three sections?

What does APS do with the federal funding we get for opt-ins? Is it designated to a specific goal within general fund?

Can we put in more stringent criteria for opt-ins (GPA, Club, Sports, etc)?

The current facilities and number of students lead to totally inadequate parking. You show additional parking; the 2007-08 plan also showed additional parking. Much of that planned parking did not happen. So should we build more here or acquire land and build a new elementary school?

Option students contribute to the operating budget but they do not build facilities. We've already had to refinance bonds and extend the term. How much can we expect the farm community to pay for the number of students ag pays a disproportionate amount at a time when it is tough in ag.

Bond we have now are they included in new bond?

When I graduated in the late 70's I believe there were around 900 students. My class, the class ahead of me and the class behind me had 77-80 students each. There's been a lot of expansions and additions made since then. I don't remember any over crowding conditions then. Why are we needing more space now with less students in the building?

I'm planning on increasing my farming acres by 50% in the next 2-4 years. As a business man, it would be crazy for me to buy the equipment I'll need now! I'll buy it when I have expanded and because of projected growth.

Ten years ago the bond planned for 3 classrooms for each elementary grade. Why is this proposed plan not aiming for 4 classrooms instead?

If you lose your practice field, now what?

Have you taken St. Paul Lutheran into this phase strategy?

What is the current teacher:student ratio?

ARLINGTON PUBLIC SCHOOLS
AMENDMENT TO CONTRACT OF EMPLOYMENT
WITH SUPERINTENDENT

Section 2
Compensation and Benefits

A. Compensation: In consideration of a salary package of One Hundred Forty-Four Thousand Dollars (\$144,000) annually, said compensation to be paid in twelve equal monthly installments, with the first such installment to be payable on July 20, 2020, and each subsequent installment shall be paid on or before the 20th day of each month thereafter during the term of this agreement. Salary payments shall be subject to state and federal withholding required by law, including without limitation retirement contributions, FICA, FUTA, Medicare, and state or federal unemployment contributions. The Board retains the right to adjust the Superintendent's monthly salary upward during the term of this Contract, as an amendment hereto, without such adjustment constituting a new contract or extending the length of this Contract. The Superintendent's salary shall not be reduced during the term of this Contract.

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

<hr/> <p>Dawn Lewis, Superintendent</p> <p>Dated: _____</p>	<p>WASHINGTON COUNTY SCHOOL DISTRICT 89-0024, a/k/a ARLINGTON PUBLIC SCHOOLS</p> <p>By: _____ President, Board of Education</p> <p>By: _____ Vice President, Board of Education</p> <p>Dated: _____</p>
---	---

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

Language Arts standards that were adopted by the State Board in September, 2014;
Mathematics standards that were approved by the State Board in September, 2015;
Science standards that were adopted by the State Board in September 2017; and
Social Studies standards that were adopted by the State Board in December, 2019.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: August 13, 2018

Reviewed: January 13, 2020

StudentsElementary Class Size Limit and Reduction

The board of education recognizes that classroom environment is most effective when class sizes remain manageable for teachers. Furthermore, research indicates students learn better in smaller class sizes. The Superintendent and Elementary Principal are authorized to take action on the addition or elimination of sections of elementary classes if the following conditions exist:

Enrollment exceeds or falls below the following grade level limits per section:

Pre-School: Currently Regulated by the Office of Early Childhood

Kindergarten: 22 students per section

First Grade: 22 students per section

Second Grade: 23 students per section

Third Grade: 24 students per section

Fourth Grade: 24 students per section

Fifth Grade: 25 students per section

Sixth Grade: 25 students per section

Class sizes will be reviewed for section size during the enrollment periods during the summer and beginning of second semester.

If section sizes are within one student of needing an additional section, consideration will be given to Special Education points per classroom section, to determine if the additional section is necessary.

SPED Points Assignment by Verification Area:

- Articulation/Speech Support (1 point)
- Specific Learning Disability in a single content area; requires in-class support or minimal pull-out time (2 points)
- Alternate curriculum in at least one content area (developmental delay or multiple SLD verifications) (3 points)
- Intellectual Disability or Other Health Impairment Verification; requires alternative curriculum in all core areas (4 points)

Date of First Reading:

Date of Adoption:

InstructionSelection and Review of Instructional and Media MaterialsA) Assignment of Responsibility

The Board of Education reserves responsibility for the final acquisition of materials, but the responsibility for the selection of instructional materials is delegated to the Superintendent, with the assistance of the instructional and media staff, to establish procedures and regulations for the selection of instructional and media materials, reviewing their effectiveness, and dealing with complaints concerning instructional materials. The Superintendent may establish committees consisting of teachers and media staff to assist with these responsibilities.

B) Criteria for Instructional Materials

The selection of instructional materials shall be made in accordance with Board of Education policies, legal requirements, and reflect the following philosophy:

1. To provide materials that will stimulate growth in factual knowledge, practical skills, literary appreciation, aesthetic values, and ethical standards.
2. To provide a background of information which will enable students to make intelligent judgments in their daily life.
3. To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
4. To provide materials on opposing sides on controversial issues so that young citizens may develop under guidance the practice of critical thinking and analysis.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudices in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional materials.

C) Criteria for Media Materials

The selection of media materials shall be made in accordance with Board of Education policies, legal requirements, and with the Library Bill of Rights of the American Library Association, which Bill of Rights has been accepted by the American Association of School Librarians reflect the following philosophy:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interest, ability, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American World Heritage and Culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

D) Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced despite the care taken in selection and qualification of the personnel selecting materials. The following procedures apply equally to all complaints whether they be from students, parents, school personnel or district patrons.

1. Complaints should be presented to the Principal of the school where the material is used. In the event the person with the concern does not wish to make a formal complaint, the concern may be expressed to the Principal at the school at which the material was received. The Principal shall submit informal concerns to the Superintendent for the Superintendent's consideration.
2. Formal complaints about instructional materials must be presented in writing on a form approved by the board of education. In the absence of such a form, the complainant shall be required to submit a written complaint setting forth: complainant's identity, material challenged, detailed statement of reason(s) for challenging the material, action the complainant is requesting, and such other information as the Principal may reasonably request.
3. When a formal written complaint is completed and returned to the principal, the principal will discuss the issue and the procedures to be followed in resolving the issues with the person filing the complaint. The principal with whom the complaint was filed shall notify the other school administrators and also advise those faculty members who may use the instructional material, or the media staff in the case of media material, that a complaint has been filed. The school administrators shall

decide whether to appoint a building-level review committee or a district-level review committee to study the complaint. The principals will convene building-level review committees. These building-level committees shall consist of five or more committee members composed of staff and community patrons. The superintendent of schools or his designee will convene district-level review committees. These district-level committees shall consist of five or more members composed of staff and community patrons.

4. The review committees shall consider district philosophy, the professional judgment of teachers, reviews of the material by other competent authorities, compatibility with the school district's adopted curriculum, the teacher's stated goals, as well as the views of the complainant. The review committee's recommendation and all accompanying rationale shall be forwarded to the board of education for its review and final decision. The school board's decision may be to remove the material in question from district use, to modify the material for continued uses, or to reject the complaint and continue to use the material.
5. Any materials identified in a complaint may remain in use pending its review and its disposition by the board of education. Principals may, upon written request of parent(s), excuse students from using the material, or may direct teachers to use suitable substitutes, and in the case of challenged media material the Principal may place the material on a reserve shelf where it may be checked out by students only with written parent permission. However, the school shall reserve the right to require students to use material or to engage in activities which are a part of regular and/or required curricular activities.
6. Where the same or essentially the same materials have been the subject of a challenge which has been decided by the board, and another complaint is made against the material by either the same or a different person, the complaint shall be considered by the Superintendent, who may deny the complaint without following the review procedure. In considering the complaint, the Superintendent shall consider whether the complaint raises any substantially different issue than that previously decided by the board.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionTextbook Loans

The District will comply with the state law and Rule 4 of the Nebraska Department of Education pertaining to the distribution of textbooks to students of the District who are attending private schools. The financial liability of the District shall be limited to the amount of dollars appropriated by the state for the specific law.

If funds appropriated to this District are not sufficient to meet the request for textbooks under this policy, priority will be given to the textbooks requested that have the most recent copyright date. If the funding requires additional restrictions, priority will be given to the requests that were filed at the earliest date in the Superintendent's office. If still further restrictions are necessary, a drawing shall be conducted from the names of all students filing on the same date and requesting the same texts. The drawing shall continue until all state funds provided to the District for this purpose have been spent.

Legal Reference: §79-734
NDE Rule 4

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013 and April 10, 2017

InstructionParent Requests for Exclusion

Parents may request that their child be excused from the study of a given book, instructional unit or particular literary work. The Principal shall determine whether to grant such requests based on legal requirements relating to the request, the reason given for the request, the effect of the request on the student's educational development and the educational program, and the availability of alternative materials or instruction for the student. In the event the Principal does not grant the request, the parent may request a review be conducted by the Superintendent, based on the same criteria.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionRecognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

Arlington Public Schools recognizes one of its educational goals is to advance the student's knowledge and appreciation of the role our religious heritage has played in the social, cultural and historical development of civilization.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionAcknowledgment of Religious Holidays

The practice of the Arlington Public School District shall be as follows:

1. The several holidays through the year which have a religious and a secular basis may be observed or recognized in the public schools.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays included are Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionReligion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about -- and not of -- religion be conducted in a factual objective and respectful manner. However, secular instruction of any kind is prohibited in this school.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionPurpose of Religion in the Curriculum

The practice of Arlington Public Schools shall be as follows:

1. The District supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionMulticultural Education

Arlington Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to: (a) value and respect their own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education

The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: (a) the instructional

materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Legal Reference: Nebraska State Board of Education Rule 10

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionAffirmative Action: Instruction Program

The school district pledges itself to avoid discriminatory actions, and seeks to foster good human and educational relations which help to attain:

1. Equal rights and opportunities for students and employees in the school community.
2. Equal opportunity for all students to participate in the total program of the schools.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Frequent training opportunities for improving staff responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to pupils which are not solely based upon race, color, religious creed, age, marital status, national origin, sex or disability.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionControversial Issues

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity:

1. To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.
2. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
3. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
5. To recognize that reasonable compromise is often an important facet in decision making in our society.
6. To respect the opinions of others.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionControversial Issues in the Classroom

The following administrative and teaching regulations are to be observed:

For Principals:

1. Remind teachers that we do not teach controversial issues, but rather opportunities for their study.

For Teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Don't manufacture an issue. Take up only those that are current and real.
5. Do not expect or require that the class reach an agreement.
6. Whenever you are in doubt about the advisability of taking up a given "hot" topic, consult with your Principal and or/Superintendent.
7. Remember that the policy of the board is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

InstructionParental/Community Involvement in Schools

Washington County School District No. 89-0024, Arlington Public Schools, after having conducted a public hearing concerning parental involvement and participation in the school district herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the superintendent or his/her designee may deem appropriate. The superintendent or his/her designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the District to upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

It shall further be the policy of the district to encourage communications from the parents concerning when a parent believes it to be appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The superintendent or his/her designee shall make a provision on the complaint form hereinabove referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in Section 79-2,104, the Federal Education Right To Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to notify a parent or parents of any student who may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Iowa Test of Basic Skills or the California Achievement Test, to notify the parent when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to his/her resident student.

Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in all activities of the school as it relates to the student of the District.

Date of Adoption: June 10, 2013

Date of Review: June 11, 2018

InstructionCombined District and School Title I Parent and Family Engagement Policy

(District Name) intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

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

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

InstructionFree and Reduced Price Meals

The Arlington Public Schools has agreed to participate in the National School Lunch Program (NSLP) and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities the school food authority:

- A) Agrees to serve meals free to children from families whose income is at or below that established by the NSLP for free meals.
- B) Agrees to serve meals at a reduced price to children from families whose income is at or below that established by the NSLP for reduced meals listed.
- C) Agrees to provide these benefits to any child whose family income falls within the criteria established by the NSLP for free or reduced meals after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household:
 - 1. Unusually high medical expenses
 - 2. Shelter costs in excess of 30 percent of reported income
 - 3. Special education expenses due to the mental or physical condition of a child
 - 4. Disaster or casualty losses

In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria established by the NSLP for free or reduced meals.

- D) Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to:
 - 1. Work for their meals
 - 2. Use a separate lunch room
 - 3. Go through a separate serving line
 - 4. Enter the lunchroom through a separate entrance
 - 5. Eat meals at a different time
 - 6. Eat a meal different from the one sold to children paying the full price
- E) Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.

- F) Agrees to establish and use a fair hearing procedure for parental appeals of the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
1. A publicly-announced, simple method for making an oral or written request for a hearing
 2. An opportunity to be assisted or represented by an attorney or other person
 3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal
 4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing
 5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference
 6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses
 7. The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference
 8. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official
- G) Agrees to designate the Superintendent or his/her designee to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
- H) Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.
- I) The following information will be available in the office of the Superintendent.
1. Eligibility criteria for free and reduced meals
 2. Parent letter and application
 3. Public release
 4. Collection procedure

Date of Adoption: January 11, 2010 and February 8, 2010

Reviewed: February 11, 2013; March 13, 2017

RESOLUTION FOR PARTICIPATION IN MISSOURI RIVER NRD MULTI-HAZARD MITIGATION PLAN

Whereas, a Hazard Mitigation Plan identifies the vulnerability of public bodies to natural and man-made hazards and the measures that can be implemented to reduce or eliminate vulnerability exposure, and

Whereas, FEMA now requires that a public entity must have a current Hazard Mitigation Plan in place before they are eligible for Federal funding for hazard mitigation projects and mitigations efforts resulting from natural disasters, and

Whereas, the Pappas-Missouri River Natural Resources District is proposing to serve as the coordinating agency for the development of a multi-jurisdictional Multi-Hazard Mitigation Plan for a six-county area including Burt, Dakota, Douglas, Sarpy, Thurston, and Washington Counties and all associated local governmental entities,

Therefore, be it resolved the Arlington Public School District hereby approved participation in the proposed Hazard Mitigation Planning process described above, and pledges to attend required meetings and participate in those activities necessary to complete an effective plan for the public we serve.

IN WITNESS WHEREOF, this resolution was approved and executed this 10th day of February, 2020.

Board Chairperson

Attest