

Board of Education Regular Meeting
Monday, March 9, 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. Approve hiring of new teachers:
 1. Kali Bohling for Ag Education
 2. Lisa Stork for Upper Elementary
 3. Katee Prenzlow for Upper Elementary
 4. Accept Teacher Resignations with Regrets:
 1. Brandon Mues
 2. Madison Egr
 5. Approve Teaching Positions:
 1. Special Education
 2. 7-12 Physical Education
 3. K-12 Art Education
4. CURRICULUM/INSTRUCTION REPORTS :
 1. Foreign Language Curriculum Report
 2. 2nd Grade Curriculum Report
5. REVIEW OF ANNUAL DISTRICT PLAN
 1. Discussion of Revised Board Goals
6. PRINCIPALS' REPORTS
 1. Mr. Shada's March Report
 2. Mrs. Morgan's March Report
 3. Mr. Pfingsten's March Report
7. SUPERINTENDENT'S REPORT
 1. Enrollment Figures
 2. Review School Security Audit
 3. Legislative Activity Report
 4. NASB Board Member Update
 5. NRCSA Member Update
 6. Updates on School Response to Coronavirus Concerns
8. COMMITTEE AND REPRESENTATIVE REPORTS

1. Buildings and Grounds Committee
9. UNFINISHED BUSINESS
10. NEW BUSINESS
 1. Discuss and Consider DLR Option #4 for Northeast Addition
 2. Discuss, Consider and Authorize Superintendent to Advertise and Accept Proposals for Three-Year Audit Contract beginning with 2019-2020 Fiscal Year Audit.
 3. Discuss, Consider, and Approve Restroom Stall work as presented.
 4. Discuss, Consider, and Approve Contract with Wiese Plumbing and Excavating Inc. for work on football field sprinklers for \$6060.
 5. Discuss, Consider, and Approve bid from Lou's Sporting Goods for four sets of bleachers for baseball complex.
 6. Discuss, Consider, and Approve Amended Agreement with ESU2 for Additional School Psych Hours.
 7. Discuss, Consider, and Adopt Policy 5013 Elementary Class Size Limit and Reduction on Second Reading.
 8. Discuss, Consider and Adopt Resolution to establish option enrollment capacities for 2020-2021
 9. Discuss, Consider and Adopt Revised Policy 6212 Assessments--Academic Content Standards on Second Reading.
 10. Discuss and Review Policies 6615-SPED Policy and 6615 SPED REGS
- PROCEDURES
11. EXECUTIVE SESSION
12. ACTION ON EXECUTIVE SESSION ITEMS
13. ADJOURNMENT

**ARLINGTON PUBLIC SCHOOLS
GENERAL FUND
February 29, 2020**

Beginning Fund Balance	1/31/2020	\$ 3,920,365.55
Receipts		\$ 574,287.02
Disbursements		\$ (157,324.44)
Payroll Taxes and Electronic Submissions		\$ (286,267.62)
Net Payroll		\$ (311,726.48)
Outstanding Liabilities		\$ 70,259.50
Adjustments **		\$ (2,669.10)
 Ending Fund Balance	 2/29/2020	 \$ 3,806,924.43
 FUND BALANCE ASSETS	 2/29/2020	
Two Rivers Bank		
General Fund Checking		\$ 253,808.61
General Fund Sweep Account		\$ 3,553,115.82
 TOTAL GENERAL FUND ASSETS		 \$ 3,806,924.43

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Adjustment is for outstanding checks from past months. Since this is the first month of th
They aren't carrying over from previous months

Arlington Public Schools
February 29, 2020

Fund Name 2 Rivers Bank	Starting Balance	Receipts	Disbursements	Interfund Transfers	Ending Balance
General Fund - 864	\$ 199,600.77	\$ 572,861.99	\$ 687,728.14	\$ 169,073.99	\$ 253,808.61
Activities - 109	\$ 140,179.59	\$ 23,552.92	\$ 37,356.19	\$ -	\$ 126,376.32
Activities Saving - 713	\$ 219.85	\$ -	\$ -	\$ -	\$ 219.85
Activities CD - 5826	\$ 102,798.91	\$ -	\$ -	\$ -	\$ 102,798.91
				Total Activities:	\$ 229,395.08
Sweep - 956	\$ 3,720,764.78	\$ 1,425.03		\$ (169,073.99)	\$ 3,553,115.82
Hot Lunch - 487	\$ 102,005.49	\$ 34,465.55	\$ 25.00	\$ -	\$ 136,446.04
Employee Benefit Fund	\$ 841.95	\$ -	\$ -	\$ -	\$ 841.95
Depreciation Fund	\$ 1,472,646.61	\$ 561.56	\$ -	\$ -	\$ 1,473,208.17
Depreciation CD - 5826	\$ 250,000.00	\$ -	\$ -	\$ -	\$ 250,000.00
		Opened CD 1/15/20		Total Depreciation:	\$ 1,723,208.17
2017 Bond Refunding	\$ 546,165.80	\$ 26,528.84	\$ -	\$ -	\$ 572,694.64
QCPUF	\$ 155,424.81	\$ 18,930.65	\$ -	\$ -	\$ 174,355.46
Spec Bldg Fund	\$ 387,530.83	\$ 50,153.47	\$ -	\$ -	\$ 437,684.30
Sp Building CD - 5826	\$ 250,000.00	\$ -	\$ -	\$ -	\$ 250,000.00
		Opened CD 1/15/20		Total Spec Bldg:	\$ 687,684.30
Total Special Funds	\$ 3,062,610.00	\$ 96,174.52	\$ -	\$ -	\$ 3,158,784.52

CHECK REGISTER FOR MARCH 2020 BOARD MEETING

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Airgas Inc	Ag Ed	\$ 282.00
American Life and Sign	Svc on Scoreboard	\$ 1,060.00
ATI Physical Therapy	Ath Trainer home games	\$ 375.00
Ace Hardware	Step Stool	\$ 9.99
American Broadband	Telephone service	\$ 486.60
Border States Industries	Maintenance Supplies	\$ 117.62
Border States Industries	Maintenance Supplies	\$ 100.00
Charleston Inc	Maintenance Supplies	\$ 273.55
Center Point	Natural Gas	\$ 4,005.51
CWD	Food order	\$ 5,296.04
Cash	Post Office	\$ 170.03
Culligan	Solar Salt	\$ 292.80
Dennis Supply	Filters for Building	\$ 718.74
Dietze Music	Spring Music Program	\$ 240.08
Egan Supply	Custodial Cleaning and Bathroom suppli	\$ 252.52
Eagle Auto	Oil Changes	\$ 569.74
Enterprise Publishing	Classified for help wanted	\$ 108.20
Enterprise Publishing	Classified for help wanted	\$ 192.55
Earthgrain Baking (Bimbo Bakeries)	Food order	\$ 617.86
ESU #3	OT Services for 3rd quarter	\$ 9,531.27
ESU #3	Professional Development	\$ 91.75
Fifth Season	Seasonal Maintenance for Lawn and Gr	\$ 3,942.50
Fort Calhoun Comm Schools	OT svcs for February	\$ 2,398.58
Frontline Technologies Group	Applitrack for Employee/Subs	\$ 2,097.00
French, Julie	Reimbursement sani wipes	\$ 19.94
Grizzly Industrial	Grizzly Torsion Spring and Shipping	\$ 25.25
HyVee	Teacher Inservice breakfast	\$ 122.12
HyVee	Meeting with consultant breakfast	\$ 36.51
HyVee	Early Childhood training breakfast	\$ 63.55
Hireright LLC	DOT Testing for drivers	\$ 62.80
Hampton Inn	Nebraska State Literacy Conf room	\$ 212.00
Hometown Leasing	Printer Copier Lease	\$ 1,723.15
Hiland	Dairy	\$ 2,733.91
Insight Public Sector	Lenovo Laptop Replacement	\$ 12,790.00
Jackson Service	Kitchen Supplies	\$ 481.99
KSB School Law	Legal Svc with Superintendent	\$ 220.00
Lou's Sporting Goods	Baseball Batting Helmets	\$ 481.00
Lincoln Journal Star	Classified for help wanted	\$ 544.00
LE Learn to Move	PT Services	\$ 642.08
Lewis, Dawn	Reimb for drive to Grand Island	\$ 182.40
Midwest Distributing Corp	Ice Machine parts	\$ 450.97
McKinnis Roofing	Roof repairs	\$ 1,143.57
Max D Signs	Custom note cards for Dist Office	\$ 125.00
Menards	Maintenance Supplies	\$ 88.62
Menards	Maintenance Supplies	\$ 163.35
Menards	Maintenance Supplies	\$ 84.30
Menards	Cleaning Supplies	\$ 70.94
Menards	9' recip blade 5 pack	\$ 19.97
Menards	LED Lightbulbs 4 Packs	\$ 23.97
Nebraska FBLA	SLC Registration	\$ 96.00
NE Council on Economic Education	18 teams	\$ 180.00
NETA	Registration - Feick, Weise, Parson	\$ 487.00
NETA	Registration - Hayden Parra	\$ 149.00
Omaha Truck Center	Bus supplies	\$ 710.32
OPPD	Electricity	\$ 9,507.34
Plains Equip Group	Mower Repair	\$ 463.37
Pfingsten, Aaron	Reimb for drive to Pierce	\$ 117.88

Payflex	Payflex	\$ 120.00
Pegler	Food order	\$ 4,770.40
Pegler	Salad Bar	\$ 2,234.98
Ralston Public Schools	Svcs for Deaf and Hard of Hearing	\$ 24,539.33
Sparqdata Solutions	Software for Boardmeetings	\$ 3,820.00
School Health	Blood pressure Cuff	\$ 125.59
Thermo King Christensen	Bus supplies	\$ 72.00
Two Rivers Bank	Direct Deposit Payment Fee	\$ 18.00
Thompson Music	Baritone Repair	\$ 120.00
Thompson Music	Bass Clarinet Repair	\$ 30.00
Thompson Music	Bass Clarinet Repair, Tuba Repair	\$ 88.00
Thompson Music	Repairs	\$ 133.00
Thermo King Christensen	Bus supplies	\$ 474.00
US Foods	Food order	\$ 4,473.06
United Private Networks	Distance Learning	\$ 554.00
Village of Arlington	Water	\$ 715.29
Winnelson	PVC Pipe for Maintenance	\$ 15.13
Winnelson	Bathroom repairs	\$ 409.39
Walmart	Supplies	\$ 483.57
Walmart	Supplies	\$ 29.94
Waste Connections	Trash	\$ 386.00
Winnelson	Maintenance Supplies	\$ 275.06
Winnelson	Maintenance Supplies	\$ 175.69
Total Payables		\$109,083.45

HANDPAYABLES

VISA	supplies	\$ 19,439.43
Taeses / USU	Registration Tri-State law conference	\$ 200.00
Wex Bank (Shell)	Fuel Bill	\$ 1,254.43
Knudsen Oil and Feed	Fuel Bill	\$ 2,684.34

Total Handpayables		\$ 23,578.20
Total General Fund		\$132,661.65

SPECIAL FUNDS

Total Special Funds		\$ -
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FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
40724			VISA		VOID: MULTI STUB CHECK	
40725			VISA		VOID: MULTI STUB CHECK	
40726	9001	02/27/20		2650	12 PACK KOSS HEADPHONES F	159.63
40726	9001	02/27/20		2650	2 PACK TONER FOR JULIE FR	21.99
40726	9001	02/27/20		2430	3 CAR WASHES FOR MINI VAN	24.00
40726	9001	02/27/20		2610	AMAZON.COM - ANTI-ANXIETY	16.90
40726	9001	02/27/20		2610	AMAZON.COM - SAND TIMERS	9.40
40726	9001	02/27/20		2610	AMAZON.COM - STRESS REDUC	9.20
40726	9001	02/27/20		2610	APPLE USB DIGITAL AV ADAP	68.00
40726	9001	02/27/20		2610	ARK THERAPEUTIC - Z-VIBE	38.86
40726	9001	02/27/20		2430	CAR WASH FOR VAN # 13	1.00
40726	9001	02/27/20		2431	DELUXE BLUE PLASTIC RECYC	247.33
40726	9001	02/27/20		2610	ELECTRIDUCT 2"	39.99
40726	9001	02/27/20		2610	ESTIMATED SHIPPING/HANDLI	5.00
40726	9001	02/27/20		2431	ESTIMATED SHIPPING/HANDLI	119.88
40726	9001	02/27/20		2610	ESTIMATED SHIPPING/HANDLI	56.55
40726	9001	02/27/20		2734	ESTIMATED SHIPPING/HANDLI	158.19
40726	9001	02/27/20		2650	FIRE HD 8 PROTECTIVE CASE	23.97
40726	9001	02/27/20		2610	FRAME FOR LARGE WALL CALE	55.95
40726	9001	02/27/20		2610	JANUARY PIONEER TELEPHONE	72.10
40726	9001	02/27/20		2610	KLEENEX FOR HS SIDE	35.02
40726	9001	02/27/20		2610	LARGE WALL CALENDAR FOR D	59.99
40726	9001	02/27/20		2734	LENOVO 300E LAPTOP REPLAC	215.99
40726	9001	02/27/20		2734	LENOVO 300E LAPTOPS FOR 3	2,259.90
40726	9001	02/27/20		2734	LENOVO 300E LAPTOPS FOR 3	5,856.50
40726	9001	02/27/20		2734	LENOVO 300E LAPTOPS FOR 3	4,961.66
40726	9001	02/27/20		2610	LIBRARY BOOK DIVIDERS FOR	59.60
40726	9001	02/27/20		2650	LIGHTNING TO USB A CABLE;	35.94
40726	9001	02/27/20		2610	MEAL FOR BOARD RETREAT ON	352.98
40726	9001	02/27/20		2610	MESSAGE BORAD FOR DIST HA	33.95
40726	9001	02/27/20		2610	MINTS FOR PARENT TEACHER	8.77
40726	9001	02/27/20		2330	NEBRASKA STATE LITERACY A	120.00
40726	9001	02/27/20		2810	NEBRASKA STATE LITERACY A	35.00
40726	9001	02/27/20		2810	NEBRASKA STATE LITERACY A	35.00
40726	9001	02/27/20		2810	NEBRASKA STATE LITERACY A	35.00
40726	9001	02/27/20		2330	NEBRASKA STATE LITERACY C	930.00
40726	9001	02/27/20		2330	NETA CONFERENCE REGISTRAT	338.00
40726	9001	02/27/20		2580	PARKING FOR SENATE CONFER	6.25
40726	9001	02/27/20		2330	PESI.COM - REGISTRATION F	439.98
40726	9001	02/27/20		2610	PLANNER FOR DISTRICT TRAN	7.93
40726	9001	02/27/20		2610	POSTAGE TO RETURN TECH PR	10.50
40726	9001	02/27/20		2734	REPLACEMENT HP 4250 LASER	329.85
40726	9001	02/27/20		2650	REPLACEMENT LAPTOP BATTER	15.88
40726	9001	02/27/20		2610	RETURN SHIPPING ON SCIENC	91.80
40726	9001	02/27/20		2734	RUCKUS WIRELESS CONTROLLE	699.95
40726	9001	02/27/20		2610	SCISSORS FOR HS	14.99
40726	9001	02/27/20		2610	SHIPPING ON THIRD CONTAIN	45.90
40726	9001	02/27/20		2610	SLAYING GOLIATH BOOK FOR	18.29
40726	9001	02/27/20		2610	TEACHER PAY TEACHER	48.16
40726	9001	02/27/20		2610	TEACHER PAY TEACHER - DIG	3.20
40726	9001	02/27/20		2610	TEACHER PAY TEACHER - FIR	86.40
40726	9001	02/27/20		2610	TEACHER PAY TEACHER - PLA	10.00
40726	9001	02/27/20		2734	VALCOM V-C6124P POWER SUPP	497.84
40726	9001	02/27/20		2734	VALCOM VP-6124 POWER SUPP	436.18

EFINANCE - POWERSCHOOL
 DATE: 02/27/2020
 TIME: 16:56:13

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 2
 VENCHKIL
 ACCOUNTING PERIOD: 6/20

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
40726	9001	02/27/20	VISA	2610	WALMART.COM - LYSOL DISIN	46.08
40726	9001	02/27/20	VISA	2610	WALMART.COM - PURELL HAND	59.70
40726	9001	02/27/20	VISA	2610	WALMART.COM - PURELL HAND	51.42
40726	9001	02/27/20	VISA	2650	WIRELESS BATTERIES	9.89
40726	9001	02/27/20	VISA	2430	VAN WASH	8.00
TOTAL CHECK						19,439.43
TOTAL FUND						19,439.43
TOTAL REPORT						19,439.43

ACTIVITY BALANCE as of 2/28/20

Source			YTD	YTD	
Code:	Account	Beginning Bal	Expenditures	Revenues	Balance
701	One School One Team	\$ 3,455.46	\$4,268.70	\$1,731.82	\$ 918.58
702	Always For Kids	\$ 60.51	\$15,586.00	\$55,326.37	\$ 39,800.88
703	Art Class	\$ 8,277.59	\$3,378.87	\$2,159.00	\$ 7,057.72
704	Art Club	\$ 1,133.12	\$0.00	\$474.26	\$ 1,607.38
705	Athletics	\$ (21,388.98)	\$63,895.68	\$74,381.19	\$ (10,903.47)
706	Band	\$ 8,341.20	\$5,842.87	\$4,986.92	\$ 7,485.25
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	\$4,252.24	\$4,620.23	\$ 2,625.85
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	\$3,892.63	\$1,014.06	\$ 1,441.60
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)	\$20,615.13	\$19,954.66	\$ (1,403.78)
721	Dance Squad	\$ (439.00)	\$1,811.29	\$3,277.79	\$ 1,027.50
722	Drama	\$ 386.89	\$438.37	\$481.80	\$ 430.32
724	Elem Lounge	\$ 84.32	\$139.48	\$0.00	\$ (55.16)
732	Fam Cons Science	\$ 2,001.80	\$263.57	\$925.00	\$ 2,663.23
726	FBLA	\$ 11,386.47	\$14,780.70	\$17,506.16	\$ 14,111.93
766	FFA	\$ 11,507.93	\$23,265.75	\$22,837.91	\$ 11,080.09
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
735	Honor Society	\$ 1,235.29	\$253.31	\$423.00	\$ 1,404.98
761	Honors History	\$ 607.09	\$607.00	\$0.00	\$ 0.09
744	HS Lounge	\$ 135.58	\$18.98	\$25.00	\$ 141.60
740	Industrial Tech / Woods	\$ 3,628.28	\$2,325.35	\$2,150.00	\$ 3,452.93
736	Interest	\$ 750.41	\$0.00	\$0.00	\$ 750.41
739	Library Fund Elem/HS	\$ 4,921.29	\$2,627.22	\$2,853.87	\$ 5,147.94
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	\$329.40	\$1,446.61	\$ 4,371.41
756	Pepsi	\$ 1,612.69	\$883.82	\$878.44	\$ 1,607.31
724	Quiz Bowl	\$ 1,389.64	\$250.00	\$0.00	\$ 1,139.64
728	Reimbursement (general)	\$ 2,998.60	\$902.00	\$436.70	\$ 2,533.30
714	SKILLS	\$ 36.68	\$496.00	\$1,258.80	\$ 799.48
746	Spanish Club	\$ 181.94	\$0.00	\$0.00	\$ 181.94
747	Speech	\$ 1,160.32	\$218.26	\$0.00	\$ 942.06
748	Spring Musical	\$ 7,878.71	\$5,951.50	\$5,917.10	\$ 7,844.31
749	Student Council	\$ 5,188.96	\$3,310.83	\$4,629.89	\$ 6,508.02
750	Student Vending	\$ 2,231.24	\$856.73	\$8.74	\$ 1,383.25
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	\$148.20	\$	(324.89)
753	Yearbook	\$	7,887.29	\$10,635.08	\$5,305.00	\$	2,557.21
	CAMPS						
790	Boys Basketball	\$	3,570.95	\$6,290.05	\$4,651.00	\$	1,931.90
791	Girls Basketball	\$	911.94	\$3,485.87	\$2,095.00	\$	(478.93)
782	Volleyball	\$	7,315.33	\$4,415.67	\$1,381.24	\$	4,280.90
727	Football	\$	7,064.14	\$5,139.14	\$461.00	\$	2,386.00
785	Cross Country	\$	3,822.24	\$2,204.05	\$956.00	\$	2,574.19
788	Softball	\$	(373.74)	\$2,891.01	\$2,143.34	\$	(1,121.41)
733	Wrestling	\$	5,150.85	\$2,080.54	\$2,478.00	\$	5,548.31
783	Boys Golf	\$	392.61	\$0.00	\$1,377.00	\$	1,769.61
784	Girls Golf	\$	4,104.48	\$409.54	-\$455.00	\$	3,239.94
786	Track Fund	\$	1,421.39	\$0.00	\$461.00	\$	1,882.39
792	MS Girls Basketball	\$	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	\$594.75	\$1,361.80	\$	5,697.97
	Totals		\$175,052.03	\$221,504.74	\$256,605.26		\$210,152.55

TEACHER'S CONTRACT
2020-2021
AA/EOE

This CONTRACT made by and between the Washington County School District #89-0024 also known as the School District of Arlington, in the State of Nebraska, hereinafter referred to as the District, and **Kali Bohling** a legally qualified teacher, hereinafter referred to as Teacher.

WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the District for a school year, which shall begin on or about August 7, 2020, and shall consist of 186 days of service, and that the Teacher agrees to accept such employment at an annual salary based on **Step 4, Column B+9, Index 1.17 and FTE 1.0** under the following conditions.

FIRST: The salary of the Teacher shall be payable in twelve equal installments. The first installment shall be payable on the 20th day of September, 2020 and the remaining installments shall be payable on the 20th day of each month thereafter.

SECOND: The Teacher hereby agrees to be governed by the policies of the Board of Education of the District and that the duties to be performed by him/her under this contract shall be subject to assignment by the Superintendent of the District and further agrees to devote full time, during days of school, to his/her position in all respects, to diligently and faithfully perform the assigned duties as teacher to the best of his/her professional ability. It is understood and agreed that regular, dependable, and on time attendance is an essential function of Teacher's position.

THIRD: In addition to the normal duties traditionally required of teachers, the Teacher may be assigned "extra duty" or extended contract assignments which shall be upon such terms and conditions and at such additional stated rate of compensation as the Board may establish, or as the Teacher and the District, or the Teacher's collective bargaining agent and the District, may from time to time agree upon. It is agreed that extra duty or extended contract assignments to which Teacher may be assigned by the District are not a part of this Teacher's contract for purposes of continuation of such assignments.

FOURTH: This contract may be canceled or amended by a majority of the members of the school board during the school year for any of the following reasons: (a) upon cancellation, termination, revocation or suspension of the teacher's certificate by the State Board of Education; (b) breach of any of the material provisions of this contract; (c) for any reason set forth in this contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality; or, (i) physical or mental incapacity. Cancellation or amendment under this contract shall be governed by applicable law.

FIFTH: That upon termination of this contract for just cause, or upon the release of the Teacher from this contract, the compensation paid or to be paid hereunder shall be an amount which bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to 186 days of service. Any unearned fractional portion of an installment paid but not earned prior to termination of the contract shall be refunded by the Teacher.

SIXTH: There shall be no penalty for release or resignation by the Teacher from this contract; provided no resignation shall become effective until the close of the school year unless accepted by the Board of Education of the District and the Board shall fix the time at which the resignation is to take effect.

SEVENTH: This contract shall conform to the regulations governing deductions from the above stated compensation with reference to Withholding Tax, Social Security and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties to this contract.

EIGHTH: The Teacher hereby affirms that he/she is not under contract with another School District or Board of Education within this State covering a part or all of the same time of performance as is contemplated by this agreement. The Teacher further affirms that at the beginning of the term of this contract he/she holds or will hold a valid Nebraska Teaching Certificate. It is understood and agreed that this contract is not valid until the Teacher's Certificate, as herein listed, is registered in the office of the Superintendent of Schools of the Arlington Public School District and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate.

NINTH: The wages set forth in this agreement shall be subject to such wage adjustments as may from time to time be mutually agreed upon between the Board and the Teacher, or duly recognized collective bargaining agent for said Teacher.

TENTH: Hereafter, this contract may be continued by a separate, annual written "Renewal Agreement" which shall incorporate all of the provisions hereof by reference, except as stated on such "Renewal Agreement." Contract renewal, amendment, termination or cancellation shall be subject to the requirement of Neb. Rev. Stat. §§79-824 through 79-842 and any other applicable state statutes.

ELEVENTH: The failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before Monday March 2, 2020 shall constitute a rejection by the Teacher of this offer of employment.

TWELFTH: **Other Contract Terms: UP TO TWENTY DAYS EXTENDED CONTRACT**

Executed the 26th day of February, 2020

Kali Bohling
Teacher

Executed the 26th day of February 2020

Washington County School District #89-0024 also known as the School District of Arlington, in the State of Nebraska.

Attest:

By [Signature]
Board of Education Secretary

Kali L. Bohling

205 G Street Neligh, NE 68756 ♦ Phone: 402.720.4674 ♦ Email: bohlingkl@gmail.com

Education

University of Nebraska-Kearney
M.A. in Educational Administration
Intended Graduation: Fall 2021
GPA: 4.0/4.0

University of Nebraska-Lincoln
B.S. in Agricultural Education
Graduation: Spring 2017
GPA: 3.967/4.0
Praxis Core: Passed
Agriculture Praxis: Passed

Related Experience in Education:

Agriculture Educator August 2017 – Present
Neligh-Oakdale Public Schools

- Developed structure and curriculum for new agriculture education program with 81 students grades 7-12 in 2019-2020 school year
- Wrote grants for purchase of laboratory technology and school grow tower systems
- Certified in Natural Resources and Ecology and Agricultural Business Foundations Curriculum for Agricultural Science Education
- Coordinate school recycling program and landscape maintenance

Student Teaching August – December 2016
Crofton Community Schools

- Instruct students daily in agriculture content, leadership concepts, and support school activities
- Wrote grant for purchase of new laboratory technology, including two LabQuests

Related Experience in FFA

FFA Advisor August 2017– Present
Neligh-Oakdale Public Schools

- Coordinate meetings, officer team activities, competitive events, and fundraising for 24 members
- Monitor student progress and record keeping of Supervised Agricultural Experience Programs
- Plan and organize student trips to Nebraska State FFA Convention and National FFA Convention
- Participate in community service activities including county fair, BRAN and Tour de Nebraska breakfasts, and Holiday Ribbon Tree

National FFA Organization

- State Convention volunteer 2015, 2016
- American Degree Recipient 2014
- State Proficiency in Vegetable Production – Placement Winner 2014
- State Degree Recipient and State Star Finalist 2013

Other Related Experience

Head Cross Country Coach

May 2019- Present

- Assistant coach for two years before taking over program for 2019-2020 school year

Assistant Track and Field Coach

August 2018 – Present

- Manage distance running athletes' training and competition schedules

Fremont 4-H Expo Livestock Coordinator

January 2018 – Present

- Coordinate and plan all livestock shows for the nine county Fremont 4-H Expo in July
- Contact and hire all judges for seven large animal shows
- Correspond with 18 local FFA advisors to encourage chapters' participation

Nebraska Teach Ag Summer Intern

May – August 2016

- Certified in Natural Resources and Ecology Curriculum for Agricultural Science Education
- Attend Tri-State Delta Conference on student engagement and lesson design and facilitation
- Assist at various county fair events at two different county fairs
- Gain knowledge of five diverse agriculture businesses in central Nebraska

Undergraduate Teaching Assistant

August 2015 – May 2017

- Taught two Agronomic Plant Science Lab sections including over 60 students in total
- Facilitate and lead laboratory activities such as crop staging and classification
- Grade and assist with student activities in two Mechanized Systems Management classes

Honors and Involvement

Nebraska Agriculture Educators Association (NAEA) Member

NAEA In-service Committee Member

Nebraska Career Educators Conference Attendee

Nebraska Coaches Association Member

College of Agricultural Sciences and Natural Resources Dean's List

UNL Graduate with High Distinction- Magna Cum Laude May 2017

UNL Alpha Zeta Academic Fraternity Officer Team

UNL Agricultural Education Club

CASNR Week Volunteer

Cornhusker Marching Band

Lisa Stork

540 West Eagle Street

Arlington, NE 68002

(402)909-2342

lisa.stork@fpsmail.org

PROFESSIONAL SUMMARY

Motivated educator committed to providing a positive learning environment to every student. Success, both academic and social emotional, is celebrated often and cherished as a part of the learning experience. A caring environment full of support and high expectations where students are encouraged to take risks. Seeking an upper elementary position at Arlington Public Schools.

EXPERIENCE

Howard Elementary, Fremont Public Schools

August 2018-current

Fourth Grade General Education Teacher

- Developed and implemented teaching plans that encourage creativity and academic success according to Nebraska State Standards
- Fostered a positive learning environment for all students with various academic backgrounds
- Assessed students daily to provide a specific learning path in all curricular areas
- Participated on a building specific Positive Behavior Intervention System team that supported all students in their social and emotional growth
- Co Developed a Student Council; planned and organized fundraisers to raise money for playground equipment
- Directed a Summer Success building for students K-4

Milliken Park Elementary

Fourth Grade General Education Teacher

August 2014 - August 2018

- Developed and implemented teaching plans that encourage creativity and academic success according to Nebraska State Standards
- Fostered a positive learning environment for all students with various academic backgrounds
- Assessed students daily to provide a specific learning path in all curricular areas
- Participated on a building specific Positive Behavior Intervention System team that supported all students in their social and emotional growth
- Directed a Summer Success building for students K-4

EDUCATION

Wayne State College - Master of Science in Elementary Administration

Graduated 2017

Wayne State College - Bachelor of Science in Elementary Education

Endorsement in ESL

Graduated 2014

Kirkwood Community College

2009-2010

Carroll High School

Graduated 2009

COMMUNITY INVOLVEMENT

- Volunteer coach Arlington Youth Softball
- Member of the Arlington Youth Foundation
- Altar guild and video equipment at St. Paul's Lutheran Church in Arlington

Hello.
I'm Katee Prenzlou

410 W. 10th St.
North Bend, NE 68649
(402) 615-2817
prenzloukj@gmail.com

Education

August 2016- May 2018

University of Nebraska at Kearney - *Master of Arts in Education, Special Education-Advanced Practitioner in Behavior Interventions (GPA 3.97)*

August 2011 - May 2015

University of Nebraska at Kearney - *Bachelor of Arts in Education, elementary and special education K-6 (GPA 3.84)*

Experience

August 2015 - PRESENT

North Bend Central Elementary, North Bend, NE - *Special Education Teacher*

- Adapt and modify curriculum to be an inclusive teacher in Kindergarten through fifth grade classrooms for students with disabilities
- Facilitate and manage student support meetings for students
- Plan and implement interventions driven by data (FAST, MAP, Dibels)
- PBiS (Positive Behavior Intervention Supports) team member
- Completed Marzano training (2019)
- Collaborate and co-teach with teachers daily from Kindergarten to fifth grade

January 2015 - May 2015

Arlington Elementary, Arlington, NE - *Student Teacher*

- Collaboratively planned lessons and worked with third grade teachers
- Taught in both a special education setting and a regular education setting
- Attended school events and meetings when applicable

August 2013 - December 2014

KCLC (Kearney Community of Learners), Kearney, NE - *after-school teacher*

- Planned activities, snacks, and tutoring for students that attended the after-school program
- Collaborated with teachers to meet homework and learning needs for students in Kindergarten through fifth grade

- Participated in professional development opportunities when offered

Additional Experience

August 2015 - PRESENT

North Bend Central Elementary, North Bend, NE - *Special Education Teacher*

- Sunshine committee founder (social committee)
- Established Math academy for students that needed additional math support
- Planned and taught summer school for students that qualified
- Volleyball coach (1 year)
- Trained in CPI restraint training



705 N. 9th St. • P.O. Box 580 • Arlington, NE 68002 • Fax (402)478-4176 • www.apseagles.org • AA/EOE

Brandon N. Mues

March 9, 2020

To My Partners in Education, the Arlington School Board and Administration :

It is with mixed emotions that I compose this formal notice of resignation from Arlington Public Schools. My wife has accepted a job as a Nurse Practitioner with Tri-Valley Health Systems out of Cambridge, NE. My wife and I are excited about this opportunity as it moves us closer to our families in this area of the state. I have enjoyed the last 17 years as a classroom teacher, instructional technologist, librarian, and wrestling coach within Arlington Public Schools and the Arlington community. This decision comes after much deliberation as the relationships I have built with current and former staff and community members have supported my growth as a professional educator, father, and husband.

My sincere thanks to the administration, Dr. Lewis, Mr. Pfingsten, Mrs. Morgan, and Mr. Shada. Their commitment to the education of our students and student-athletes is second to none. They lead with mutual respect, care, and compassion, putting student and staff needs first and foremost while at the same time setting a high standard of excellence in academic achievement. The Fremont and Arlington communities have provided an amazing place for us to raise and launch our family as well supporting both myself and my wife's personal and professional growth. We are excited for the next chapter of our journey, although sad to be putting so many miles between the many friends we have made.

Sincerely Yours,

Brandon N. Mues

Dr. Dawn Lewis
Superintendent
dawn.lewis@apseagles.org
(402)478-4173

Aaron Pfingsten
Secondary Principal
aaron.pfingsten@apseagles.org
(402)478-4171

James Shada
Assistant Secondary Principal/AD
james.shada@apseagles.org
(402)478-4171

Jacqueline Morgan
Elementary Principal
jacqueline.morgan@apseagles.org
(402)478-4121

Hi, everyone!

Although I feel like Arlington has become my second home, plans change and life takes us in different directions. I am so very grateful for the time I have had, the knowledge that I have gained, and the wonderful memories I have made. I am thankful for the opportunity I was given to teach and coach in a district like Arlington and hope someday to find a school and district as great as Arlington again. However, I have decided to follow my fiancé Alex as he is active duty in the military and will be stationed outside of Nebraska. While I'm excited about our new adventure, I'm also saddened to say goodbye to a place that has felt like home. Thank you for all the support, and I'm wishing APS and all of you the best!

--

Madison Egr
Arlington Public Schools
4th Grade

2019-2020 Spanish Curriculum Report

Multicultural Aspect

The Spanish curriculum was created in a way that seamlessly incorporates the culture of all 21 Spanish-speaking countries. As an integral part of the curriculum, multicultural learning is not seen as separate content to be covered but rather the glue that holds all of the learning together. As depicted in the new Nebraska World Language Standards' logo, communication, culture, connections, communities, and cognition are all interwoven in the language learning process.

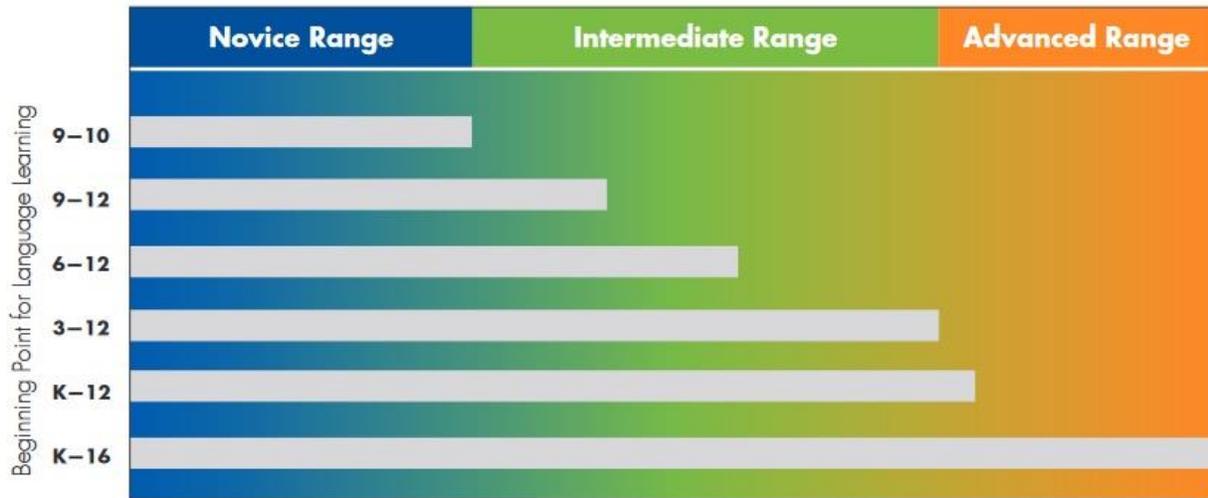


Opportunities for Student Learning

Arlington High School currently offers students the ability to take Spanish for four years. Spanish 1 and 2 can be taken solely for high school credit while Spanish 3 and 4 can be taken as concurrent enrollment courses- earning both high school credit and college credit through Metropolitan Community College. By taking Spanish 3 and 4 as concurrent enrollment, students have the potential to earn up to 24 quarter credits which is the equivalent of 16 semester credits!

Student Learning / Nebraska State Standards

The Nebraska Department of Education has adopted new standards for world language learning. One of the main changes to the standards is a focus on language proficiency; in other words, can students actively use the language? Since Arlington Public Schools only offers four years of Spanish, expectations of students' proficiency in the language should be a realistic reflection of that. For example, if students only take two years of Spanish, realistically, their proficiency should be at the novice-high range. If students take the entire four-year sequence, their proficiency should be at the intermediate-low/intermediate-mid range. As previously stated, the Nebraska World Language Standards focus on the Nebraska Five Cs: communication, culture, connections, communities, and cognition.



Assessment of Student Learning

Since Nebraska’s standards have moved to being proficiency based, the summative assessments that are used to assess student learning must be as well. This year students are taking both traditional and proficiency based summative assessments as the transition is made to meet the new standards. All students will also complete the National Spanish Assessment through the American Association of Teachers of Spanish and Portuguese (AATSP) in order to assess their achievement in vocabulary and grammar and their proficiency in reading and listening. AATSP will also begin piloting oral and written proficiency starting in the 2020-2021 school year. These assessments were given at the beginning of the school year and they will be given again at the end of the school year to assess students’ proficiency in the Spanish language and as a way to measure and track growth.

Areas for Growth

Arlington Public Schools has seen a lot of growth in terms of student population and so has the World Language department. This year there are 130 students total in Spanish classes! While growth is good for a department, it also lends itself to some challenges. Class enrollment for Spanish has increased so much that Spanish 3 and 4 were a combined class this year. While this is not ideal, especially since they are both concurrent enrollments classes and are working on completely different material, it did prevent two sections of classes with 30 students each. In the future, growth should be monitored as it may warrant the need for another Spanish teacher. In order to help students be college and career ready, ideally, students would need to start learning another language in early middle school (6th grade) in order to ensure they acquire intermediate-mid proficiency. As shown in the American Council on the Teaching of Foreign Languages (ACTFL) table below, the intermediate-mid range is the minimum requirement for students to be college and

career ready. As such, we may need to look at expanding programming within the department to include middle and high school.

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



Second Grade Board Report

March 2020

1. Multicultural Aspect:

Multicultural learning takes place in our second grade classrooms in many ways throughout the year. In our language arts curriculum, students are exposed to different cultures within our society and around the world through our weekly stories. Holidays are also given special attention. Students learn the meaning and importance of holidays such as Thanksgiving, Martin Luther King Jr. Day and Cinco de Mayo. Holidays also teach the students about our country's history and the importance of people from the past.

2. What do we want students to learn?

The second grade curriculum is aligned with the Nebraska State Standards. Instructional and learning goals in language arts are met using the Scott Foresman curriculum: Reading Street. Our math instructional goals are met using our Scott Foresman curriculum: enVision Math 2.0. We have a new Pearson social studies curriculum that aligns with the state standards. Next year we will use curriculum from McGraw Hill for science instruction.

3. How do we know students are learning?

- Early Intervention in Reading (EIR) is used to support students that are having challenges in reading. Students are taken several times a week to work with a teacher or a trained paraprofessional on reading area weaknesses.

-We track student growth using Fast Bridge, MAP, and Fountas & Pinnell assessments. Students are also assessed over the second grade sight words. Weekly language arts assessments are given to measure student learning. Data from these assessments are used to drive instruction.

- Guided Reading is used to help the students become more fluent in their reading and improve their second grade reading skills. The students are placed in groups of the same reading ability and the group is led by a classroom teacher. This allows for student differentiation.

- We track student growth in math using Fast Bridge and MAP assessments. We also use formative and summative assessments through our curriculum.

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

- For RTI we use the EIR program. The language arts curriculum is designed to regularly go back and review previously taught reading skills. We continually assess and regroup students based on individual needs. Instruction is differentiated and students who are not proficient in reading receive Title 1 services.
- In math we differentiate instruction by meeting with students in small groups as their needs change depending on the concepts being taught. Students may also attend math intervention for extra support.

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

- Students are continuously being challenged. Our language arts curriculum provides higher level materials to challenge students with advanced skills. Accelerated Reader is used to individualize each student's reading practice.
- Students who exceed proficiency in math participate in math enrichment activities with Mrs. Wooster. Students who master addition and subtraction facts move on to multiplication.

ANNUAL DISTRICT GOALS

February 2015

GOAL AREA: BUDGET

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

OBJECTIVES:

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

STRATEGIES:

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

Explored and employed QCPUF.

2. Identify alternative funding sources.j

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

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

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

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

GOAL AREA: COMMUNITY ENGAGEMENT

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

OBJECTIVES:

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

STRATEGIES:

1. Examine current practices to promote community engagement.

The board provides public speaking at all board meeting.

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

GOAL AREA: FACILITIES

GOAL: Provide quality facilities to enhance educational programs.

OBJECTIVES:

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

STRATEGIES:

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

The board has decided to postpone any investigation of outsourcing.

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

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

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

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

GOAL AREA: STUDENT PERFORMANCE

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

OBJECTIVES:

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

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

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

STRATEGIES:

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

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

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

Adopted a health curriculum aligned to national standards.

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

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

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

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

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

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

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

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

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

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

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

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

4. Identification and begin implementation on defined instructional model.

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

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

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

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

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

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

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

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

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

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

ANNUAL DISTRICT GOALS

April 2019

September 2019

November 2019

Feb 2020

GOAL AREA: BUDGET

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

OBJECTIVES:

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

STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. **Coordinate the financial planning with the Facility Plan that is developed.**
4. **Working with FEMA for possible additional flood damage recovery. Projected funding still uncertain, as this is a long process. Holding off on settlement with ALICAP as we await FEMA decisions**
5. **Passed Budget with Lower Levy**
6. **Inquiring with Education Foundation for some projects (FFA, Choir, etc.) Some Funding Secured, additional being considered (About \$4000 Committed currently)**
7. **Secured NDEQ Reimbursement for playground mulch (~\$17,000)**
8. **Secured Flex Funding for 2020-2021 (~\$30,000)**

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: Maximize transparent communication by providing meaningful feedback and input opportunities toward continuous improvement efforts to strengthen family, school, and community partnerships.

OBJECTIVES:

1. APS will enhance our communication process to inform and engage stakeholders in our community.
2. APS will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.

STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).

2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
3. Provide education and training for parents and guardians to promote school readiness.
4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
5. Increase the social media presence of the district.
6. Community Budget Workshop Held
7. Classroom Intercom adopted to streamline social media posts and involve more people
8. Elementary Newsletter using Smore.com
9. **Childcare Provider Training held 11/7/2019**
10. **TeamMates and Education Foundation Outreach**
11. **Held Community Meeting with DLR**
12. **Monthly Supt Article in the Citizen**
13. **Use of STRIV to broadcast meeting to reach more citizens**
14. **Held our Title I parent meeting**
15. **Hosted additional parent early childhood meeting for school readiness (third this year)**

GOAL AREA: FACILITIES

GOAL: Provide up-to-date facilities to allow for continuous improvement and benefit to students in educational and extracurricular programs.

OBJECTIVES:

1. APS will provide a safe and secure learning environment.
2. APS will identify and prioritize existing facility needs.
3. APS will identify and prioritize a 5-10 year facility enhancement plan.
4. APS will collaborate with the Washington County Agricultural Society and the Village of Arlington **and other external entities** to most effectively use shared space(s).

STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.
2. Examine existing transportation program and plan for future comprehensive needs.
3. Maximize the use of energy efficient technology to address financial challenges.
4. Develop a plan of action that is responsive to the Educational and Facility Planning Needs obtained in consort with DLR.
5. **Obtain cost proposals from DLR and plan community engagement meeting**
6. **Working with FEMA to restore and mitigate damages to baseball field and bus barn**
7. **Considering additional ideas to share with DLR (Northeast corner, etc)**
8. **Contacts with other agencies to facilitate future building projects (Boyd Jones, Hausmann Construction)**
9. **Examine current space to gain additional educational spaces for addition of sections if needed prior to any new facility project**

10. Meeting with Village and Omaha MAPA to plan for future of urban sprawl and community/school readiness

11. Met with Jerry McCall for possible contract services for growth

GOAL AREA: STUDENT PERFORMANCE

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

OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of identified schools* at each grade level in reading, math, and science utilizing a 5-year average.
2. Maintain interest and increase participation in career and college ready courses. *as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrollment).*
3. Maintain cohort graduation rates of 94% or higher.
4. APS will assist students in transitioning from secondary education into careers and/or post-secondary studies.
5. **Identify ways in which we can enhance students knowledge and exposure to emerging technologies and technical career opportunities.**

*Identified schools – Arlington, Ashland-Greenwood, Bennington, Blair, DC West, Fort Calhoun, Millard, North Bend, Papillion LaVista, Raymond Central, Springfield-Platteview, Syracuse, Wahoo, Yutan

STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards and **with the Nebraska Standards for Career Ready Practice: Preparation for College and Career into all courses.**
2. Practice data-informed program and instructional planning in the implementation of Multi-Tiered Support System.
3. Continue to implement the Arlington Instructional Model based on the Marzano Framework
Fully implemented, formal observation summative tool approved by the state, teachers working on creating Student Learning Objectives (SLO).
4. Implement a revised evaluation tool aligned to the Arlington Instructional Model.
5. *Implement a district-wide (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.*
6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.
7. Develop, articulate, and deliver a comprehensive secondary curriculum to assist students in transitioning from secondary education into careers and/or post-secondary studies.
8. Identify social, emotional, and behavioral support systems for students and staff.
 - a. Arbor Family Counseling Contract

9. Research learning management systems and make a decision on system to implement across the district. (??? are we ready, do we have time, biting enough off with new evaluation system, wait a year??)
10. Research and add technology based courses and extra-curricular opportunities.
New Classes: Intro to Computer Science and Applied Technology; offering more STEM type coursework and exposure to “coding”
12. Fastbridge implemented K-6, data available for teachers on Google Docs, coded according to students currently receiving services
13. **New math K-8 intervention “Number Worlds”**
14. Tashia LLI up and running (Leveled Literacy Intervention)
15. Exploring the use of FastBridge as a progress monitoring tool for interventions. We plan to use FastBridge during the winter term for 7th and 8th graders as another assessment screener in the areas of reading and math.
16. **Work with NDE on Targeted Assistance Survey**
17. **Add interventions through MTSS for progress toward TSI**
MS MTSS team has been developed
Intervention scheduling - dedicated time/not stealing time from courses
ACT Prep - providing the full John Baylor program, dedicated time/not stealing time from courses
18. **Selection, Purchase, and Implementation of Aligned Science Curriculum**
19. **Possible collaboration on grant with Region 6 for student mental health connected to natural disaster trauma, other factors**

GOAL AREA: BEHAVIORAL AND MENTAL HEALTH

Goal: Research, develop and implement a school-wide plan to support mental, emotional, and behavioral health concerns of all students.

Objectives:

1. APS will implement A System of Supports for staff to report behavioral, mental, and emotional concerns of students
2. APS will implement a program for safe reporting for students
3. APS will partner with area resources to support families
4. APS will identify and support students with behavioral and emotional health issues

James Shada
March
Board Report

Winter Sports Season

Congratulations to the Cheer and Dance teams for their performances at state competition. The cheerleaders were 3rd with their Game day routine and 2nd in traditional. The dance team was 5th in high kick and 4th in their Jazz routine. The girls' basketball team finished up with a record of 14-11, Jaidyn Spoon and Kailynn Gubbels were 2nd team, Sarah Theiler and Kylee Bruning were selected as honorable mention for the Nebraska Capitol Conference. The boys' basketball team finished with a 7-14 record with Aiden Foreman selected to the second team for the Nebraska Capitol Conference. In wrestling we had Trevor Cooley, Hunter Gilmore, Alex Luttig, Josh Miller, Kobe Wilkins, and Remington Gay qualify for state wrestling. Hunter Gilmore placed 3rd, Josh Miller placed 1st, Kobe Wilkins placed 3rd, and Remington Gay 2nd. We had two state qualifiers in swimming- Adeline Schiemann, and Josh Iossi.

Booster Club Basketball and Youth Wrestling Tournament

On Saturday February 8th we helped the Arlington booster club host their annual basketball tournament. There were 25 teams in the tournament. This was a great opportunity to help raise money for the booster club. On Sunday January 19th we were also able to help host the Arlington youth wrestling tournament. There were approximately 450 wrestlers competing in the tournament. These two events were great opportunities for our coaches, athletes, and administration to work with the citizens of Arlington to help raise money for the Booster Club and Arlington Youth Wrestling Club.

Key Up Coming Dates

- The Variety Show on March 20th and 21st at 7pm.
- On May 2nd the NCC track meet will be at Raymond Central.
- On May 1st we will host the Arlington Boys Golf Invite.
- On May 7th we will host the Arlington Jr. Track Invite.
- On May 8th we will host the Arlington Track Invite.

March Elementary Principal Report

NAG Conference – Nebraska Association for the Gifted Conference was held February 20th - 21st. We sent three teachers and one paraprofessional to the conference. They attended many sessions on how to better utilize personnel, materials, and time for High Ability Students. All participants came back with great ideas and strategies to begin immediately.

State Reading Conference – Nebraska State Reading Conference was held February 19th - 21st in Kearney. We sent two teachers to engage in many different Reading sessions to help all levels of readers.

Dr. Seuss Breakfast – On Friday, March 6th we celebrated Dr. Seuss' Birthday and Read Across America Week with a Dr. Seuss Breakfast. The official count was 380 breakfasts served! Which is up almost 100 breakfasts served. What a success!

Read Across America Week - We celebrated Read Across Week by having dress up days Monday-Friday. Students read nightly for a chance to win a basket of prizes.



Carnival - We had another successful Carnival! We will be using the profits to continue to grow our leveled reading library!



Secondary Principal's Report

March 2020 Board Meeting

Festival of the Arts

Allison Peyton, senior, has been selected to participate in Midland University's Festival of the Arts-Art and Design Day.

Prom

Prom will be held on Saturday, April 4 in the competition gym followed by post prom at the Arlington auditorium. We look forward to a great night of fun!

Testing Day

Students in 9th-11th grade will be testing on April 7. Students in 9th grade will be taking MAP tests, students in 10th grade will be taking the Pre-ACT, and students in 11th grade will be taking the ACT. Seniors will have a modified schedule that day to accommodate the testing schedule.

Floral Skills

The 8th Grade Exploring Agriculture class created professional looking boutonnieres in their plant systems unit. The boutonniere lab serves as a way for students to use their knowledge of plant ID and also serves to show them career opportunities for the future. Students learn some basic techniques for making their own boutonnieres for homecoming/prom/weddings.



Blood Drive

The Annual Red Cross Blood Drive hosted by NHS was on March 4. We collected 72 units of blood (the target for the drive was only 50)!

Midlands Business Day

Arlington FBLA sent students over to Midland Business Day. Individuals and teams are preparing for the upcoming state conference. Here are some results:

Mary Helms, 1st in Business Communications

Jaidyn Spoon, 1st in Job Interview

Jacob Kozak, Madison Brennforder, and Emily Lingenfelter, 1st in Business Ethics

Ethan McGee, 3rd place in Introduction to Business

Mackenzie O'Flaherty, 3rd in Introduction to FBLA

Dillon Kim, 4th in Introduction to FBLA

Josh Hoppe, 5th place in Introduction to Business

Gabbi Anzalone, 5th place in Introduction to Financial Math

Bailey Taylor, 5th in Introduction to FBLA

The five first place winners received a \$23,000 scholarship to Midland University that is renewable for four years.

State Conferences

FBLA

March 30-April 1 in Kearney

FFA

April 1-April 3 in Lincoln

SKILLS USA

April 2-April 4 in Grand Island

APS 2019-2020
STUDENT ENROLLMENT SUMMARY

Grades	08/15/19	11/1/2019	12/012019	1/9/2020	3/12/2020
PS	30	31	31	32	35
KG	41	43	41	42	42
1ST	45	45	45	45	46
2ND	45	45	45	45	45
3RD	43	42	43	44	44
4TH	55	54	54	55	55
5TH	54	54	53	53	53
6TH	54	54	53	53	53
PS-6 TOTAL	367	368	365	369	373
7TH	48	50	48	48	48
8TH	58	58	58	59	59
9TH	64	63	64	64	60
10TH	62	61	62	62	62
11TH	48	47	48	49	47
12TH	61	61	61	61	61
7-12 TOTAL	341	340	341	343	337
PK-12 TOTAL	708	708	706	712	710
FREE/REDUCED		150		171	
SPED		117		115	
ELL		7		7	
OPTION ENROLLMENT					
IN/OUT		IN/OUT	IN/OUT		
KG		5/7	5/7		
1ST		6/3	7/2		
2ND		9/1	9/1		
3RD		4/3	4/3		
4TH		5/3	4/3		
5TH		5/2	4/3		
6TH		9/4	8/3		
7TH		12/5	12/4		
8TH		13/4	13/2		
9TH		20/9	21/8		
10TH		12/5	13/5		
11TH		10/6	10/7		
12TH		18/3	18/3		
TOTAL		128/55	128/51		

Version 1.0
February 8, 2017

Arlington

School Security Audit Form

List of required documents:

Schools should provide the following to the Law Enforcement representative(s) performing the audit:

- Emergency Operations Plan
- Floor Plan of Facility
- Site Plan of Facility
- Phone Locations & Numbers (Admin., Faculty, Janitorial/Maintenance)
- Aerial Photograph (if available)
- Student/Staff IDs & ID Policy
- Visitor Procedures
- Graffiti Remediation Procedures

Floor Plans *should include the following:*

- All hallways and classrooms are clearly identified and labeled (on plan & doorways)
- All access doors to adjoining rooms identified
- Location of hazardous materials (including those in storage)
- All custodian closets, book rooms, lounge areas, and workrooms are identified, numbered, and labeled
- Locations of all interior hallway doors noted (including notation of any interior doors that are chained or locked)
- Location of central power access control panel
- Access to facility Master Keys (known contact who has access to keys)
- Location of emergency evacuation kits
- Location of all roof access points identified
- Location of internal intrusion alarm panels and type listed (panic alarms if located in classrooms, offices)
- Internal/External video camera locations identified and noted if they can be accessed remotely (off-site)
- Video Camera monitoring sites labeled
- Location of cable T.V. access control
- Location of audio monitoring (PA system) controls
- Location of fire sprinkler controls
- Location of connection to external water source
- Location of school phones (numbers listed)
- Building evacuation routes identified
- Location of all fire extinguisher boxes
- Location of all Automated External Defibrillators (AED)

Are floor plans available in electronic format?

Yes

No

Site Plans *should include the following:*

- Access Points (location & number)
- Fenced Area (type of fence)
- Portables (labeled & numbered)
- Evacuation Areas
- Incident Command Center Location(s)
- Media Staging Area
- Family reunification area
- Public Safety Equipment staging area
- Bus evacuation area
- Exterior hallways and wings labeled
- Inner perimeter areas defined and labeled
- Location of basement access, tunnels, chases under the main floor(s)
- Location of outbuildings, sheds, greenhouses (numbered & labeled)
- Location of pipes, tanks & gas lines
- Athletic facilities clearly identified and labeled

Auditing Agency

This audit was performed by:

Name: Dep. Nicole Kruse & OPD Ofc. Jacob Hoffman

Agency: Washington County Sheriff's Office

Date: 01/28/2020

Results of the audit to be delivered to:

Name: Dr. Dawn Lewis

Title: Arlington Public Schools Superintendent

Number: 402-478-4171

Email: dawn.lewis@apseagles.org

Results Delivered:

Date: 02/06/2020

Disclaimers

Representatives of law enforcement agencies performing these audits are not, and do not represent themselves to be experts in the field of school safety with regards to all criteria stated within this audit form. They maintain no liability regarding any actions taken, or not taken, on behalf of the school district being audited. The auditing agency and its representative(s) are only providing professional recommendations based on their experience and training to provide awareness in maintaining a safe school environment.



106th Legislature, 2nd Session

YOUR 2020 EDUCATION COMMITTEE

SEN. MIKE GROENE, CHAIR
SEN. TOM BREWER
SEN. RICK KOLOWSKI
SEN. LOU ANN LINEHAN
SEN. ADAM MORFELD
SEN. DAVE MURMAN
SEN. PATTY PANSING BROOKS
SEN. LYNNE WALZ

DURING SESSION, THE EDUCATION COMMITTEE MEETS ON MONDAYS AND TUESDAYS IN ROOM 1525 ON THE 1ST FLOOR OF THE CAPITOL

UPCOMING LEGISLATIVE LUNCHES

March 16 | Holdrege
12:00 PM - JB's Sports Bar

March 16 | York
5:30 PM - Chances "R"

STAY UP TO DATE WITH THE LATEST ON ALL BILLS NASB IS FOLLOWING & DOWNLOAD YOUR COPY OF THE 'ADVOCACY HANDBOOK' UNDER THE GOVERNMENT RELATIONS TAB OF WWW.NASBONLINE.ORG

SHARE YOUR STORY

KNOW YOUR DISTRICT'S DATA

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

NASB LEGISLATIVE TEAM

COLBY COASH, JOHN SPATZ,
MATT BELKA & VICKI WALTER-WINTERS

DAY 31 - PRIORITY BILL UPDATE ...

Day 31 of 60. We are officially past the halfway point of this year's session.

Committee hearings end this week, full debate begins after a long weekend on Tuesday. Priority Bills have all been selected, which primarily map out what items will see the floor in the 2nd half of the session currently scheduled to end April 23.



There are 102 Priority Bills each Legislative Session. Each of the 49 Senators chose one Priority, the 14 Committees each select two, and the Speaker then gets an additional 25. Here are the bills that NASB has on our radar that have either been Prioritized, or will be amended into a bill that has been Prioritized.



LB 147 (Groene) - Change the Student Discipline Act to provide for use by a teacher or administrator of necessary physical contact or physical restraint and provide procedures and grounds for removal from a class in response to student behavior (General File)*

**Once AM 1803 is adopted, NASB is no longer opposed to LB 147*



LB 998 (Murman) - Require behavioral awareness and intervention training and points of contact, transfer funds, and change the Tax Equity and Educational Opportunities Support Act (To be amended into LB 147)

LB 751 (Blood) - Provide for a mental health exception to compulsory education requirements (General File)



LB 920 (Groene) - Change provisions for the distribution of lottery funds used for education, to transfer powers and duties, and to create new funds (General File)

LB 965 (McDonnell) - Establish a language assessment program for children who are deaf or hard of hearing (General File)



LB 839 (Wishart) - Recognize American Sign Language and provide for the teaching of American Sign Language in schools (Amended into LB 965 as AM 2234)



LB 974 (Revenue Committee) - Change taxation and school funding provisions (General File) Senators Linehan and Groene continue to meet with schools

LB 1055 (Brewer) - Change provisions for voting by mail in certain counties



LB 1119 & 1120 (La Grone) - Restrict special elections under the Election Act as prescribed (General File) (Both amended into LB 1055 as AM 2573)

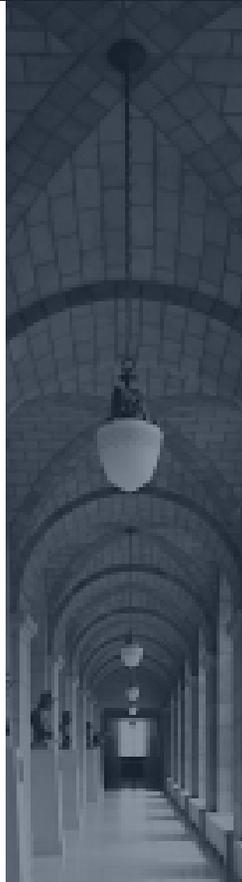
LB 1064 (Briese) - Change provisions relating to the sale and use of tobacco products



LB 1073 (DeBoer) - Create the School Financing Review Commission, add basic funding aid, and change adjusted valuations, the local effort rate, and certification dates



106th Legislature, 2nd Session



CONTINUED FROM PAGE 1

-  LB 1080 (Lathrop) - Require school policies that prohibit sexual conduct with students and former students (General File)
-  LB 1089 (Vargas) Require students to complete the FAFSA prior to graduation from high school
- LB 1131 (Groene) - Change provisions relating to education (General File)
-  LB 640 (Howard) - Include study relative to the Holocaust and other genocides in provisions relating to multicultural education (Amended into LB 1131)*
*NASB opposed this bill in 2019 based on our Standing Positions of NDE Authority & Legislative Mandates
- LB 950 (Murman) - Change eligibility requirements for the Access College Early Scholarship Program (Amended into LB 1131)
- LB 1001 (Crawford) - Require suicide prevention phone numbers on student identification cards (Amended into LB 1131 as AM 2638)
-  LB 1166 (Brewer) - Change school district membership requirements as prescribed (General File)
-  LB 1186 (Hilgers) - Require salary to be paid to injured school employees as prescribed (General File)
- LB 1188 (Howard) - Provide duties for the Office of Juvenile Services relating to education and change the definition of interim program school
-  LB 1202 (Linehan) - Adopt the Opportunity Scholarships Act and provide for tax credits
-  LR 306 (Wishart) - Urge Congress and the President of the United States to enact H. R. 1878 to fully fund the Individuals with Disabilities Education Act (General File)

Throughout the session, look to NASB to keep you informed on pertinent information regarding key bills and topics important to your schools, public education, advocacy, and local school governance through these [Legislative Notes](#) updates, on our [Twitter](#) and [Facebook](#) pages, and always online at www.NASBonline.org

THANK YOU to all of you who have come to Lincoln or done your part from home to speak with your Senator(s), advocate for your kids, and share your stories!!! We will continue to reach out, and will need your help as we finish the session. Stay tuned ...



LEADERSHIP

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

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.

MARCH

IT'S NATIONAL SCHOOL BREAKFAST WEEK! SHARE YOUR SUCCESSES AT #GOBIGBREAKFAST #NSBW2020

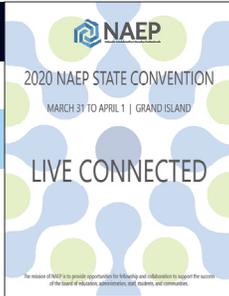
STATE EDUCATION CONFERENCE - CALL FOR PROPOSALS | DUE MARCH 6

<https://nasb.envisiams.com/proposals>

THIS
WEEK!

LEGISLATIVE LUNCH | MARCH 16 | HOLDREGE | 12:00 PM | RSVP FOR DETAILS

LEGISLATIVE "LUNCH" | MARCH 16 | YORK | 5:30 PM | RSVP FOR DETAILS



NAEP STATE CONVENTION | MARCH 31-APRIL 1 | GRAND ISLAND

<http://members.nasbonline.org/index.php/naep-state-convention>

APRIL



NSBA ANNUAL CONFERENCE | APRIL 4-6 | CHICAGO

MARK YOUR CALENDAR FOR THE NEBRASKA RECEPTION - SATURDAY, APRIL 4 - DETAILS COMING SOON!!!



BRAIN SCIENCE WORKSHOP | APRIL 21 | WAYNE

BRAIN SCIENCE WORKSHOP | APRIL 22 | BEATRICE

BRAIN SCIENCE WORKSHOP | APRIL 28 | MCCOOK

BRAIN SCIENCE WORKSHOP | APRIL 29 | ALLIANCE

BRAIN SCIENCE WORKSHOP | APRIL 30 | HASTINGS

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda. Please contact mbelka@NASBonline.org with any questions, or if you are not receiving them.

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The Nebraska Association of School Boards provides support to School Boards to strengthen public education for all Nebraska children.

School spending has been a frequent discussion point as Nebraska lawmakers have worked to find ways to reduce our high reliance on property taxes to fund K-12 education. Below we examine some key factors regarding the way our state's public schools utilize their funding.

What Nebraska schools spend

A Legislative Fiscal Office study found spending by Nebraska's public K-12 schools grew at an average of 3.5% annually between FY07 and FY17.¹ The state's portion of that spending grew 1.8% annually on average during this time.² As state support lagged spending growth, schools had to rely more heavily on local property taxes.³ Also, the 3.5% level of spending growth over the decade was lower than in the previous decade as school spending grew 5.5% a year on average between FY 87 and FY 97 and by 5% on average between FY 97 and FY 07. While total school spending does typically increase every year in dollar amounts, when viewed as a share of personal income, school spending in Nebraska has actually declined. An analysis of Nebraska Department of Education Data show that in 2018, Nebraskans spent less on K-12 education per \$1,000 of personal income than they did in 1993.

Why we use personal income growth to reflect inflation

School spending between 1993 and 2018 exceeded the Consumer Price Index (CPI) by more than \$1 billion. Over this same period, however, school spending trailed personal income growth by about \$130 million. CPI measures the average change over time in prices paid by consumers of goods and services. However, household purchases are fundamentally different from the costs accrued by school districts and other local governments. For example, income growth is not included in CPI but school salaries composed 55% of Nebraska school spending in FY 17-18. Therefore, using CPI to assess school spending would omit a large cost driver in school budgets. Personal income, on the other hand, includes growth in salaries, and also reflects the ability of Nebraskans to pay for goods and services.

Demographic change having a major impact on school spending

The LFO report⁴ finds that school spending growth in Nebraska has been largely impacted by a demographic shift that has many people moving from rural to urban parts of the state. The shift has resulted in enrollment declines in many rural school districts and surges in many urban school districts -- both of which have major implications for what schools cost. Of Nebraska's 244 school districts, 154 -- the vast majority of which are in rural Nebraska -- saw enrollment decline between FY07 and FY17. Districts with declining student population, however, still have significant fixed costs because, unless

¹ Nebraska Legislature, Legislative Fiscal Office, "Historical and Current Nebraska K-12 School Data," accessed at https://nebraskalegislature.gov/pdf/reports/fiscal/k-12_school_data-2018.pdf on Aug. 21, 2019. (Page 28)

² Ibid 1 (Page 48)

³ Ibid 1 (Page 40)

⁴ Ibid 1 (Page 11)

enrollment drops dramatically, such districts still need teachers and support staff to instruct the remaining students. Also, building maintenance and utility costs don't go down if there are fewer students nor does the cost of making building improvements to help meet mandated responsibilities such as educating students with special needs. This causes increased per-pupil spending in these districts as a relatively similar amount of money is being used to educate a smaller number of students. Costs will rise in districts with rising enrollment, too, as these districts need more teachers and facilities to educate the increased number of children.

The combined effect of declining enrollment and fixed costs in many rural districts and increasing enrollment and rising costs in urban districts is an increase in overall average per-pupil spending statewide.⁵ Enrollment is likely to continue to decline in many rural Nebraska school districts as rural Nebraskans continue to move to our urban areas, the LFO report notes, which means overall per-pupil costs will likely continue to rise.⁶

Increase in teachers, health professionals also contributing to rise in school costs

In the last 30 years, the total number of teachers and health-related professionals in Nebraska's public schools has increased by 39.3%. Elementary school teachers accounted for the vast majority of this increase. The increase in teachers was necessitated in part because of an increase in students, particularly in Nebraska's largest school districts. Meanwhile, many of the increases in health-related staff such as speech pathologists, occupational therapists, physical therapists and others were mandated by federal and state laws to help address increased needs, particularly with regard to educating students with special needs.⁷ This increase in teachers and health-related professionals has required schools to increase their spending on salaries and benefits, which are the largest cost items in school budgets.

Administrator salaries are not a major driver of school spending

While more teachers and health-related professionals have been hired in recent years, the LFO report notes that school administrative staff declined as a percentage of total staff from 6.4% to 5.5% between FY07 and FY17. Almost 80 percent of school spending in Nebraska is on salaries and benefits⁸ but U.S. Census data show that only 4.7% of salary funding went to administrators.⁹ Nebraska spent less on school administration per pupil than 34 other states in 2017 as the state's administrator costs were \$599 per pupil versus a national average of \$674 per pupil, U.S. Census data show.¹⁰

⁵ Ibid 1 (Page 11 and Page 36)

⁶ Ibid 1 (Page 36)

⁷ Ibid 1 (Pages 15-16)

⁸ U.S. Census, "2017 Public Elementary-Secondary Education Finance Data," (table 8) accessed at <https://www.census.gov/data/tables/2017/econ/school-finances/secondary-education-finance.html> on Oct. 9, 2019.

⁹ Ibid 8

¹⁰ Ibid 8

Increased cost of benefits, substitute and teacher aide salaries a factor in school spending increases

Regular teacher salaries are the largest school spending item but they represent a smaller share of school expenditures than they have in the past. The regular teacher salary share of school costs declined from 42.6% to 35.7% over the past decade, the LFO report shows.¹¹ However, overall spending on salaries and benefits have increased with benefits, substitute teacher and teacher aide salaries making up an increasingly large share of school costs -- increasing from 12.3% to 20.3% on average between FY07 and FY17.¹²

Operations cost growth has declined, construction cost growth is on the rise

The LFO report showed that operations costs -- which cover salaries, instruction and other costs --- in Nebraska's schools have grown at a lower rate than in previous decades. Operations costs grew at 3.5% annually on average between FY07 and FY17. Average annual operations cost growth was 5.5% between FY87 and FY97 and 5% between FY97 and FY07. Factors that contributed to operations costs growing at a lower rate included a reduced number of school districts caused by district consolidation. Over the past ten years (FY07 to FY17), there were 11 mergers, unifications, or dissolutions of Class 2-5 systems, the LFO report showed. In the prior 10 year period (FY97 to FY07), there were 28.

While operational costs slowed, construction-related costs increased from an average of 3.5% between FY97 and FY07 to 7.5% between FY07 and FY17. The demographic shift in which Nebraskans are moving from rural to urban parts of the state is playing into this. A 2018 survey of school districts conducted by the Nebraska Rural Community Schools Association¹³ found that in many rural districts, construction costs have increased as schools have made needed repairs and upgrades to aging facilities. In growing districts, construction costs have increased as more facilities have been needed to accommodate the growing number of students, the survey found.

Spending can fluctuate greatly year to year based on needs

Exactly how much a school district spends can vary significantly from year to year. For example, if a school district needs new textbooks, it may spend more on supplies in one year but less the next year. Additionally, schools may face unanticipated and unavoidable expenses in a given year. For example, if a student with limited mobility moves into a district, the school may be required by federal and state mandates to

¹¹ Ibid 1 (Page 27)

¹² Education Week, "Staff Benefits Are Eating Up Bigger Shares of District Budgets, Report Finds," accessed at http://blogs.edweek.org/edweek/teacherbeat/2018/08/benefit_spending_bigger_shares_district_budget.html on Sept. 16, 2019.

¹³ Nebraska Rural Community Schools Association, "The Real Story Behind School Spending In Nebraska," accessed at https://drive.google.com/file/d/18nWm_OrIOAqv8HhVtmLuXPD0iIKXVM2P/view on Oct. 31, 2019.

purchase a bus with a wheelchair lift. This mandated expense would increase that district's budget considerably over previous years, particularly if this occurs in a smaller district. These fluctuations can cause a district's spending growth to significantly exceed or fall below the statewide average in a given year.

Conclusion

As discussions continue about ways to lower our high reliance on property taxes to fund K-12 education, it's important for state leaders to understand the multitude of factors behind school spending in Nebraska. Demographic shifts, federal and state mandates and unexpected costs all can have a considerable impact on school district spending as well as the state's overall per-pupil spending. Keeping these factors in mind will help state leaders make sound decisions regarding property taxes and school funding while avoiding policy choices that would have detrimental effects on our state's schools and our children.



The Legislative session has passed the half-way point this year and several big issues are still on the horizon. Many topics are still to be addressed such as business incentives, University of Nebraska Medical Center, redistricting, student discipline, private school scholarships, and the list goes on and on. The bill that has garnered the majority of NRCSA’s attention has been LB 974, Sen. Linehan’s school finance/property tax relief bill.

In January, the NRCSA Legislative Committee met to review what made up LB 974. While the bill does provide a great deal of new state funding to our rural schools in the form of foundation aid (aid per student), in the long run the committee felt there were too many new constraints, as well as more reduction of local control, to support the bill. Thus, NRCSA has joined all of the education community in opposing the bill.

Last Wednesday, Feb. 26, those in attendance at the NRCSA Legislative Forum had the opportunity to hear from several presenters. We had 11 presenters that day, including 8 Senators, and all of them touched on LB 974 to some degree. I asked that our Legislative Committee listen to what was being said, then to weigh that information. On Thursday, Feb. 27, we had a meeting of the Legislative Committee and they affirmed their earlier belief that, while providing increased state funding to our rural districts, the combination of new budgeting restraints and usurping of local control made it difficult to support the bill. Thus, NRCSA does remain opposed to the bill. The Legislative Committee supported an idea to have me send a letter to Sen. Linehan and the rest of the Revenue Committee. In this letter we thank her for being willing to meet on the bill, but outline the reasons for NRCSA not supporting it. That letter may be accessed here:

[Letter to Members of the Revenue Committee](#)

Rural Teacher Committee: At its most recent meeting, the NRCSA Executive Committee approved the creation of a new committee, the Rural Teacher Committee. This committee will be charged with working on strategies to address the rural teacher shortage in our state. The committee will be made up of the NRCSA Executive Director, representatives from each of the three State Colleges (Chadron, Peru, Wayne), and two school representatives from each of the six NRCSA districts. Plans for meetings and scope of work will be developed by the committee, then approved by the Executive Committee. We are looking for volunteers to serve on this committee. Please contact Jack Moles if you are interested.

Dr. Craig Pease and Dr. Bob Uhing of Wayne State College recently wrote an article on Teacher Recruitment & Retention. These two will be presenting on this topic at the Spring Conference and article is below.

[Teacher Recruitment & Retention](#)

[NRCSA Events](#)

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](#)

NRCSA Legislative Forum
February 2021
Cornhusker Hotel in Lincoln
[More about this event](#)

[Committee Meetings](#)

NRCSA Executive Committee Meeting
3:00 PM, March 25, 2020
Holiday Inn in Kearney

2019-20 NRCSA Executive Committee Meeting
June, 2020
Time and Location TBD

2020-21 NRCSA Executive Committee Meeting
July, 2020
Time and Location TBD

[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](#)

U.S. House of Representatives



Gibbon students recently threw a party for a classmate deeply affected by the flooding. This act of kindness has gone viral on Facebook and became a featured news story on NTV.

[Gibbon Strong Article](#)

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!

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.

Registration information for this event was emailed to you. Registration is also available in this Member Update. We hope to see you there!

[Spring Conference Registration](#) (on-line)

[Spring Conference Registration](#) (MS Word)

[Spring Conference Program](#) (DRAFT)

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@nrcsa.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.

Both of these positions are elected positions. President-Elect is selected in a state-wide election, while the South Central District. Nominations for those two positions will be

[Don Bacon](#)

[Jeff Fortenberry](#)

[Adrian Smith](#)

Nebraska Governor

[Pete Ricketts](#)

NE State Senators

[Joni 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](#)

[Mike Hilgers, Dist 21](#)

[Robert Hilkemann, Dist 4](#)

[Sara Howard, Dist 9](#)



accepted through the Membership Meeting at the Spring Conference, with the election to take place after.

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

There will be three openings as Daren Hatch (Elwood), Adam Lambert (Cody-Kilgore), and Mikal Shalikov (Newman Grove) are completing their terms, thus three positions will be open.

NRCSA Closing the Achievement Gap Project Team

Dr. Jamie Isom, Valentine, and Dr. Caroline Winchester, Chadron, are retiring from the superintendency, thus two positions will be open.

Rural Teacher Committee

This is a new committee. There will be two representatives from K-12 schools/ESUs from each of the six NRCSA districts. Thus, 12 positions are being created and are open for nomination or self-nomination. Also included will be a representative from each of the State Colleges. The colleges will designate their representatives.

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

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](#)

- [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
- Dr. Curtis Cogswell, Past President.
McCool Junction Public Schools
- Ginger Meyer, Pres-Elect.
Scribner-Snyder Community Schs



Member Spotlight Creek Valley Schools & Educational Service Unit 6

Member Spotlight: Creek Valley Schools



Mascot: Storm

Location(s): Sunol, Lodgepole, and Chappell, with the school in Chappell

Enrollment: 187

Superintendent: Patrick Ningen

Principal(s): Tessa Fraass

School Board Members: Mike Hansen (president), Matt Klingman (vice-president), Vickie Brown (secretary), Roger Hodges, Doug Mashek, and Troy Isenbart

Programs:

Storm Families

Last year, we began a district-wide activity called Storm Families. The goal for this activity group was to improve relationships amongst our students and staff, K-12. We have 20 different groups, with each group having students in grades K-12, and two staff members. Our activities take place once a month, the same day as our monthly afternoon inservices. We play games, go on scavenger hunts, do team-building activities, and sometimes just have cookies and juice. What this time allows us to do is build relationships outside of the classroom, with students and staff we may not see everyday. It's a great opportunity for our older students to be mentors to our elementary students. And, our elementary students love working with, and getting to know, our high school students. Relationships have been formed that may never have happened, had we not developed this opportunity. The idea and activities originated with our

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

Brian Tonniges,
High Plains Community Schools

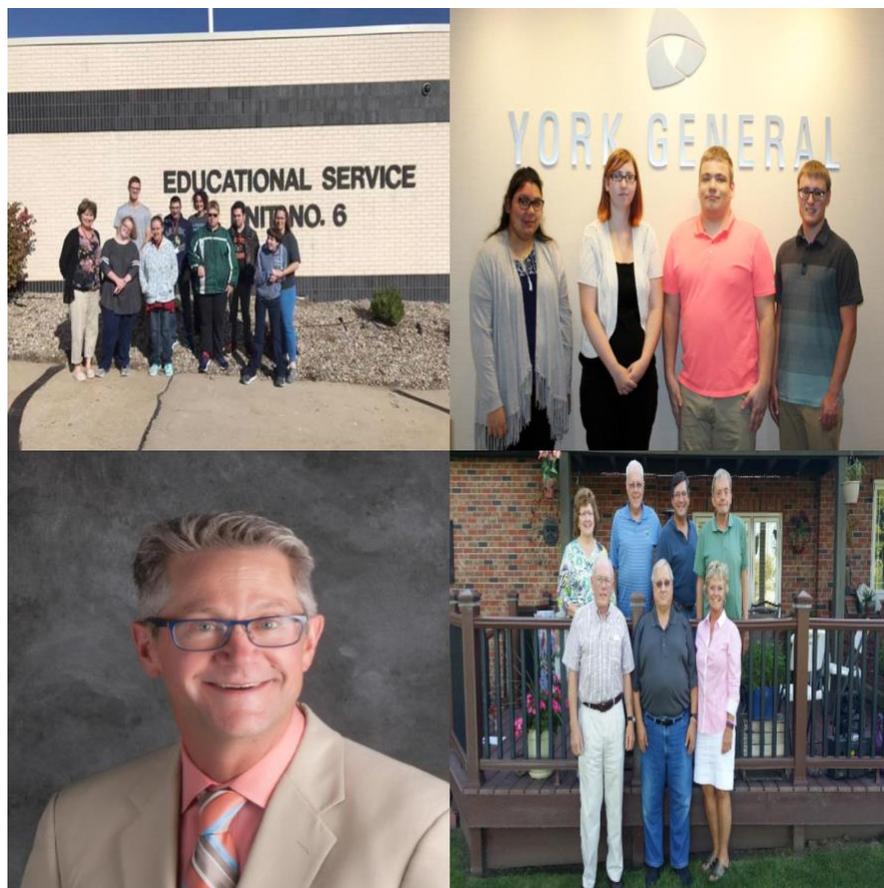


Principal, Tessa Fraass. Now, our staff have taken over the planning of our activities. The rewards have been great!

Football

This year, our high school football team ended the season 10-1, losing in the State Semifinals. This may not seem like a huge accomplishment, but if you know where we came from just a few years ago, I think it might. From 2011 to 2017, our football team did not win a football game. We had many players pass through our football field gates during that time, that worked hard and gave it their all, but we just weren't able to get a win. Our coach, Joe Kupper, came in 2017. That year, we switched to 6-man football, and had to play an outlaw schedule, as our change took place during the middle of a two year cycle. In 2018, we made the playoffs, losing in the first round. In 2019, we went undefeated in the regular season, and won two playoff games, losing in the State Semifinals to eventual State Champion, Harvard. Our football coaches, our football players, our football parents, our football fans, and our school were all a part of making this amazing season happen. For a school going defeated for so many years, having an undefeated regular season, and a 10-1 finish was a huge success story for us.

Member Spotlight: Educational Service Unit 6





Location(s): Milford (main office), Geneva (satellite office)

Administrator: Dr. John Skretta

Board Members: Dr. Eric Malina (President), Dale Kahla (Vice President), Sandy Blankenship (Secretary), Larry Starr, Chuck Evans, Jan Myers, Bruce Dickinson

Leadership Team: Dr. Toby Boss, Director of Professional Development; Mary Phillips, Director of Student Services; Nichole Hall, Director of Human Resources; Vicki Taylor, Director of Business Services; Jamen Hall, Director of Technology

Interesting Fact: An interesting fact about ESU 6 is that we have within our service area many excellent post-secondary institutions that allow for tremendous partnership opportunities with K-12. We have Doane University at Crete, Concordia at Seward, York College (York) and the SCC Milford campus is literally across the street from us! UNL routinely uses ESU 6 schools for practicum and student teacher placements. We are excited to partner with SCC on a Manufacturing Workforce Development initiative that includes Seward, York and Thayer Counties.

Programs:

CRAVE (Career Readiness And Vocational Education) Transition Program: This is a 3-year program for students who have completed their high school experience, but whose Individual Education Plans (IEP's) indicate additional needs in the area of transition. Located on SCC Campus Milford, student's participate in a variety of job practice opportunities with instruction in independent living skills to prepare them for the world of work and community living.

Project Search: This is a transition program for students with disabilities preparing for success in competitive integrated employment through an internship experience in their last year of services prior to accepting their diploma. Located at York General Hospital, the program provides real-life work experience combined with training in employability and independent living skills.

This message was received from Ken Schroeder, Superintendent at Ravenna Public Schools

Two teams from Ravenna Public Schools were recently crowned as state champions at the Nebraska VEX Robotics State Championship at Omaha North High School on Saturday, February 29th.

The VEX Robotics State Championship is an "all class" competition. There are no A, B, C, D designations, as there are with athletics and fine arts competitions. So, Class C-2 Ravenna competed against schools from all across the state in this competition, including Omaha Gross and Brownell Talbot. The final match for the state championship was actually against a private prep school from Omaha.

Other schools in our area (Ord, Gibbon, Litchfield) have come over to visit our program with the intentions of starting one of their own. O'Neil Public Schools and some other NRCSA Schools also have robotics programs.

If you are interested in the robotics program you can contact Ken Schroeder at:
ken.schroeder@ravennabluejays.org



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](#)

From Dr. Gina Bittner, Interim Dean of Education, Peru State College

Hello NRCSA Members!

Spring is nearly upon us and with that brings an exciting time in education – teacher hires! A topic on many of our minds in the field of education that may cause some excitement and for others some concern surrounds the idea of filling vacancies. For us here at Peru State College, we spent time looking at the statistics from the 2019-2020 school year. Seeing a total of 383 teaching positions in our state that were either left unfilled or were not filled with fully qualified personnel (NDE, 2019) leaves us with a sense of urgency with regard to making a positive impact on this growing trend. Furthermore, NDE (2019) reports that of these positions, 110 of them (34%) were in school districts with less than 500 students. Therefore, we continue to try to find creative ways to address the teacher shortage in Nebraska through recruitment, retention, and engagement.

Recruitment

While there are some things that an institution of higher education cannot change, there are some considerations that we must all make on a daily basis. It is important to remember that recruitment takes a team. This is not a one-person, one-time job. We must partner with our P-12 school districts, our campus personnel (e.g. Admissions, Student Records, Dining Services, etc.), and prospective students to provide an enriching, creative, and supportive endeavor. Connection and belonging appear to be two key indicators in students saying “Yes” to joining the Bobcat community.

In order to get to that “yes,” Peru State College utilizes multiple strategies for recruiting teacher candidates. In our methods courses, nearly all (Pre-K – Secondary) programs have partnerships with local public and private school partners. These partnerships build relationships between the College and students as well as teacher candidates and students. Dr. Dwayne Chism, a first-year faculty member in the School of Education, has already developed strong relationships with existing partnerships as well as forming a new partnership. He states, “Our partnerships allow students to make a real-world connection to concepts learned within the classroom. This is valuable to recruiting efforts as it shows future candidates we have a comprehensive program that provides both opportunity and access. Opportunity to see theories in practice and access to communities and organizations that allow them to hone their skills as future educators.”

For example, the School of Education has invested several years in partnerships with English Language Learners (ELLs) in both public and private schools. Our secondary methods students engage with ELL students in a public school setting where they tutor and mentor; whereas our elementary literacy methods students partner with a parochial school to offer a family literacy night with families of ELLs. This spring, we will be



having an inaugural event, titled Peru State 101: A Day in the Life of a Bobcat, a college experience for high school sophomores and juniors interested in exploring college and a variety of career paths. These students will spend a day walking the campus, taking classes, and dining amongst the college students. An often overlooked population of students, when it comes to college recruiting, are those who were on an IEP or 504 plan in high school. Therefore, our instructors in the area of special education have developed a mentoring program for students who are seeking information, determining college-readiness, and working through the application for admission process. This mentoring program has opened doors for students to meet others who have overcome challenges to find success in college while utilizing all of the resources campus has to offer.

Retention

It's really a moot point to talk about recruiting if we don't give the same credence to retention. While we have been blessed this year with the most positive retention statistics compared to the last three decades, retention and recruitment are inextricably linked. Therefore, the two must be continually improved and aligned simultaneously. Effectively advising students is one of the best ways to build relationships and to guide students on a path toward academic success. When students do not follow-through with their advising obligations, a personal phone call to unenrolled students is a great way to show them we care. All freshmen students at Peru State College are placed in their first-year seminar class with students majoring in the same discipline. This allows the fostering of relationships with both like-minded peers and faculty who teach in their major discipline. During this seminar class, the freshmen work with an advisor in their discipline to develop a four-year graduation plan. This plan is then reviewed each semester with changes made depending on their academic and personal needs. What a great way to look toward the end goal: graduation! During this freshmen year, all students across campus also participate in an ice cream social event at the President and First Lady's home where the President and First Lady make personal connections to each and every freshman on campus. Finally, keeping students engaged on campus is a retention strategy that has actually become an integral part of both our mission and vision here at Peru State College. This level of engagement begins with the student as a viable part of the campus community, but also goes into the classroom, and beyond.

Engagement

As students progress toward graduation, the level of engagement continues with a variety of experiences both in and out of the classroom, all while focusing on a career- and student-driven educational experience. Using our early alert system is one way administration, faculty, and staff can monitor and identify students who may need additional levels of supports on campus and communicate those needs amongst the student's care team. Faculty members in the School of Education also take great pride in engaging students through domestic and international travel to present at research and pedagogical conferences. Additionally, many faculty members elect to volunteer their time to engage students in campus clubs and organizations. One such example of a Physical Education faculty member engaging with the campus community is through both a physical education methods course and as the club advisor for the Outdoor Living Club. Dr. Lynott couples these two passions by partnering with a kayak rental company to offer a kayaking event at a local lake where students can use their skills to experience teambuilding and physical education all while enjoying an educational experience in the great outdoors. Finally, a new engagement opportunity that we are offering this spring is the first-ever Special Olympics event held on the Peru State College campus for Special Olympic athletes from the area. Our students will become trained Special



Olympics coaches and will then practice the sports of bocce ball, basketball, or power lifting prior to competing in the area-wide event later this spring.

As you can see, Peru State College takes great pride in reducing the teacher shortage by recruiting quality candidates, working hard to retain those we have on our campus, and doing so through quality high impact practices, such as engagement. Our vision is that this beautiful and historic campus will be renowned for transforming student lives through personal and engaging educational experiences and it is my sincere hope that if you have any questions, ideas for partnering together, or wish to share your own impactful experiences that you will reach out to me at gbittner@peru.edu.

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 attended Board meetings at Pawnee City, Humboldt, and Johnson-Brock. On March 9 I will be visiting BOE meetings at Wayne, Laurel-Concord-Coleridge, and Winside.

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: 3:00 PM March 25, 2020, at the Holiday Inn in Kearney

NRCSA Executive Committee Meeting: June 2020, time and location TBD

2020-21 NRCSA Executive Committee Meeting: July, 2020, time and location TBD

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@nrcca.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.

[Improving Nebraska's Rural Schools Requires Focus on their Strengths](#)

National Updates

From Dr. Jon Habben, NREA President:

The news from Chris Rogers in the Legislative Corps newsletter is really timely. Also, pay attention to REAP legislation attempts to stop the federal Dept of Ed from changing the methodology of what data to use to count for REAP, latest census or F/R Lunch data. Currently each state decides if it wishes to use the latter method as an alternative to the census. Secretary DeVos is planning to eliminate F/R Lunch as an alternative. This may affect Nebraska schools depending upon the outcome. Many states are on each side of this issue.

[Legislative Corps 2/28/20](#)

From the National Rural Education Association

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

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

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 Search Complete Ryan Orrock hired as Superintendent/Principal
	Superintendent of Schools – Maywood Public Schools Search Complete Mark Bejot hired as Superintendent of Schools
	Superintendent of Schools -Osceola Public Schools Search Complete Jason Lavaley hired as Superintendent of Schools
	Superintendent of Schools -Stanton Community Schools Search Complete Darren Soucie hired as Superintendent of Schools
	Superintendent of Schools -Stapleton Public Schools Search Complete
	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@nrcca.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.

DECKER EQUIPMENT
 215 SOUTH SHERMAN ST.
 P.O. BOX 176
 VASSAR, MI 48768-8802



Order # 332845A	Quotation	Quote Date 01/07/20	Page 1
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Bill To ACCOUNTS PAYABLE ARLINGTON PUBLIC SCHOOLS PO BOX 580 705 NORTH 9TH ST ARLINGTON, NE 68002-0580 PHONE: (402) 478-4173 ALT/FAX: (402) 478-4176	Ship To LAWRENCE REED BUILDINGS AND GROUNDS ARLINGTON PUBLIC HIGH SCHOOL 705 N 9TH ST ARLINGTON, NE 68002-3032 PHONE: (402) 478-4172 ALT/FAX:
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Customer No. 1997	Sales I.D. CRE/CRE	Purchase Order #	Source 1AP/	Terms QUOTATION			
Invoice Method	Warehouse	Phone Number (402) 478-4173	Total Wt. 0.0 Lbs	Zone	Pkg 0	Ship Via FEG	

Quotation

Qty	B/O	Ship	Item #	Description	Un. Price	Ds	Amount
1			PLASTIC	Solid Plastic FLOOR ANCHORED OVERHEAD BRACED ALL STANDARD MOUNTING HARDWARE INCLUDED COLOR: 9211 BURGUNDY (2) IN CORNER 2 STALL UNITS (2) IN CORNER 4 STALL UNITS ***ADD \$135 TO SHIPPING IF LIFT GATE ASSISTANCE IS NEEDED*** ***NON-RETURNABLE NON-REFUNDABLE***	9606.2800	--	9606.28

MERCHANDISE QUOTATION TOTAL \$ 9606.28
 ESTIMATED SHIPPING & HANDLING \$ 1051.36
 QUOTATION TOTAL \$ 10657.64

Design Studio

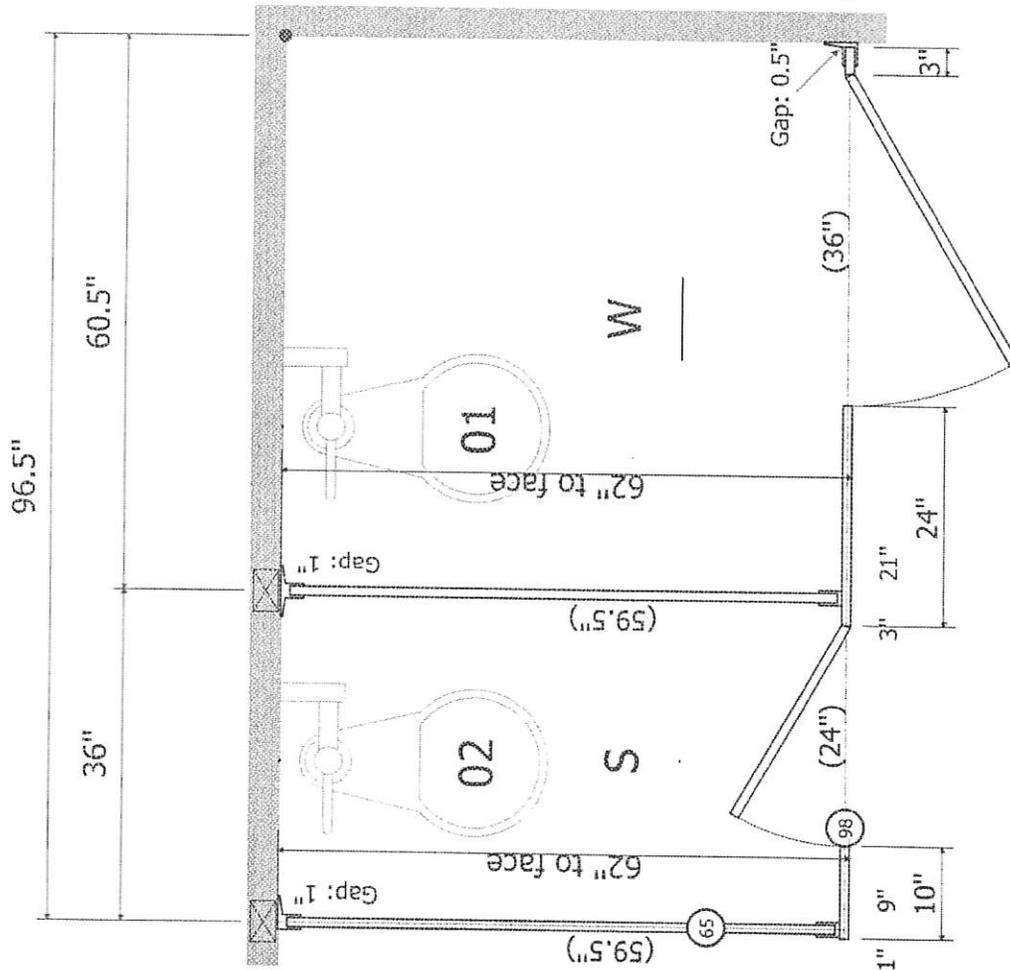
BILL OF MATERIAL (ALL ROOMS)

Part Number	Description	Quantity	Weight Ea. (lbs)
5082360-9211	DR 23.6" x 55" PM VLT BURGUNDY	8	43.99
5083560-9211	DR 35.6" x 55" PM VLT BURGUNDY	4	66.36
5085950-9211	PA 59.5 PM BURGUNDY	12	110.90
8441007	HDW DR 8 HINGE ALUM IN POLY	8	3.20
8441008	HDW DR 8 HINGE ALUM OUT POLY WITH ADDERS	4	3.60
8445010	HDW AL SET P/P 1E PM	4	1.15
8445020	HDW AL SET P/P 2E PM	8	1.20
8445210	HDW AL SET P/W 1E PM	4	0.80
8448100	HDW SS SET RETURN HDRL	10	0.30
8460650	HDW HDRL SET 1X65+SCRWS	4	3.73
8460980	HDW HDRL SET 1X98+SCRWS	6	5.65
90870353-9211	OB 03" x 81.2" STR PM S3H BURGUNDY	4	12.75
90870853-9211	OB 08" x 81.2" STR PM S3H BURGUNDY	2	28.75
90871053-9211	OB 10" x 81.2" STR PM S3H BURGUNDY	4	34.90
90871653-9211	OB 16" x 81.2" STR PM S3H BURGUNDY	2	53.30
90872453-9211	OB 24" x 81.2" STR PM S3H BURGUNDY	4	77.40

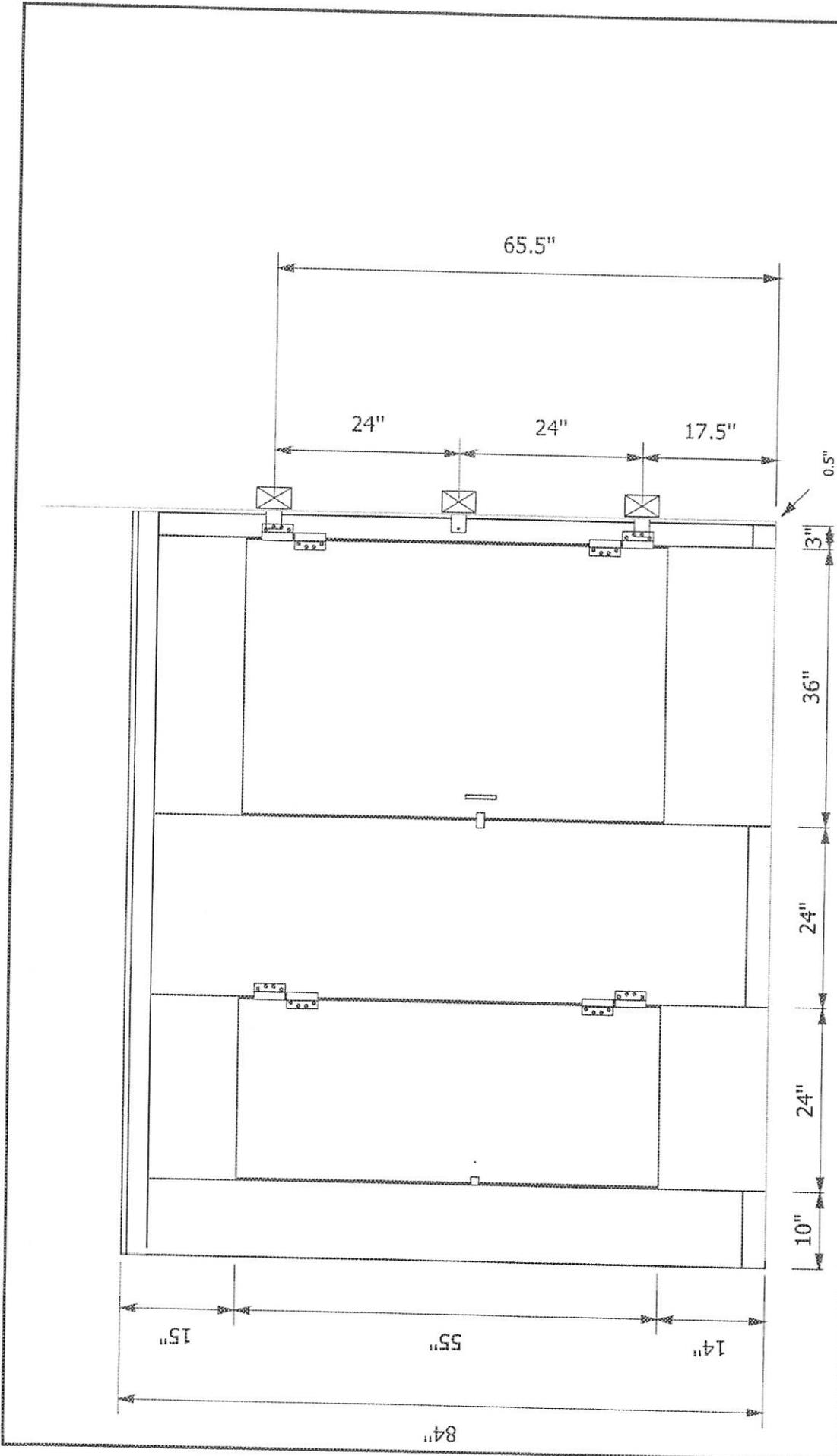
LEGEND

⊗ Grab Bar Reinforcement

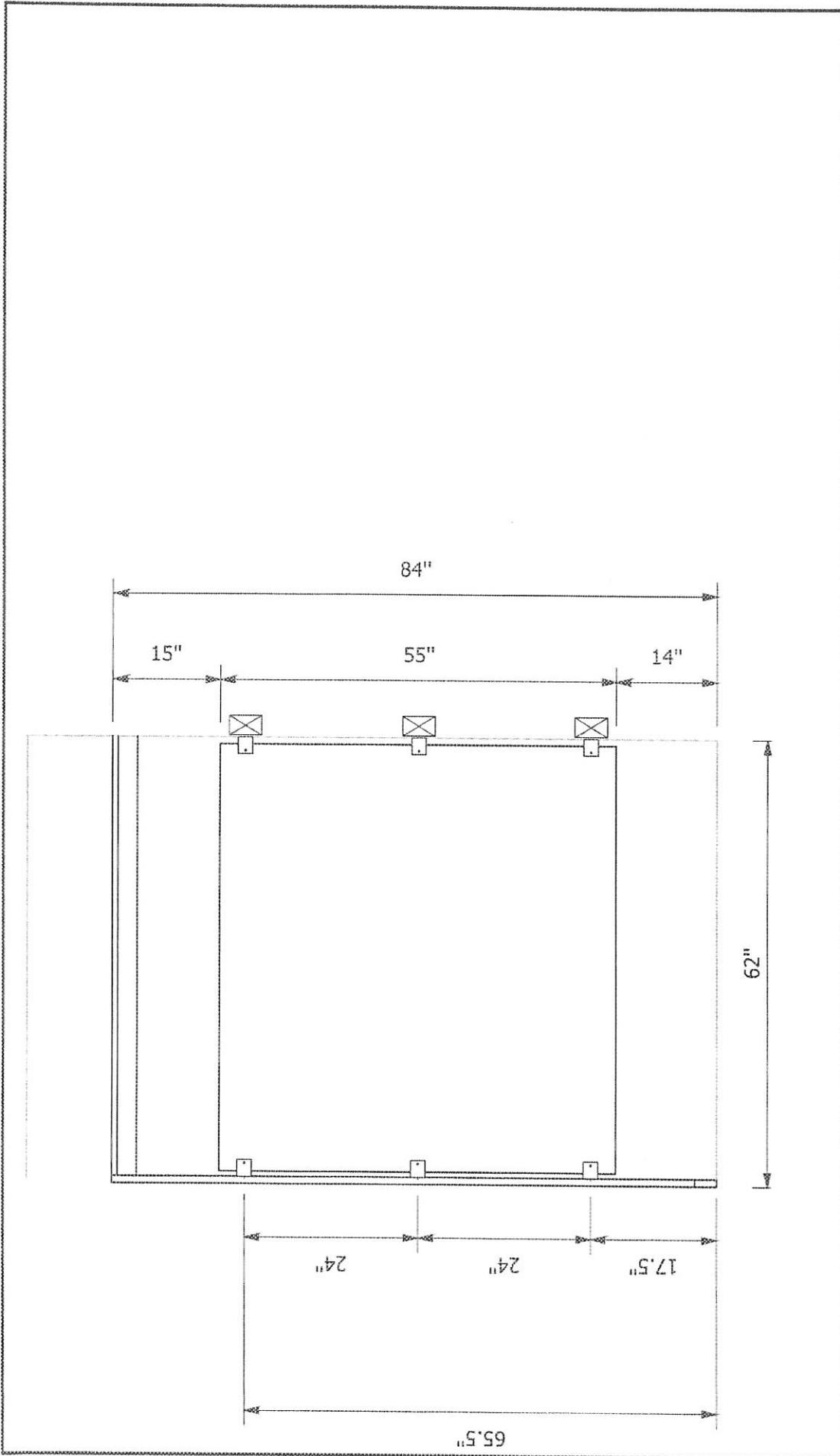
⊘ Headrail



ASI GLOBAL PARTITIONS		Room Name:	Quantity: 2 (thus)
Eastonlee, GA 30538 • 706.827.2700 • www.asi-globalpartitions.com		Material: Solid Plastic	Drawn By: Cassie Remsing
Distributor: Decker Equipment		Mounting: Floor Mounted Overhead Braced	Ceiling Height: N/A
Quote Name (#): 332845 (SQML002827-1)		Color: 9211 Burgundy	Printed: 01/07/2020



Manufacturer: ASI-Global Partitions, Material Texture: Pebble Grain (Std), Compartment Material Height: 55" High Doors/Panels - 14" AFF, Door Hardware: AL 8" Wraparound Hinge & 6" Latch, Compartment Brackets: AL Strrup (3/Connection), Trim Shoes: Stainless Steel, Door Thickness: 1.00", Plaster Thickness: 1.00", Panel/Screen Thickness: 1.00"	
ASI GLOBAL PARTITIONS	
Eastonollee, GA 30538 • 706.827.2700 • www.asi-globalpartitions.com	Room Name:
Distributor: Decker Equipment	Material: Solid Plastic
Quote Name (#): 332845 (SQML002827-1)	Mounting: Floor Mounted Overhead Braced
	Color: 9211 Burgundy
	Quantity: 2 (thus)
	Drawn By: Cassie Remsing
	Ceiling Height: N/A
	Printed: 01/07/2020

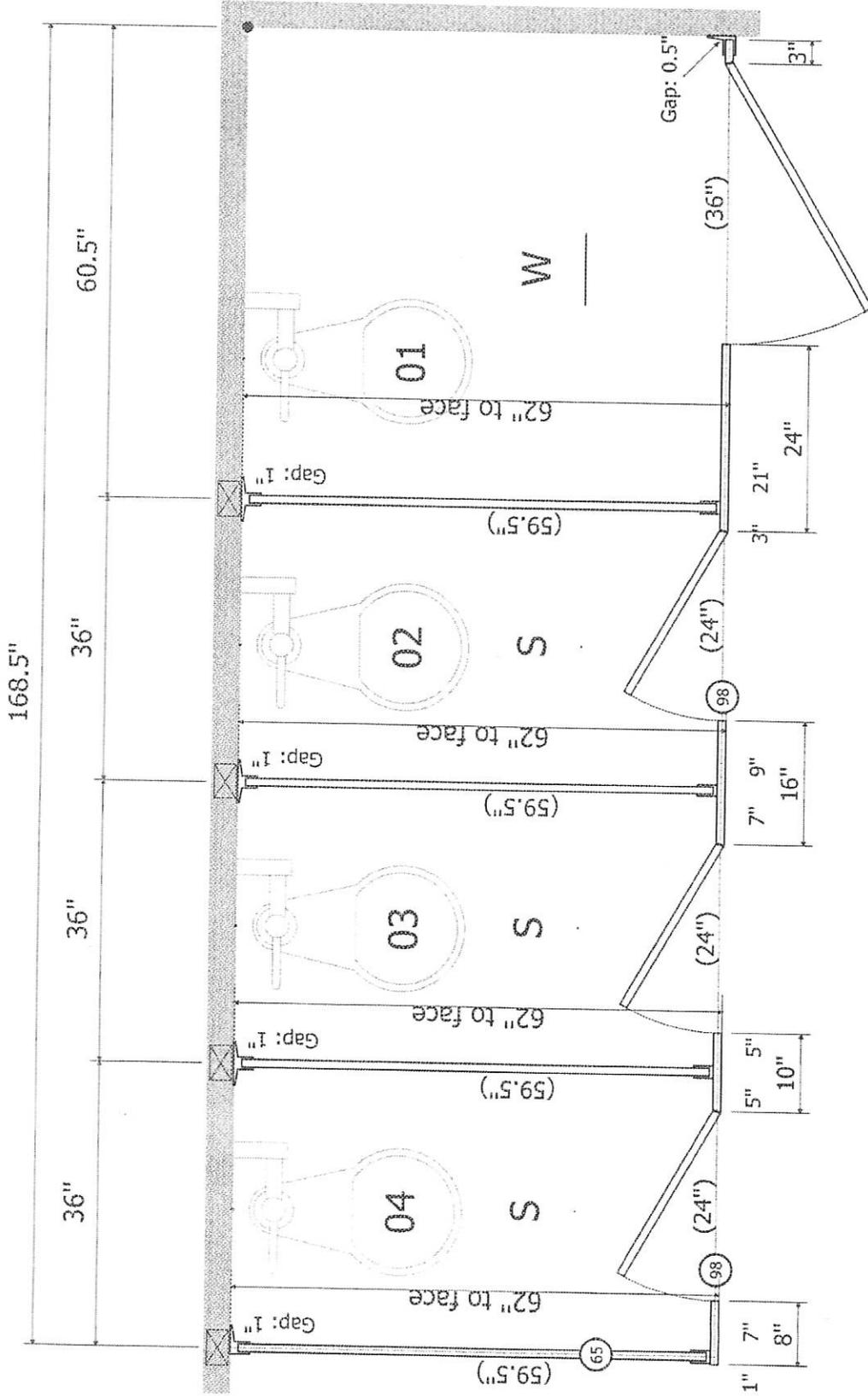


Manufacturer: ASI-Global Partitions, Material Texture: Pebble Grain (Std), Compartment Material Height: 55" High Doors/Panels - 14" AFF, Door Hardware: AL 8" Wraparound Hinge & 6" Latch, Compartment Brackets: AL Stirrup (3/Connection), Trim Shoes: Stainless Steel, Door Thickness: 1.00", Plaster Thickness: 1.00", Panel/Screen Thickness: 1.00"	
ASI GLOBAL PARTITIONS	Room Name:
Eastonolee, GA 30538 • 706.827.2700 • www.asi-globalpartitions.com	Material: Solid Plastic
Distributor: Decker Equipment	Quantity: 2 (thus)
Quote Name (#): 332845 (SQML002827-1)	Drawn By: Cassie Remsing
	Mounting: Floor Mounted Overhead Braced
	Ceiling Height: N/A
	Color: 9211 Burgundy
	Printed: 01/07/2020

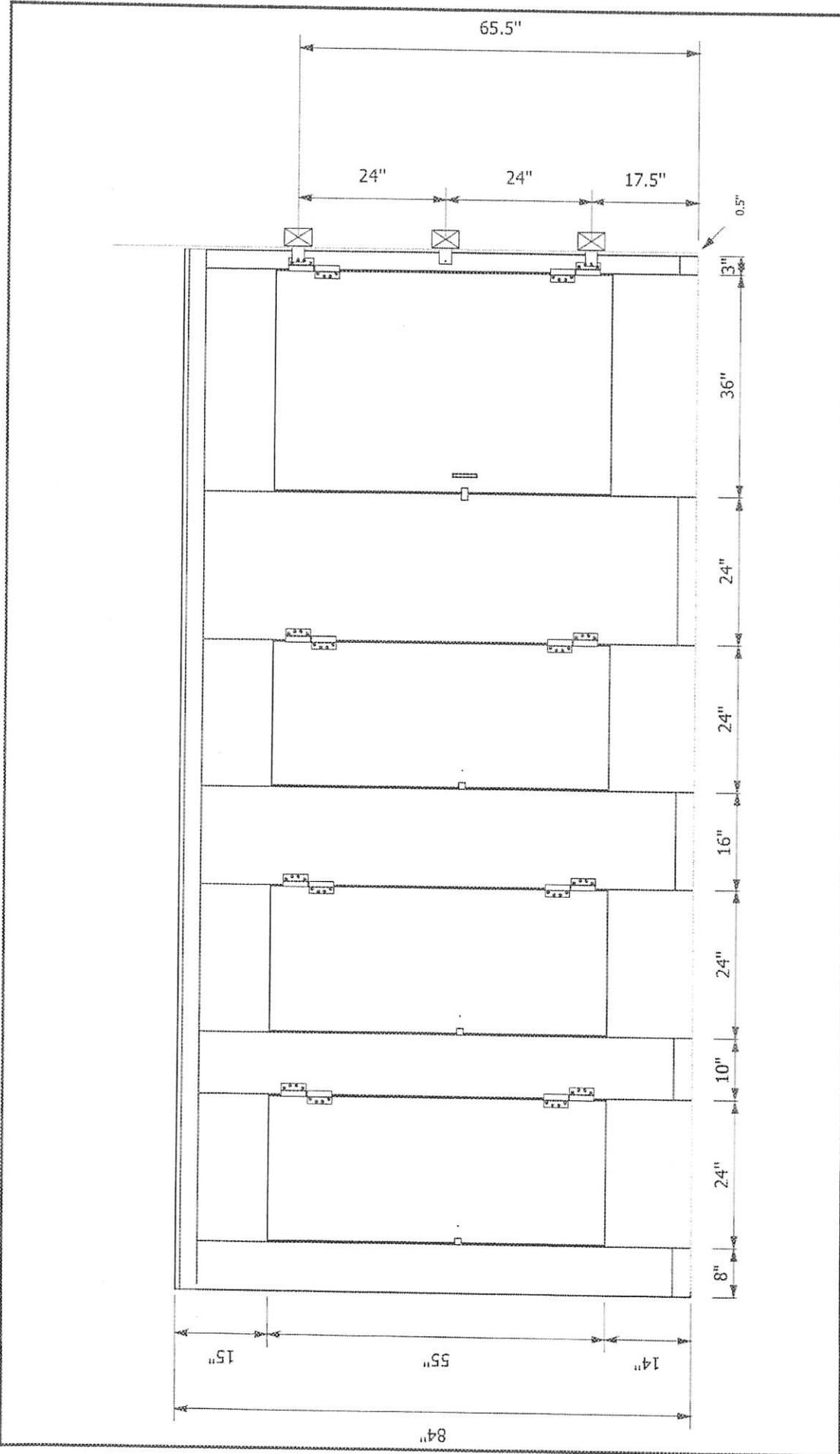
LEGEND

⊗ Grab Bar Reinforcement

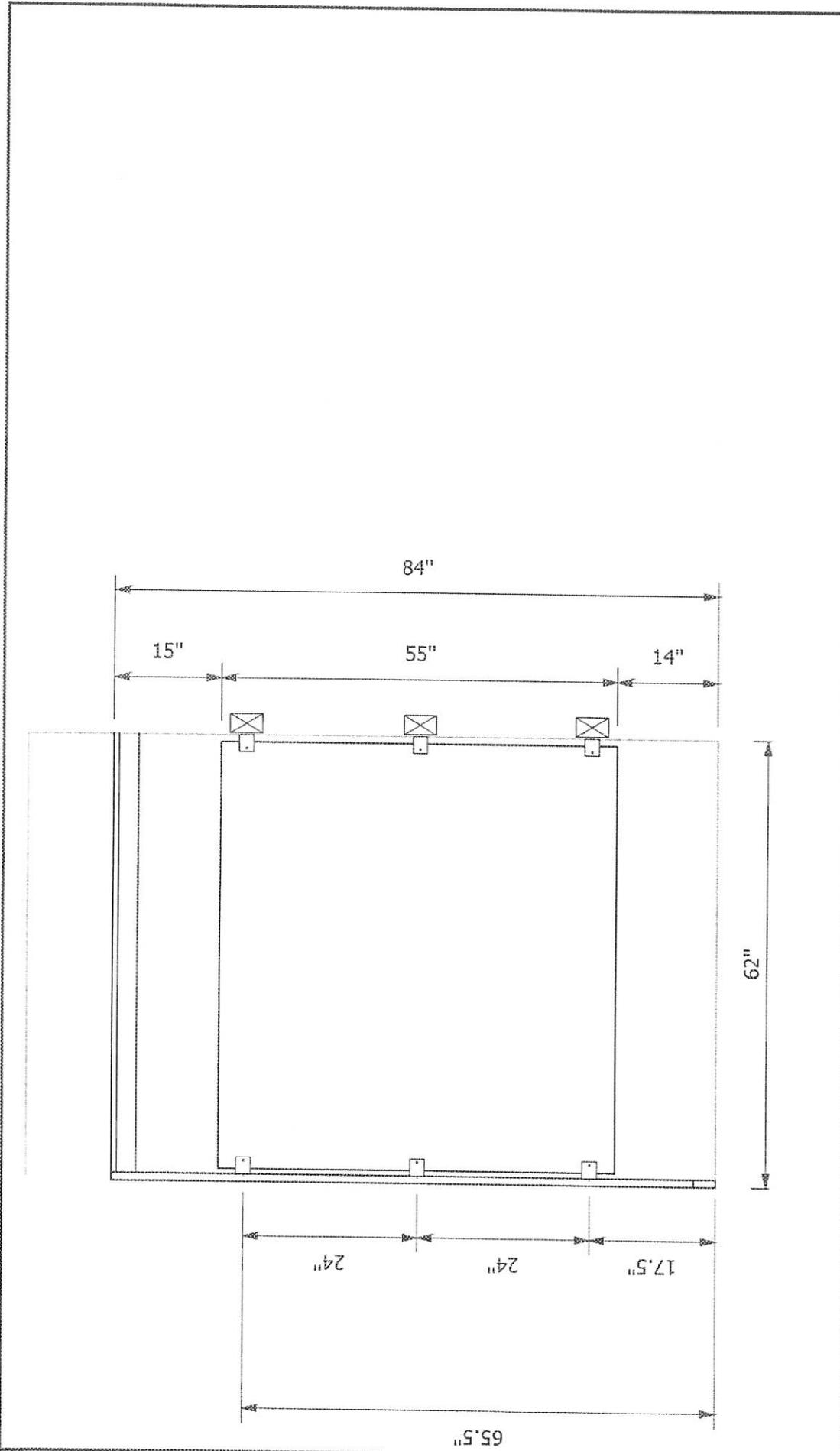
⊙ Headrail



ASI GLOBAL PARTITIONS		Room Name:	Quantity: 2 (thus)
Eastonlee, GA 30538 • 706.827.2700 • www.asi-globalpartitions.com		Material: Solid Plastic	Drawn By: Cassie Remsing
Distributor: Decker Equipment		Mounting: Floor Mounted Overhead Braced	Ceiling Height: N/A
Quote Name (#): 332845 (SQML002827-1)		Color: 9211 Burgundy	Printed: 01/07/2020



Manufacturer: ASI-Global Partitions, Material Texture: Pebble Grain (Std), Compartment Material Height: 55" High Doors/Panels - 14" AFF, Door Hardware: AL 8" Wraparound Hinge & 6" Latch, Compartment Brackets: AL Stirrup (3/Connection), Trim Shoes: Stainless Steel, Door Thickness: 1.00", Pilaster Thickness: 1.00", Panel/Screen Thickness: 1.00"	
ASI GLOBAL PARTITIONS	
Room Name:	Quantity: 2 (thus)
Material: Solid Plastic	Drawn By: Cassie Remsing
Mounting: Floor Mounted Overhead Braced	Ceiling Height: N/A
Color: 9211 Burgundy	Printed: 01/07/2020
Eastonollee, GA 30538 • 706.827.2700 • www.asi-globalpartitions.com	
Distributor: Decker Equipment	
Quote Name (#): 332845 (SQML002827-1)	



Manufacturer: ASI-Global Partitions, Material Texture: Pebble Grain (Std), Compartment Material Height: 55" High Doors/Panels - 14" AFF, Door Hardware: AL 8" Wraparound Hinge & 6" Latch, Compartment Brackets: AL Stirrup (3/Connection), Trim Shoes: Stainless Steel, Door Thickness: 1.00", Pilaster Thickness: 1.00", Panel/Screen Thickness: 1.00"	
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Quote Name (#): 332845 (SQML002827-1)	Color: 9211 Burgundy
	Quantity: 2 (thus)
	Drawn By: Cassie Remsing
	Ceiling Height: N/A
	Printed: 01/07/2020



Reed, Lawrence <lawrence.reed@apseagles.org>

Toilet partition quote

1 message

Bruce <bruce@centarind.com>
To: lawrence.reed@apseagles.org

Thu, Jan 9, 2020 at 2:07 PM

Lawrence,

Please review attached drawing for accuracy and advise if changes are needed.

12 compartments of headrail braced solid plastic partitions with continuous aluminum brackets, aluminum door hardware and stainless steel shoes and fasteners per drawings attached. Color is Bordeaux

Material cost \$7425

Shipping cost \$ 725 (add \$75 if a lift-gate delivery is required)

Lead time is approx 2-3 weeks

Quote good for 30 days

Bruce Harper

Centar Industries, Inc

16313 Westwoods Business Pk

Ellisville, MO 63021

(636) 391-2333

Fax (636) 391-2336

bruce@centarind.com

www.centarind.com





620 Marvin CT
Fremont, NE 68025-4833
Phone (402) 721-6908 Fax (402) 721-9067

Proposal

Arlington Public Schools
705 E 9th St
Arlington, Ne 68002

January, 15 2020

Problem- Inside of the irrigation meter pit for the football field needs repiped after leak in the fall

Solution- It has been determined that a backflow needs to be added to the existing system alongside piping back in the existing meter. The backflow needs to be stubbed up above grade and protected. This will include digging up the west side of the existing meter pit to tie onto the existing irrigation pipe

Includes- RPZ backflow, Necessary piping

Excludes- Replacing or fixing any sod, seed, or private utilities (Sprinkler Systems) due to damage related to the excavating. Also excluded is any fixing of concrete due to damage from heavy equipment traffic. All measures will be taken to preserve lawn and integrity of sidewalk

Lump sum price for scope of work described above is \$4,985.00

Bid valid for 30 days. Upon signing this proposal a down payment of 50% is required with balance due upon completion of work. If payment is made by credit card a 2.5% processing fee will be added.

Sign and date below for acceptance of this bid and return a copy to our office.

Name _____ Date _____

Respectfully submitted _____ *Kyle Bierman* _____



Fremont's Finest

Wiese Plumbing & Excavating Inc.

620 Marvin CT
Fremont, NE 68025-4833
Phone (402) 721-6908 Fax (402) 721-9067

Proposal

Arlington Public Schools
705 E 9th St
Arlington, Ne 68002

October 15, 2019

Wiese Plumbing & Excavating is pleased to submit for your consideration the following price for work at **Arlington High School**

Install- new concrete pad around new piping from backflow. This concrete pad will be the mounting location for the new backflow cage to be installed on. The pad must be poured to install cage

Includes- Protective metal cage

Excludes- Replacing or fixing any sod, seed, or private utilities (Sprinkler Systems) due to damage related to the excavating. Also excluded is any fixing of concrete due to damage from heavy equipment traffic. All measures will be taken to preserve lawn and integrity of sidewalk

Lump sum price for scope of work described above is \$1,075.00

Bid valid for 30 days. Upon signing this proposal a down payment of 50% is required with balance due upon completion of work. If payment is made by credit card a 2.5% processing fee will be added.

Sign and date below for acceptance of this bid and return a copy to our office.

Name _____ Date _____

Respectfully submitted _____ *Kyle Bierman* _____

Trigon Aluminum 4 Row Low Rise Bleacher (21')





NEBRASKA EDUCATIONAL SERVICE UNIT 2

2320 N COLORADO AVENUE
PO BOX 649
FREMONT NE 68026-0649

PHONE 402.721.7710
www.esu2.org
FAX 402.721.7712

**SCHOOL PSYCHOLOGIST SERVICE AGREEMENT (Amended)
2019-20**

This Agreement entered into this ___day of _____, 2019, by and between Arlington Public Schools, hereinafter referred to as "APS", and Educational Service Unit No. 2, hereinafter referred to as "ESU 2".

WHEREAS, APS is a political subdivision, under the laws and statutes of the State of Nebraska, office located in Arlington, Nebraska; and

WHEREAS, ESU 2 is a political subdivision under the laws and statutes of the State of Nebraska, office located in Fremont, Nebraska; and

WHEREAS, APS and ESU 2 are desirous of entering into this agreement in the best interest, and to the mutual advantage of both; to provide School Psychologist Service as needed.

NOW, THEREFORE, in consideration of the foregoing and the mutual promises contained herein, the parties to this agreement do hereby agree as follows:

1. For the purpose of providing School Psychologist Service for APS; APS hereby contracts with ESU 2 for said services. ESU 2 hereby accepts and agrees to such a contract.
2. ESU 2 will enter into an employment contract with a certified school psychologist to provide services two days per week, for 35 weeks.
3. For the services described in this agreement, APS shall pay to ESU 2 under this agreement a total of \$38,126 (\$26,960 salary, \$11,166 benefits). The amount provided herein shall be paid by APS to ESU 2 within thirty days of receipt of invoice. The invoice to be issued quarterly throughout the school year.
4. An additional 12 days of service may be added based on need to previously indicated service days. Additional days will be provided at a cost of \$544 per day. Additional days will be requested in writing by APS to the ESU 2 Director of Student Services.
5. The School Psychologist shall operate under the supervision and direction of the Administrator and policies of the Board of Education of ESU 2.
6. This agreement for the above services shall be for the 2019-2020 school year. During its term, this agreement may only be amended or terminated with sixty (60) days of notice in writing by one of the Administrators.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year above written.

ARLINGTON PUBLIC SCHOOLS

EDUCATIONAL SERVICE UNIT 2

BY: _____
Administrator

BY: _____
Administrator

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:

RESOLUTION

WHEREAS, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications; and,

WHEREAS, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs; and,

WHEREAS, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix “1” to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix “1” to such Policy 5006, are repealed effective on the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix “1” to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, member _____ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution (Indicate Y or N): ___ O’Daniel, ___ J Scheer, ___ B Scheer, ___ Arp, ___ Warner, Willmott.

The following members voted against the same: None.

The following members were absent or not voting: None. The Resolution having been consented to and approved by more than a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this 9th day of March, 2020.

ARLINGTON PUBLIC SCHOOLS

By: _____
President

Attest: _____
Secretary

Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the 2020-2021 School Year. The Board of Education hereby sets forth the maximum number of option students for the 2020-2021 school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	SECTION SIZE CAPACITY	PROJECTED TOTAL ENROLLMENT
Kindergarten	18	45
First	20	42
Second	21	46
Third	22	45
Fourth	22	44
Fifth	23	56
Sixth	23	53
PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT
Seventh	58	53
Eighth	58	48
Ninth	68	59
Tenth	68	61
Eleventh	68	62
Twelfth	68	48
Level I K-6 Speech	10	13
Level II K-6 Multi-categorical	15	30
Level I 7-12 Speech	10	1
Level II 7-12 Multi-categorical	15	30
Level III K-6	0	14
Level III 7-12	0	7
Level IV	0	12

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

Special Education Policies

Arlington Public Schools adopts this special education policy with the intent that the policy maintain the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

5. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Legal Reference: 92 NAC 51-008.01 through 008.011

6. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

7. Evaluation and Identification Procedures

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

8. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

9. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

10. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

12. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

13. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

14. Access to Instructional Materials

As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the print instructional materials to:

1. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard, or
2. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

15. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

16. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

17. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. § 79-1110 to 79-1167
92 NAC 51

Date of Adoption: August 10, 2015

Reviewed: March 13, 2017