

Board of Education Regular Meeting
Monday, November 8, 2021 7:00 PM
HS CONFERENCE ROOM
705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
3. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3. Approve New Hire:
 - Jeff Hallstrom for 9-12 Social Studies
4. CURRICULUM/INSTRUCTION REPORTS
 - 4.1. NSCAS Report
5. PRINCIPALS' REPORTS
 - 5.1. Mrs. Morgan Elementary Report
 - 5.2. Mr. Shada's Activity report
 - 5.3. Mr. Pfingsten's Secondary Report
6. SUPERINTENDENT'S REPORT
 - 6.1. Construction Update
 - 6.2. NASB and NRCSA Updates
 - 6.3. ESU3 Annual Report
 - 6.4. Moody's Rating Process for Bond Refunding
 - 6.5. PreSchool Conversation about Possible Expansion Grant
 - 6.6. ELA Pilot Update
 - 6.7. The "Columbus Plan" Discussion on School Finance
 - 6.8. Update on Audit Status
 - 6.9. Report on Fuel Tank at Bus Barn Progress
 - 6.10. Supt Leave Log Review
 - 6.11. Thriving Moments
 - Unity Council
 - Student Artwork (right outside boardroom)
7. COMMITTEE AND REPRESENTATIVE REPORTS
 - 7.1. Negotiations Committee
 - 7.2. Finance Committee Meeting
 - 7.3. Professional Development Sharing
 - State Education Conference November 18-19
8. UNFINISHED BUSINESS
9. NEW BUSINESS

- 9.1. Discuss and Consider Adoption of PowerSchool to Replace NebSIS for Student Information System
- 9.2. Discuss and Consider Purchase of School Bus to Replace 2011 Utilizing NDEQ Reimbursement
- 9.3. Discussion/Distribution of Superintendent Evaluation Tool
- 9.4. Review Board Policies 4000-4012:
 - 4001-Recruitment and Selection
 - 4002-EEO Rev 6-17-20
 - 4003 (a)(b) - Employee Anti Discrimination and Notice and Complaint Form
 - 4004- Duty Hours
 - 4005- Absences
 - 4006- Absence from Building
 - 4007- FMLA and Leave Application
 - 4008- Adoption
 - 4009- Drug Use (and Past Test, Past Drug Test, Consent, and Certification Forms)
 - 4010- Tobacco Prohibition
 - 4011- Blood-borne Pathogen
 - 4012- Infectious Diseases
- 9.5. Discussion of Coffee Act Policy
10. EXECUTIVE SESSION
11. ACTION ON EXECUTIVE SESSION ITEMS
12. ADJOURNMENT

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Matt O'Daniel called the meeting to order at 7:00

1.2. Roll Call

Board members present were Matt O'Daniel, Shanon Willmott, Janet Warner, Chase Kratochvil, Bruce Scheer, and Jason Arp. Also present were Superintendent Dr. Dawn Lewis, Elementary Principal Jacqueline Morgan, and recording secretary Jenny Hansen. Athletic Director James Shada and High School Principal Aaron Pfingsten were absent.

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as presented Passed with a motion by Bruce Scheer and a second by Chase Kratochvil.

Jason Arp: Yea, Chase Kratochvil: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Janet Warner: Yea, Shanon Willmott: Yea

2. WELCOME TO GUESTS AND PUBLIC FORUM

3. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Chase Kratochvil and a second by Janet Warner.

Jason Arp: Yea, Chase Kratochvil: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Janet Warner: Yea, Shanon Willmott: Yea

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

4. CURRICULUM/INSTRUCTION REPORTS

4.1. Counselors Report

5. PRINCIPALS REPORTS

5.1. Mrs. Morgan Elementary Report

5.2. Mr. Shada's Activity Report

5.3. Mr. Pfingsten's Secondary Report

6. SUPERINTENDENTS REPORT

6.1. Renovation and Addition Update

Updates were discussed with the board on the progress of construction around the building and the addition.

6.2. Discussion of PLC/Late Start on Friday Morning

The admin and board discussed the value and necessity of the PLC meetings. The admin team will continue to visit about this and bring information back to the board at the next meeting.

6.3. Thriving Moments

6.4. Discussion on Bus Rebate Program and Transportation Needs

we have 2 buses eligible to have 25% of their replacement cost covered if we decide to replace them. Quotes for new buses will be accepted. She will also come back with information on a new van or SUV as this was approved in the 2021-2022 budget.

6.5. Discussion of March Board Meeting Date and Time

Due to a scheduling conflict with the March board meeting, the board approved to change this meeting to March 7. Appropriate notice will go out before the meeting.

6.6. NASB and NRCSA Updates

6.7. State Education Conference Registration Open

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Negotiations Committee

7.2. Professional Development Sharing

8. UNFINISHED BUSINESS

8.1. Discuss, Consider, and Take Necessary Action to Adopt NASB Superintendent Evaluation Instrument

Motion to approve use of the NASB Superintendent Evaluation Instrument by Arlington Board of Education Passed with a motion by Shanon Willmott and a second by Chase Kratochvil.

Jason Arp: Yea, Chase Kratochvil: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Janet Warner: Yea, Shanon Willmott: Yea

9. NEW BUSINES

9.1. Discuss, Consider, and Approve Purchase of Deep Freeze Network Protection This is a license for a 3-year subscription for computer programs. This will also allow us to push out updates without touching each individual machine as well as monitor student activity on their computers.

Motion to approve purchase of 3-year subscription to Deep Freeze as presented Passed with a motion by Matt O'Daniel and a second by Janet Warner.

Jason Arp: Yea, Chase Kratochvil: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Janet Warner: Yea, Shanon Willmott: Yea

9.2. Discuss, Consider, and Take Necessary Action to Revise Policy 3130-Purchasing Policy to Increase Superintendent Spending Limit as discussed

Motion to amend policy 3130-Purchasing Policy to increase spending authority from \$5,000 to \$10,000 as discussed Passed with a motion by Janet Warner and a second by Shanon Willmott.

Jason Arp: Yea, Chase Kratochvil: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Janet Warner: Yea, Shanon Willmott: Yea

9.3. Discussion on Fuel Tank Proposals

There will be regulations and requirements for government/school that will need to be met by the State Fire Marshall. We will look more into this requirement before presenting proposals to the board.

9.4. Discuss, Consider and Approve 30 Laptop Computers for \$9990 to be paid/reimbursed with eRate funding

Motion to approve purchase of 30 laptops for \$9990 to be paid for with eRate Passed with a motion by Janet Warner and a second by Shanon Willmott.

Jason Arp: Yea, Chase Kratochvil: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Janet Warner: Yea, Shanon Willmott: Yea

9.5. Review and Discuss Board Policies 3200-3571:

- 3200-Monies in School Buildings
- 3210-Bonds for Officers
- 3220-Educational Service Units Designated Representative
- 3230-Security
- 3240-Safe
- 3250-Trespassing
- 3520-Transportation
- 3540-Bidding Construction Projects
- 3550-Rebates to School Employees
- 3560-Records Management
- 3570-Title I Funds
- 3571-School Meal Program and Meal Charges
- 3520A-Regulation
- 3520B-Trans. School Related Trips

9.6. Discuss, Consider, and Approve Purchase of Additional Materials to Pilot ReadyGen ELA Curriculum for 3-6 as Presented

Motion to Approve Purchase of Pilot ELA materials as Presented Passed with a motion by Matt O'Daniel and a second by Chase Kratochvil.

Jason Arp: Yea, Chase Kratochvil: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Janet Warner: Yea, Shanon Willmott: Yea

10. EXECUTIVE SESSION

11. ACTION ON EXECUTIVE SESSION ITEMS

12. ADJOURNMENT

Matt O'Daniel adjourned at 8:51 pm.

Matt O'Daniel, Board President

Dawn Lewis, Board Secretary

Date

Date

Arlington Public Schools
October 31, 2021

Fund Name 2 Rivers Bank	Starting Balance	Receipts	Disbursements	Interfund Transfers	Ending Balance
General Fund - 864	\$ 248,144.09	\$ 528,499.14	\$ 818,689.00	\$ 300,205.85	\$ 258,160.08
Activities - 109	\$ 233,954.23	\$ 34,038.51	\$ 36,584.17	\$ -	\$ 231,408.57
Activities Saving - 713	\$ 220.06	\$ -	\$ -	\$ -	\$ 220.06
Activities CD (none for now)	\$ (0.00)	\$ -	\$ -	\$ -	\$ (0.00)
				Total Activities:	\$ 231,628.63
Sweep - 956	\$ 2,162,790.53	\$ 242.56		\$ (260,462.97)	\$ 1,902,570.12
Hot Lunch - 487	\$ 195,194.72	\$ 77,997.63	\$ -	\$ (39,742.88)	\$ 233,449.47
Depreciation Fund	\$ 1,589,216.47	\$ 358.94	\$ 553,025.89	\$ -	\$ 1,036,549.53
Depreciation CD - 5826	\$ 254,218.36	\$ 416.50	\$ -	\$ -	\$ 254,634.86
		1/15/21-4/15/22		Total Depreciation:	\$ 1,291,184.39
2017 Bond Refunding	\$ 762,663.21	\$ 31,568.39		\$ -	\$ 794,231.60
QCPUF	\$ 466,131.64	\$ 29,406.05	\$ -		\$ 495,537.69
Spec Bldg Fund	\$ 3,784,257.89	\$ 78,719.68		\$ -	\$ 3,862,977.57
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -	\$ -	\$ -
				Total Spec Bldg:	\$ 3,862,977.57
Total Special Funds	\$ 6,856,487.57	\$ 140,469.56	\$ 553,025.89	\$ -	\$ 6,443,931.24

**ARLINGTON PUBLIC SCHOOLS
GENERAL FUND
October 31, 2021**

Beginning Fund Balance	9/30/2021	\$ 2,410,934.62
Receipts		\$ 528,741.70
Disbursements		\$ (222,186.33)
Payroll Taxes and Electronic Submissions		\$ (233,254.66)
Net Payroll		\$ (363,248.01)
Outstanding Liabilities		
Adjustments **		\$ 39,742.88
Ending Fund Balance	10/31/2021	\$ 2,160,730.20
 FUND BALANCE ASSETS	10/31/2021	
Two Rivers Bank		
General Fund Checking		\$ 258,160.08
General Fund Sweep Account		\$ 1,902,570.12
TOTAL GENERAL FUND ASSETS		\$ 2,160,730.20

**

HL transfer
HL deposits

**ARLINGTON PUBLIC SCHOOLS
SPECIAL FUND
October 31, 2021**

Beginning Fund Balance	9/30/2021	\$ 6,856,487.57
Receipts		\$ 140,469.56
Disbursements		\$ (553,025.89)
Adjustments **		
Ending Fund Balance	10/31/2021	\$ 6,443,931.24
 FUND BALANCE ASSETS	10/31/2021	
Two Rivers Bank Balance	Special Funds	\$ 6,189,296.38
	CD - Spec Bldg	\$ -
	CD - Depreciation	\$ 254,634.86
		\$ 6,443,931.24

**

CHECK REGISTER FOR NOVEMBER 2021 BOARD MEETING

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Ace Hardware	Keys made	\$ 10.36
Airgas	Tank rental	\$ 301.04
Arbor Family Counseling	Contracted student/employee assistance	\$ 16,980.00
Allied Appliances	Maintenance supplies	\$ 160.00
American Broadband	Telephone service	\$ 495.32
Border States Industries	Maintenance supplies	\$ 100.80
BTTR LLC	Bus parts 2015	\$ 1,628.97
Blair Community Schools	OT Agreement	\$ 1,768.00
Bauer Built Tire	New tires bus 2018	\$ 906.00
Blue Cross Blue Shield	New Year hires - adjustments	\$ 7,313.73
Culligan	Solar salt for maintenance	\$ 423.00
Cash	Post office cash	\$ 88.68
Cashwa Distributing	Food Order	\$ 9,457.20
Capitla One (Walmart)	supplies	\$ 246.86
Dennis Supply	filters for maintenance	\$ 681.82
Dietze Music	Flying Dutchman	\$ 48.96
Dietze Music	Music	\$ 343.70
Dietze Music	Music	\$ 111.50
Dietze Music	Fanfair Ode to Joy	\$ 40.50
DB Nebraska Service	Maintenance supplies	\$ 1,020.00
Egan Supply	Maintenance supplies	\$ 482.10
Enterprise publishing	Help wanted and board meeting notice	\$ 136.35
Eagle Auto	Van #4 repairs	\$ 597.58
ESU #3	Staff registration - Detjens	\$ 15.00
Elemental Fabrication	Maintenance supplies	\$ 873.60
Enterprise publishing	Legals from April	\$ 175.05
Echo Group	Maintenance supplies	\$ 377.90
Echo Group	Maintenance supplies	\$ 88.20
Echo Group	Maintenance supplies	\$ 779.76
ESU #3	CPI Training	\$ 270.00
Egan Supply	Maintenance supplies	\$ 940.39
Enterprise publishing	Legals and display ads	\$ 231.53
Earthgrains (Bimbo Bakeries)	Food Order	\$ 1,084.12
Fifth Season	Sprinkler maintenance	\$ 123.00
Follett School Solutions	Library books order	\$ 101.46
Flinn Scientific	Tesla Coil with on/off switch	\$ 334.00
Fiber Platform (United Priv Networks)	Distance learning	\$ 556.43
Feick, Teresa	Reimb for MNIT curriculum meeting	\$ 41.06
Gateway Education Holdings LLC	Middle grades world history 2019	\$ 827.89
Hansen tire	Bus 2011 parts	\$ 551.60
Hobby Lobby	Curtains for classrooms	\$ 90.89
Huss, Jamie	Athletic Svcs for Sept	\$ 3,000.00
HyVee	Food for inservice 9.27.21	\$ 234.25
Hireright	Drug tests / supplies	\$ 62.80
Hansen tire	Bus 2017 parts	\$ 2,389.37
Hiland	Milk/Dairy	\$ 3,795.27
Hometown Leasing	Printer Copier Lease	\$ 1,723.15
Hart, Douglas	Reimb for mileage for FCS curriculum n	\$ 41.06
J&N Enterprises	Student desks for St Pauls	\$ 1,600.00
Jackson Service	Kitchen Supplies	\$ 245.32
Knudsen Oil	Diesel for buses	\$ 228.25

Kam Com Technologies	300E Keyboards	\$	2,180.00
KSB School Law	Legal Advice	\$	2,938.84
Koger, Shawna	Reimb for BMIT curr. Meeting	\$	41.06
Knudsen Oil	Diesel for buses	\$	716.93
Lakeshore Equipment	Ladybug counting box for KG	\$	22.99
Menards - Fremont	Maintenance supplies	\$	50.38
Muller Repair and Towing	Towing bus 2011	\$	350.00
Menards - Fremont	Maintenance supplies	\$	278.74
Midland U	Festival of the Arts Registration	\$	200.00
McKinnis Roofing	Roof leak and drain repair	\$	462.75
Midwest Alarm Services	Replace 4 5lb ABC extinguishers	\$	577.30
Methodist Fremont Health	DOT Physicals	\$	300.00
Menards - Fremont	Maintenance supplies	\$	131.62
Menards - Fremont	Maintenance supplies	\$	118.67
NCSA	Active Dues for Jenny Hansen	\$	335.00
Nebr Council on Economic Education	Stock Market Teams	\$	100.00
Nebr FBLA	Advisor cost - Bus FNLC	\$	160.00
NCS Pearson	Pearson item for Psych	\$	82.40
NCS Pearson	Speech items	\$	258.11
NASCO	FCS - green directors kit	\$	248.55
NASB	State education conf registrations	\$	2,434.00
OPPD	Electricity	\$	10,090.10
One Source	Background Checks	\$	81.00
Olsson Inc	Construction Svcs	\$	5.80
Payflex	Potter Remaining COBRA	\$	2,997.12
Payflex	Payflex	\$	100.00
Quill Corporation	Pallet of Paper	\$	1,647.51
Sherwin Williams	Paint for FB field	\$	69.37
School Nurse Supply	Nurse supplies	\$	120.00
School Specialty Supply	Money kit for intervention	\$	26.84
Shada, James	Mileage for District SB	\$	83.38
Shaw Hull Navarette CPAs	Acct work for FYE. Arlington leasing cor	\$	4,373.16
Scholastic Inc	KG subscription	\$	392.70
School Nurse Supply	Nurse supplies	\$	79.97
Sysco Pegler	Food Order	\$	1,817.39
Thompson Music	Instrument repair	\$	290.00
Two Rivers Bank	Direct Deposit Payment Fee	\$	18.00
Total Fire and Security	Replace lens in hallway camera	\$	1,467.99
US Foods	Food Order	\$	3,152.28
VISA	supplies	\$	6,721.83
Village of Arlington	Water	\$	816.57

Total Payables (GF checks not mailed until approved by the BOE) **\$ 110,462.17**

HANDPAYABLES (GF Paid and mailed after previous board meeting but before this board meeting)

Caseys	Fuel for vans	\$	953.20
Wex Bank	Shell Bill	\$	2,302.41
Music Services	Licensing fee for America	\$	25.00

Total Handpayables **\$ 3,280.61**

Total General Fund **\$ 113,742.78**

SPECIAL FUNDS (Building, Bond, QCPUF, Dep checks)

BOKF	Bond Series 2020 (awaiting BOE appro	\$	341,833.75	QCP fund
DLR Group	Construction Svcs (awaiting BOE appro	\$	4,501.72	Sp Bldg Fund

Union Bank and Trust
Boyd Jones

Bond Series 2017 (awaiting BOE approval) \$ 433,321.25 Bond Fund
Construction Svcs (awaiting BOE approval) \$ 645,824.05 Sp Bldg Fund

Total Special Funds

\$ 1,425,480.77

EFINANCE - POWERSCHOOL
 DATE: 11/04/2021
 TIME: 15:23:27

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 3/22

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
46570			4607 VISA		VOID: MULTI STUB CHECK	
46571			4607 VISA		VOID: MULTI STUB CHECK	
46572	9001	11/04/21	4607 VISA	2610	4 COLOR DISH DETS FOR FCS	116.66
46572	9001	11/04/21	4607 VISA	2643	AET ANNUAL SUBSCRIPTION F	325.00
46572	9001	11/04/21	4607 VISA	2610	AMAZON - 100 PACK WHITE D	10.99
46572	9001	11/04/21	4607 VISA	2610	AMAZON - APPLE LIGHTNING	41.57
46572	9001	11/04/21	4607 VISA	2610	AMAZON - EXPO MARKERS - B	39.94
46572	9001	11/04/21	4607 VISA	2610	AMAZON - FOAM TWO-COLOR C	19.98
46572	9001	11/04/21	4607 VISA	2610	AMAZON - LABEL TAPE 6 PAC	14.99
46572	9001	11/04/21	4607 VISA	2330	AMAZON - LOST AND FOUND:	19.84
46572	9001	11/04/21	4607 VISA	2330	AMAZON - LOST AT SCHOOL:	17.11
46572	9001	11/04/21	4607 VISA	2610	AMAZON - MINI DISPLAY POR	9.99
46572	9001	11/04/21	4607 VISA	2610	AMAZON - NOISE CANCELLING	34.99
46572	9001	11/04/21	4607 VISA	2610	AMAZON - PINK ERASERS	24.98
46572	9001	11/04/21	4607 VISA	2610	AMAZON - PLASTIC PATTERN	63.16
46572	9001	11/04/21	4607 VISA	2610	AMAZON - POST-IT NOTES	50.00
46572	9001	11/04/21	4607 VISA	2330	AMAZON - RAISING HUMAN BE	14.39
46572	9001	11/04/21	4607 VISA	2610	AMAZON - RED/YELLOW COUNT	9.69
46572	9001	11/04/21	4607 VISA	2610	AMAZON - SHARPIE HIGHLIGH	18.99
46572	9001	11/04/21	4607 VISA	2330	AMAZON - THE EXPLOSIVE CH	5.55
46572	9001	11/04/21	4607 VISA	2610	AMAZON - WAGON FOLDING CA	121.90
46572	9001	11/04/21	4607 VISA	2643	BOOM LEARNING RENEWAL FOR	120.00
46572	9001	11/04/21	4607 VISA	2610	CAR DOOR EDGE GUARDS FOR	216.00
46572	9001	11/04/21	4607 VISA	2430	CAR WASH FOR VAN #5- TOMM	8.00
46572	9001	11/04/21	4607 VISA	2431	CAR WASHES FOR VANS- TOMM	32.00
46572	9001	11/04/21	4607 VISA	2810	CONFERENCE REGISTRATION F	100.00
46572	9001	11/04/21	4607 VISA	2610	CREATIVE MATHEMATICS - MI	5.00
46572	9001	11/04/21	4607 VISA	2610	CREATIVE MATHEMATICS - PL	10.00
46572	9001	11/04/21	4607 VISA	2610	CREATIVE MATHEMATICS - PL	10.00
46572	9001	11/04/21	4607 VISA	2610	CREATIVE MATHEMATICS - PL	10.00
46572	9001	11/04/21	4607 VISA	2610	CVC WORD CARDS FOR 2ND GR	28.53
46572	9001	11/04/21	4607 VISA	2610	DRAIN TRAY FOR DISH RACK	33.92
46572	9001	11/04/21	4607 VISA	2640	EDUCATION WEEK SUBSCRIPTI	97.00
46572	9001	11/04/21	4607 VISA	2650	ELMO DOCUMENT CAMERA	143.89
46572	9001	11/04/21	4607 VISA	2610	ESTIMATED SHIPPING/HANDLI	10.00
46572	9001	11/04/21	4607 VISA	2610	ESTIMATED SHIPPING/HANDLI	112.00
46572	9001	11/04/21	4607 VISA	2330	ESU7 - ONLINE TRAINING FO	33.46
46572	9001	11/04/21	4607 VISA	2330	ESU7 - ONLINE TRAINING FO	33.46
46572	9001	11/04/21	4607 VISA	2626	FUEL FOR BUS # 2020	82.81
46572	9001	11/04/21	4607 VISA	2626	FUEL FOR BUSES- FREMONT P	124.42
46572	9001	11/04/21	4607 VISA	2626	FUEL FOR BUSES- FREMONT P	210.93
46572	9001	11/04/21	4607 VISA	2626	FUEL FOR BUSES- PUMP AND	107.53
46572	9001	11/04/21	4607 VISA	2626	FUEL FOR BUSES- PUMP AND	107.53
46572	9001	11/04/21	4607 VISA	2610	GLASSES FOR KITCHES FOR F	26.24
46572	9001	11/04/21	4607 VISA	2330	JIMMY JOHNS FOR LUNCH FOR	161.58
46572	9001	11/04/21	4607 VISA	2890	LARGE DESK CALENDAR FOR E	15.39
46572	9001	11/04/21	4607 VISA	2610	LENOVO WINBOOK N22 PALMRE	650.00
46572	9001	11/04/21	4607 VISA	2530	LONG DISTANCE PHONE BILL	127.70
46572	9001	11/04/21	4607 VISA	2330	LUNCH FOR PROFESSIONAL DE	63.07
46572	9001	11/04/21	4607 VISA	2580	LUNCH FOR SUPERINTENDENT	15.81
46572	9001	11/04/21	4607 VISA	2650	MOSYLE MANAGER LICENSE RE	1,045.00
46572	9001	11/04/21	4607 VISA	2650	MOSYLE SINGLE LICENSE	5.50
46572	9001	11/04/21	4607 VISA	2810	NEBRASKA MUSIC EDUCATION	100.00
46572	9001	11/04/21	4607 VISA	2810	NEBRASKA SCHOOL COUNSELOR	35.00

EFINANCE - POWERSCHOOL
DATE: 11/04/2021
TIME: 15:23:27

ARLINGTON PUBLIC SCHOOL
CHECK REGISTER

PAGE NUMBER: 2
VENCHK11
ACCOUNTING PERIOD: 3/22

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
46572	9001	11/04/21	4607 VISA	2890	NOTE FLIGHT PREMIUM SUBSC	58.00
46572	9001	11/04/21	4607 VISA	2330	NSCA COUNSELOR ACADEMY RE	180.00
46572	9001	11/04/21	4607 VISA	2610	ORANGE SET OF PLATES FOR	40.94
46572	9001	11/04/21	4607 VISA	2810	REGISTRATION FEE NCDA @ S	165.00
46572	9001	11/04/21	4607 VISA	2610	SCOOTERS COFFEE FOR INSER	206.49
46572	9001	11/04/21	4607 VISA	2643	SMORE SUBSCRIPTION FOR EL	149.00
46572	9001	11/04/21	4607 VISA	2540	STATEWIDE NEWSPAPER AD FO	625.00
46572	9001	11/04/21	4607 VISA	2610	TPT - 2ND GRADE SOCIAL ST	32.00
46572	9001	11/04/21	4607 VISA	2610	TPT - FALL MATH TASK CARD	3.00
46572	9001	11/04/21	4607 VISA	2610	TPT - HALLOWEEN READING C	2.00
46572	9001	11/04/21	4607 VISA	2610	TPT - MULTIPLICATION & DI	3.25
46572	9001	11/04/21	4607 VISA	2610	TPT - MYVIEW VOCAB PRACTI	15.00
46572	9001	11/04/21	4607 VISA	2610	TPT - NATURAL RESOURCES	6.50
46572	9001	11/04/21	4607 VISA	2610	VGA COUPLER AND HDMI SWIT	195.92
46572	9001	11/04/21	4607 VISA	2610	XTRAMATH SUBSCRIPTION	50.00
46572	9001	11/04/21	4607 VISA	2610	YELLOWJACKET SPRAY FOR MA	53.76
46572	9001	11/04/21	4607 VISA	2610	YELLOWJACKET TRAPS FOR PL	117.00
46572	9001	11/04/21	4607 VISA	2610	PO 02200287 CORRECTIO	-18.99
46572	9001	11/04/21	4607 VISA	2610	E0221066 CORRECTION	-3.53
			TOTAL CHECK			6,721.83
			TOTAL FUND			6,721.83
			TOTAL REPORT			6,721.83

ACTIVITY BALANCE as of 10/31/2021

Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
***Tentative until official numbers are back from auditor					
701	One School One Team	\$ 17,272.79	\$0.00	\$0.00	\$ 17,272.79
736	Activities Interest	\$ 11,585.69	\$0.00	\$0.00	\$ 11,585.69
702	Always For Kids	\$ 35,086.86	\$4,170.78	\$9,831.45	\$ 29,426.19
703	Art Class	\$ 7,755.70	\$230.00	\$1,075.50	\$ 6,910.20
704	Art Club	\$ 1,329.31	\$0.00	\$0.00	\$ 1,329.31
705	Athletics	\$ (30,708.85)	\$35,831.44	\$29,761.65	\$ (24,639.06)
706	Band	\$ 4,417.41	\$1,377.27	\$1,398.24	\$ 4,396.44
789	Baseball Fund	\$ 3,865.74	\$0.00	\$0.00	\$ 3,865.74
762	Baylor/ACT	\$ 2,979.09	\$272.00	\$0.00	\$ 3,251.09
708	Book Club	\$ 270.55	\$0.00	\$0.00	\$ 270.55
790	Boys Basketball	\$ 1,365.72	\$1,430.00	\$0.00	\$ 2,795.72
783	Boys Golf	\$ 1,294.35	\$0.00	\$0.00	\$ 1,294.35
709	Cheerleading	\$ 2,747.69	\$844.95	\$1,261.73	\$ 2,330.91
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	\$ 428.26	\$0.00	\$0.00	\$ 428.26
771	Class of 2021	\$ 458.88	\$0.00	\$0.00	\$ 458.88
768	Class of 2022	\$ 5,595.38	\$60.00	\$0.00	\$ 5,655.38
772	Class of 2023	\$ 3,331.85	\$1,048.54	\$0.00	\$ 4,380.39
773	Class of 2024	\$ 2,007.25	\$1,470.40	\$0.00	\$ 3,477.65
774	Class of 2025	\$ 1,000.00	\$0.00	\$0.00	\$ 1,000.00
775	Class of 2026	\$ -	\$0.00	\$0.00	\$ -
720	Concessions	\$ (6,060.08)	\$10,099.22	\$9,464.07	\$ (5,424.93)
785	Cross Country	\$ 4,430.69	\$108.00	\$3,718.62	\$ 820.07
721	Dance Squad	\$ 4,529.22	\$0.00	\$222.28	\$ 4,306.94
722	Drama	\$ 261.23	\$0.00	\$8.95	\$ 252.28
724	Elem Lounge	\$ (55.16)	\$0.00	\$0.00	\$ (55.16)
732	Fam Cons Science	\$ 2,084.37	\$420.00	\$0.00	\$ 2,504.37
726	FBLA	\$ 13,305.36	\$7,211.60	\$4,699.06	\$ 15,817.90
766	FFA	\$ 14,894.97	\$868.00	\$958.92	\$ 14,804.05
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
727	Football	\$ 15,492.07	\$379.85	\$7,338.96	\$ 8,532.96
791	Girls Basketball	\$ 1,416.40	\$0.00	\$0.00	\$ 1,416.40
784	Girls Golf	\$ 3,206.08	\$0.00	\$155.00	\$ 3,051.08
735	Honor Society	\$ 1,083.86	\$180.00	\$0.00	\$ 1,263.86
761	Honors History	\$ 0.09	\$0.00	\$0.00	\$ 0.09
744	HS Lounge	\$ 428.80	\$0.00	\$0.00	\$ 428.80
740	Industrial Tech / Woods	\$ 1,805.31	\$360.00	\$248.85	\$ 1,916.46
739	Library Fund Elem/HS	\$ 2,000.36	\$1,076.99	\$49.39	\$ 3,027.96
764	Metro	\$ 47,277.01	\$0.00	\$0.00	\$ 47,277.01
792	MS Girls Basketball	\$ (23.96)	\$0.00	\$0.00	\$ (23.96)

723	MS STEM	\$	142.17	\$0.00	\$0.00	\$	142.17
737	MS Student Council	\$	1,542.31	\$0.00	\$0.00	\$	1,542.31
787	MS Track	\$	222.12	\$0.00	\$0.00	\$	222.12
756	Pepsi	\$	2,794.14	\$581.35	\$0.00	\$	3,375.49
742	Quiz Bowl	\$	1,048.82	\$0.00	\$0.00	\$	1,048.82
728	Reimbursement (general	\$	6,771.00	\$0.00	\$0.00	\$	6,771.00
714	SKILLS	\$	679.48	\$480.00	\$0.00	\$	1,159.48
788	Softball	\$	804.02	\$200.00	\$954.00	\$	50.02
746	Spanish Club	\$	149.97	\$0.00	\$0.00	\$	149.97
794	Sped	\$	78.35	\$0.00	\$0.00	\$	78.35
747	Speech	\$	649.50	\$0.00	\$0.00	\$	649.50
748	Spring Musical	\$	6,769.62	\$5,065.75	\$796.90	\$	11,038.47
793	Striv	\$	400.00	\$0.00	\$0.00	\$	400.00
749	Student Council	\$	3,174.72	\$1,810.75	\$900.62	\$	4,084.85
750	Student Vending	\$	1,454.97	\$0.00	\$0.00	\$	1,454.97
751	Swing Choir	\$	2,003.38	\$27.50	\$435.42	\$	1,595.46
786	Track Fund	\$	1,754.47	\$0.00	\$66.00	\$	1,688.47
717	Transition	\$	1,613.51	\$0.00	\$0.00	\$	1,613.51
782	Volleyball	\$	835.60	\$3,332.77	\$2,178.62	\$	1,989.75
710	Welding	\$	(405.41)	\$0.00	\$0.00	\$	(405.41)
733	Wrestling	\$	3,570.02	\$620.00	\$9.99	\$	4,180.03
753	Yearbook	\$	525.09	\$65.00	\$0.00	\$	590.09
	Totals		\$217,636.13	\$79,622.16	\$75,534.22		\$221,724.07

TEACHER'S CONTRACT
2021-2022
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 **Jeff Hallstrom** 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 October 19, 2021, and shall consist of 139 days of service, and that the Teacher agrees to accept such employment at an annual salary based on **Step 16, Column M+27, Index 1.95 and FTE .75** 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 November, 2021 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 **Thursday Oct 28, 2021** shall constitute a rejection by the Teacher of this offer of employment.

TWELFTH: Other Contract Terms:

Executed the _____ day of _____, 2021

Teacher

Executed the: 25th day of October, 2021

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

Attest:

By _____
Board of Education Secretary

Data and Curriculum Board Report

Being new to this position and having newer expectations for this role, I felt this report should encompass the changes in this job. Currently the data and assessment coordinator role revolves around 3 key areas, Professional Development/Instructional Coaching, Data and Testing, and Curriculum.

Professional Development and Instructional Coaching

Noticing the lack of professional development in our district, we needed to start small and build. This year we implemented 20 minute PD sessions, two Wednesday's a month. These sessions allow our teachers to continue to build their craft as well as gain knowledge in the best practices in teaching. One session a month is a "make-n -take" geared towards our elementary teachers, while the second is an educational growth session for all grade levels. We have sought out teachers in the district who possess leadership in specific skill areas and given them the opportunity to lead. The following chart shows the focus areas thus far in the year and participation by staff members.

Professional Development Opportunity	Teachers Participation
Make and Take Comprehension Tool Kits	20 teachers
Building Positive Relationships	18 teachers
Make and Take Math Tool Kits	14 teachers
Classroom Management	24 teachers

As the year continues, upcoming PD will include building positive relationships with coworkers, cooperative learning, how to maximize student engagement, reading strategy rings, ideas to challenge higher achieving students, number talks, 7 domains of teacher leadership, setting goals and testing prep, stem tool kits, anchor charts, and time management secrets.

Instructional Coaching is also new to this position. Coaching is a method of providing feedback to teachers on a regular basis to help them grow professionally and improve classroom outcomes. I currently use a 2 week rotating schedule where I am able to visit the different elementary classrooms and provide feedback to our elementary teachers. I am also able to collect a variety of effective teaching practices and share those with

others who might be looking for a little change. Additionally, we meet in grade level teams once a week during team time where we focus on goal setting, data digs, student centered conversations, and curriculum talks.

Data and Testing

As we look into data trends we are currently focusing on data from the last 5 years and the changes in our learners through the different stages of the pandemic. Trending data would suggest we need to carefully track this data and change our instruction to meet the ever changing needs of our kids. Math data suggests that the curriculum is strong and has been implemented with fidelity. The reading data suggests that 5 years ago we were at our peak and have had a steady decline in scores. This would prove that needing to adopt a curriculum is vital for our learners. Overall, Arlington students continue to stay right at or above the grade level national norms.

Grade Level/ RIT Mean	Fall 2017-2018 Reading	Fall 2018-2019 Reading	Fall 2019-2020 Reading	Fall 2020-2021 Reading	Fall 2021-2022 Reading
1 (155.9)	163.2	161.1	160.9	158.6	158.6
2 (172.3)	176.6	171.5	174.3	171.2	180
3 (186.6)	186.7	180.7	189.6	187.6	186.4
4 (196.6)	203.2	197.6	196.1	200.3	200.8
5 (204.4)	207.9	211.7	212.8	205.3	207.2
6 (210.1)	209.8	213.9	213.3	214.5	209.5
7 (214.2)	219.1	214.5	219.1	216.9	209.5
8 (218.0)	222.9	222.7	220.5	220.3	214.1

Grade Level/ RIT Mean	Fall 2017-2018 Math	Fall 2018-2019 Math	Fall 2019-2020 Math	Fall 2020-2021 Math	Fall 2021-2022 Math
1 (160)	162.4	164.3	161.2	164.9	166.7
2 (175)	178.7	178.3	176.9	174	185.6
3 (188.4)	189.7	184.5	193.9	187.8	190.2
4 (199.5)	206.6	201.8	200.6	201.4	205.8
5 (209.1)	211.2	216.8	216.5	209.9	215
6 (214.7)	213.3	220.1	221.2	217.9	217.5
7 (220.2)	227.4	220.2	226.5	226.5	224.6
8 (224.9)	235	233.3	228.7	231.2	231.8

When we take a closer look into testing, many changes are being made at both the district and state levels. As a district, our students are being tested using 4 different platforms, Fastbridge, Fountas and Pinnell, Maps, and NSCAS. This year we have started to use Fastbridge in its full capacity. We are not only using it as a data point but a source of specific math and reading interventions as well as progress monitoring for students in our lower quartile. A group of 8 staff members work together with the help of the University of Minnesota to learn the system and lead professional development sessions with our staff to appropriately implement Fastbridge. The roll out has been slow to not overwhelm, but has been a positive change.

With NSCAS changing once again to a new growth model, Maps Reading and Math will be replaced by the NSCAS in grades 3-8. The NSCAS will now be given to students in grades 3-8 in the fall and winter, with summative results in the spring. The state has done many linking studies and ensures that RIT scores from both the Maps and NSCAS tests are compatible.

Curriculum

-The definition of the curriculum cycle is attached.

Currently in the curriculum cycle, we are in the adoption phase of our ELA curriculum, implementation of Health curriculum, and research and development phase of Business, Ag, and Industrial Tech curriculum.

We have and continue to pilot Superkids, myView, StudySync, and myPerspective. We have looked into several different options and completed research with how each curriculum would work for the students and teachers of Arlington. One hurdle that we will need to overcome with the adoption of any new ELA curriculum is the nationwide shift in reading instruction. Once a decision is made, we plan to hit the ground running with professional development through the ESU and the chosen curriculum vendor. We will facilitate the development of curriculum and pacing guides for current teachers and new hires. Summer months will be used to construct a robust first unit to begin the school year successfully. Continued professional development will be given throughout the year to make for a complete and successful implementation.

Moving forward, we will begin the research and development phase of Business, Ag, and Industrial Technology curriculum. We will use priority standards and essential learning expectations to drive our decision making. Deep dives and intentional conversations into these curricular areas will begin in December.

This past summer a clear definition for each aspect of the curriculum cycle was defined. This will give our teachers and curriculum committee members a true understanding of expectations when going through a curriculum adoption process.

Defined Roles of the Curriculum Cycle

Research & Development

The research and development phase of the curriculum cycle is a process used to develop and validate educational products. This should be a systematic attempt to gain a better understanding of educational processes, with the outcome of improving educational efficiency. During this phase a diverse team will come together to identify needs and holes of current curriculum and research and narrow a variety of quality evidence based curriculums.

- Curriculum Director contacts vendors based on research and teacher inquiry
- Grade Level/Content Level teams evaluate priority standards in current curriculum
- Grade Level/Content Level teams begin to explore different research based curriculums
- Grade Level/Content Level teams begin to narrow choices and unpack standards
- Grade Level/Content Level teams choose 2 curriculums they feel best meet the need of our district to pilot

Adoption

The adoption phase of the curriculum cycle is one of the most important processes our school will experience. The adoption of curriculum will directly impact the teaching and learning in our district. During this stage, the curricula chosen in the research and development phase will be tested and evaluated through a structured pilot. The pilot curriculum will help confirm our readiness for a full scale implementation, gauge the target population's feelings of the program, and help to make impactful decisions on what is best for our students.

- Trainings are delivered from chosen vendors to build understanding prior to pilot
- Each chosen curriculum will be delivered with fidelity for 6-12 weeks
- Teachers will be observed during the pilot by both the administrator and curriculum director to generate data needed for decision making
- Teachers/students will be surveyed and strengths/weaknesses of the programs will be thoroughly discussed
- Final decision will be made with input and feedback from all stakeholders

Implementation

The implementation phase of the curriculum cycle ensures that the newly purchased curriculum and the most powerful instructional strategies are delivered at the classroom level. During this phase the teacher will prepare instructional plans with educational objectives that are specific and appropriate. A variety of instructional strategies will be utilized to establish a desired learning outcome among all students. Teachers will obtain training and continued support to ensure the curriculum is being taught effectively and efficiently as well as with fidelity.

- Continued training and support will be available through vendors
- Monthly instructional coaching meeting will facilitate continuous improvement of implementation
- Fidelity checks
- Develop pacing guides inclusive of state standards

Refinement

The refinement phase of the curriculum cycle is when the curriculum really starts to take shape. During refinement, modification and consolidation of the curriculum takes place. Many essential questions are answered during the refinement phase such as; what impact has the curriculum had on student achievement, are we meeting the needs of all students, how well is the new curriculum working, and are there holes and gaps we need to fix. Continued professional development will be given during this phase and curriculum pacing guides and maps will be evaluated to make sure materials are used with high levels of fidelity.

- Refine and modify curriculum (written, taught, assessed)
- Identify additional professional development needs
- Compare district wide data
- Feedback from teachers, students, and parents (surveys)
- revise documents/pacing guides/maps from developing and implementing stages

Elementary Board Report November 2020

- **Parent Teacher Conferences** - Parent Teacher Conferences were a huge success,

PS Barth	100%		3 Gill	100%
K Kwapnioski	100%		3 Winslager	100%
K Loberg	100%		4 Prenzlow	93%
K Walling	100%		4 Sanders	94%
1 Hornung	100%		4 Stork	83%
1 Mattson	100%		5 Kaup	78%
1 Moran	94%		5 Smith	87%
2 Kaup	94%		6 Mattson	84%
2 Mruz	100%		6 Reed	76%
3 Fairhead	100%		6 Streeter	70%
			Mueller	100%

- **Halloween Parties and Parade** - We had another successful year of Halloween celebrations. Students participated in a K-6 grade parade for parents and ended the day with classroom celebrations!
- **Glow Run/Dance Fundraiser.** - Students collected donations from family and friends. The district set a goal of \$16,000. We were able to raise \$20,800. Students then participated in 35 minutes of non-stop movement. Students had the choice to dance or to run. This money will be used for future field trips as well as updating playground space and balls. We hold our fundraising event every other year.



- **Food Fight** - We celebrated the success of our fundraiser by having a school wide food fight! Students were excited to get into it!



- **Food Bank Collection** - Thank you to everyone who participated in the food collection for the Washington County Food Bank!

James Shada
November
Board Report

Fall Sports Come to a Close

We had a successful fall sports season. In girls golf the girls made great progress on their game. With two golfers taking an average of 11 and 18 strokes off their game this year. In cross country our team continued to improve week by week. The season was capped off with both girl and boy's teams qualifying for the state meet! Nolan May placed 8th in the boys race. Hailey O'Daniel 8th place and Keelianne Green was your Class C STATE CHAMPION! Keeliane ran a 18:50 and set a new Class C State Meet Record. The football team ended the year with a 4-5 record and made great improvements each week. Volleyball team continued to work hard each week and finished with a 14-12 record. Softball had a good season and were the conference regular season champions. The teams finished with a record of 16-15. They were the C-5 district runner- up. I would also like to thank our staff, students, and fellow administration for their help running all five sports during the fall sports season. Special thanks to Mr. Reed and his staff for all their help in keeping the facilities in great shape throughout the season. It is truly a school wide effort to make these events successful.

Winter Activities

The winter athletic practices start November 15th for Boys and Girls Basketball, Wrestling, and Swimming. We also have several performances that we will be hosting and competing in before Christmas.

- November 16th One Act Play Public Performance at 7:00pm
- November 22nd One Act Play Nebraska Capitol Conference Competition at the Lofte Theater in Manley, Ne.
- One Act Districts TBA
- December 19th Middle School/High School Winter Concert.

Eagles Soaring to Excellence through Activities

- Nebraska Capitol All Conference Softball team: 1st team Hailey Brenn, Cadie Robinson 2nd team Emery McIntosh, Honorable Mention Gracie Herman
- Lincoln Journal Star All State: Honorable Mention Hailey Brenn, Emery McIntosh, Cadie Robinson, Gracie Herman, Hannah Stahlecker
- Nebraska Capitol All Conference Volleyball team: 1st team Chase Andersen, 2nd team Kailynn Gubbels, Honorable Mention Janessa Wakefield





Secondary Principal's Report

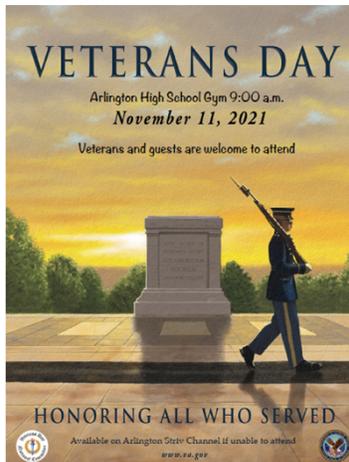
November 2021 Board Meeting

Metro Numbers - Student Enrollment Profile

	Unduplicated Headcount	Total Credit Hours	Concurrent Enrollment Credit Hours	GtC Credit Hours	Career Academy Credit Hours	College Now! Credit Hours	Kickstart Online Credit Hours
2019-20	52	896	639.5	13.5	13.5	229.5	N/A
2020-21	59	1,105	513.5	22.5	27	132.5	409.5

Veterans Day Program

On Thursday we will host a Veteran's Day celebration from 9:00-10:00 to honor local men and women who have served our great country in the armed forces.



Parent-Teacher Conference Attendance

Grade	Total
7th:	62%
8th:	39%
9th:	81%
10th:	32%
11th:	30%
12th:	25%
Total	43%

Last 3 Years - Parent Attendance to Fall PTC:

2018 - 54%

2019 - 42%

2021 - 43% (some email contact; not included in this number)

ELA Curriculum Update

The ELA Department is continuing to pilot new curriculum options. At the beginning of the second semester we will bring a recommendation to the board for purchase.

Food Drive Numbers

Thanks to the Arlington FBLA and community, we collected money and over 1300 food items to donate to the Washington County Food Pantry during our annual food drive.

<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.

VIDEOS

YOUR MONTHLY BOARD AGENDA UPDATE VIDEO LINKS

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

NOVEMBER

THIS
WEEK!

NEEDS - RESOURCES WORKSHOP - NOVEMBER 2 - BARTLEY

NEEDS - RESOURCES WORKSHOP - NOVEMBER 3 - GRAND ISLAND

REG
NOW!

STATE EDUCATION CONFERENCE - NOVEMBER 17-19 - DOWNTOWN OMAHA



DECEMBER

NEEDS - RESOURCES WORKSHOP - DECEMBER 7 - BROKEN BOW

JANUARY 2022

107TH LEGISLATURE, 2ND SESSION BEGINS WEDNESDAY, JANUARY 5, 2022

LEGISLATIVE ISSUES CONFERENCE - JANUARY 30-31, 2022 - LINCOLN

NASB IS LOOKING FOR A PART-TIME EVENT & ENGAGEMENT ASSOCIATE!

THIS PERSON WILL PROVIDE SUPPORT TO THE EVENTS DEPARTMENT AND DIRECTOR OF MEMBER ENGAGEMENT. THIS POSITION WILL POSITIVELY REPRESENT NASB AT ALL EVENTS AND MAINTAIN EXCELLENT RELATIONSHIPS WITH NASB MEMBERSHIP. THE POSITION WILL ALSO ASSIST IN VARIOUS ASPECTS OF THE CRM DATABASE SYSTEM.

IF YOU OR SOMEONE YOU KNOW IS INTERESTED, LEARN MORE & APPLY AT

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



WE ARE HIRING



Nebraska Rural Community Schools Association

Member Update

November 3, 2021



Photo Credit: Sidney Public Schools



www.nrcsa.net



[www.twitter.com/NRCSA1980](https://twitter.com/NRCSA1980)



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA Legislative Forum

February 22, 2022
Cornhusker Hotel in Lincoln
[More about this event](#)

NRCSA Spring Conference

March 17-18, 2022
Holiday Inn in Kearney
[More about this event](#)

NRCSA Golf Tournament

July 26, 2022
Meadowlark Hills Golf Course in Kearney
[More about this event](#)

Committee Meetings

NRCSA Executive Committee

November 17, 2021
At the CHI Center in Omaha
9:00 AM Room 206-207

NRCSA Scholarship & Recognition Committee

November 17, 2021
At the CHI Center in Omaha
10:00 AM Room 208-209

NRCSA/UNO Closing the Gap Research Team

November 17, 2021
At the CHI Center in Omaha
11:00 AM Room 206-207

NRCSA Legislative Committee

November 17, 2021
At the CHI Center in Omaha
1:00 PM Room 206-207

NRCSA Rural Teacher Committee

November 17, 2021
At the CHI Center in Omaha
3:00 PM Room 206-207



NRCSA Search Service

Please let Jack Moles know where superintendent vacancies occur, so that NRC-SA 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.



Arapahoe-Holbrook Public Schools
Search Complete



Educational Service Unit 11
[Notice of Vacancy](#)
[Apply for this Vacancy](#)
Application Deadline: **November 10, 2021**
Contract Start Date: **July 1, 2022**



Heartland Community Schools
Notice of Vacancy: **Available at a later date**
[Apply for this Vacancy](#)
Application Deadline: **TBD**
Contract Start Date: **July 1, 2022**



O'Neill Public Schools
Application process complete
Finalists selected: **October 25, 2021**
Interviews: **November 6, 2021**
Contract Start Date: **July 1, 2022**



St Edward Public Schools
Notice of Vacancy: **Available at a later date**
[Apply for this Vacancy](#)
Application Deadline: **TBD**
Contract Start Date: **July 1, 2022**



St Paul Public Schools
[Notice of Vacancy](#)
[Apply for this Vacancy](#)
Application Deadline: **November 17, 2021**
Contract Start Date: **July 1, 2022**



Wheeler Central Public Schools
Application process complete
Finalists Selected: **October 20, 2021**
Interviews: **October 30, 2021**
Contract Start Date: **July 1, 2022**

NRCSA recently developed a corporate sponsorship/partnership program. The program is designed to provide more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. We welcome our first corporate sponsors. NRCSA is so very thankful that they have chosen to partner with us.



Purple Ribbon Partners



DA Davidson

Paul Grieger
450 Regency Parkway, Suite 400
Omaha, NE 68114
Phone: (402) 392-7984
pgrieger@dadco.com



DLR Group

Emily O'keeffe
6457 Frances St, Suite 200
Omaha, NE 68106
Phone: (402) 393-4100
eokeeffe@dlrgroup.com



Facility Advocates

Dave Raymond
13504 Stevens St, Suite C
Omaha, NE 68137
Phone: (402) 206-8777
draymond@facilityadvocates.com



Network For Educator Effectiveness (NEE)

Marc Doss
288 Maguire Blvd
Columbia, MO 65211
Phone: (417) 581-0171
dossm@missouri.edu



Piper Sandler & Co

Jay Spearman
2900 S 70th St, Suite 310
Lincoln, NE 68506
Phone: (402) 432-9268
jay.spearman@psc.com



Wilkins Architecture, Design, Planning

Jacob Sertich
2908 W 39th St, Suite A
Kearney, NE 68845
Phone: (308) 237-5787
jsertich@wilkinsadp.com



Blue Ribbon Supporters



Blue Cross Blue Shield of Nebraska



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Davis Design



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On to College



Red Ribbon Friends

Boyd Jones

Boyd Jones Construction

Access the Members area of www.nrcsa.net anytime.

Login: member Password: recess



[Congratulations to Laurie Hothem Smith of Sumner-Eddyville-Miller on the announcement that she will receive the National Rural Teacher of the Year Award.](#)

Laurie was notified by Allen Pratt, Executive Director of the National Rural Education Association, of her selection. Each year, one of NRCSA's "Outstanding Teacher" award recipients (Elementary Teacher, Secondary Teacher, Music Teacher) is selected to be NRCSA's nominee for the national award. Ms. Smith will receive her award at the "National Forum to Advance Rural Education" in Indianapolis, IN in November. Several members of NRCSA's Executive Committee will be in attendance, so she will have a contingent of fans.

Andrew Easton, ESUCC, and NRCSA Executive Director Jack Moles, recently interviewed Laurie for an EduGoodLife podcast. That podcast can be accessed here:

Laurie recently took part in a podcast highlighting the many roles of a rural educator. A link to the podcast is below.

- [Click to Listen on Apple Podcast](#)
- [Click to Listen on Spotify](#)
- [Click to Listen on Blubrry](#)

Laurie recently took part with Dr. Allen Pratt, Executive Director of the National Rural Education Association, in a podcast highlighting the many roles of a rural educator. A link to that podcast is available below.

[Laurie Smith NREA Podcast](#)

NRCSA Leadership

Ginger Meyer, President
Chadron Public Schools

Del Dack, Past President.
Paxton Consolidated Schools

Dr. Dawn Lewis, Pres-Elect.
Arlington Public Schools

Jane Davis, Secretary.
Hershey Public Schools

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Dr. Jon Cerny, Northeast
Bancroft-Rosalie Community Schs

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Alan Garey, Southwest
Medicine Valley Schools

Executive Director:

Jack Moles

Lobbyists:

Jon 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

Jim Widdifield
Minden Public Schools

Welcome to our newest NRCSA members: Rock County Public Schools, St. Paul Public Schools and West Point Public Schools. We thank you for joining the NRCSA ranks! We are nearing the end of the 2021-22 NRCSA membership drive. Notices were emailed to Superintendents/administrators during the summer to all member school districts, ESUs, and the State Colleges. Individual members received renewal materials as well. Additional reminders were sent September 1. Annual dues remained at \$850 this year. We also extended invitations to other rural non-member school districts and the ESUs who are not members. Last year we had 213 school districts, ESU's, and State colleges and we are hoping to continue our annual growth. Currently, three members from last year have not yet completed their membership renewal. Reminders were emailed earlier this week. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska did lose another seat in the Unicameral in the redistricting work that was completed recently. Finding success, whether passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is "at the table" and making a difference on behalf of our rural students, schools, and communities.

NRCSA's Rural Teacher Committee has undergone a "facelift"--that is the design of the committee has changed. The Executive Committee gave approval to start the Rural Teacher Committee a couple of years ago. The goal of the committee is to address the shortage of teachers in rural school districts. Lori Liggett, Supt. at Gordon-Rushville and Stephanie Kaczor, Supt. at Riverside, were identified as the committee co-chairs at that time. Due to COVID issues, the committee was slow in getting started on its work. In the meantime, it became apparent that the issues contributing to the teacher shortage in rural districts are widespread. I proposed an idea to Lori and Stephanie to divide the committee into three sub-committees, each dealing with a separate target area. Lori, Stephanie, and I would each co-chair a sub-committee with a representative from the Education departments from each of Chadron State, Peru State, and Wayne State Colleges. Since I am very involved in the work of all three of the sub-committees, I have turned over my leadership role on a sub-committee to someone else. The focus areas of the work of the sub-committees are loosely laid out as follows:

1. How to encourage high school students to consider Education as a career pathway. This group will be headed up by Jeff Koehler, Supt. at Johnson-Brock and Dr. Duane Chism of Peru State College.
2. How to help practicum students and student teachers, and how to provide them with experiences in rural schools. This group is being led by Lori Liggett and Dr. Adam Fette of Chadron State College.
3. How to help those teaching in rural schools to stay in rural settings and also how to help non-teachers take "non-traditional" paths to a teaching certificate. This group is led by Stephanie Kaczor and Dr. Nick Shudak of Wayne State College.

Each of the sub-committees has the goal of meeting twice before Nov. 17. On that day the entire committee will meet in conjunction with the NASB/NASA Fall Education Conference in Omaha.

Creighton Mini Medical School

The Rural Mini-Medical School Day is a virtual event that includes a range of health-related topics, research and experiential exercises designed to motivate students to consider careers in medicine or other health care professions. Activities range from learning about emergency medicine, the basics of nutrition and our gut, and brain dissection demonstrations. Parents and guardians are also invited to learn about the process of helping their student apply to both undergraduate and medical school, as well as attend presentations regarding different medical professions, ways to get involved with scientific learning, and the importance of Rural Medicine. Additionally, there will be a Q/A session with current medical students for both students and their parents/guardians to discuss the healthcare field, preparations for college, and other topics.

Students can have the fee **completely waived and receive a full-tuition scholarship** as long as

administrators/teachers/counselors, etc. email Jo Walton (jowalton@creighton.edu) a letter stating the students names and that they would be great candidates for the program. See the flyer below for additional information.

[Creighton Mini Medical School](#)

[High Schools Youth Civics Program from the University of Illinois](#)

My name is Jenny Seelig, and I am a rural education researcher and advocate. I work at NORC, a research organization in Chicago, but my area of expertise is rural education and community development. On behalf of NORC, and my colleagues at the University of Illinois, Urbana-Champaign, I would like to share information with you on a high school youth civics program intended for rural schools, called EYPC: Engaging Youth for Positive Change.

I am writing you about this program because we are currently recruiting rural schools in 7 states to participate in a study of the curriculum's effectiveness in engaging high school youth and teachers to affect positive change in their local communities. Given the ongoing public health crisis, the connection between local governance and community health equity is a relevant concern for all rural communities. This 16-week curriculum for a civics course provides lesson plans, teacher training, and up to \$1155 in incentives for participating schools. In fact, schools receive \$300 just for signing up!

As fellow advocates for rural schools and communities that have deep and trusting relationships with rural administrators and teachers, I am asking you to share the information about this study with your membership. I've attached an informational flyer and a short slide deck to share with any high school principals, district superintendents, or high school social studies teachers that you know, or to send along with your regular membership communications.

I want to stress that this is not a study of the teachers, students, or communities but rather an opportunity for rural schools to provide feedback on whether this EYPC program is useful and effective in their rural environments. We hope to recruit at least 40 schools to participate in either Spring 2022 or Fall 2022. All materials will be provided to schools for free.

For more information on EYPC, please check out this link to their [website](#).

[EYPC Document](#)

[EYPC Powerpoint](#)

[Due to retirement, UNL Ed Ad Dept is seeking a new Professor of Practice for P-12 School Leadership.](#) The position has a particular emphasis on the superintendency program courses in the teaching responsibilities of this full-time role. The profile was developed by the University and the link is included below. We especially call to your attention the statement in the position profile that says "*we are particularly interested in rounding out our expertise with an individual who has experience in rural and/or small districts.*"

[UNL Professor of Practice Job Posting](#)

[NRCSA District meetings began in September and are now complete.](#) Executive Director Jack Moles met with members in each of the districts. We had great turnouts at the meetings. Thank you to all who attended the district meetings.

NRCSA will have several committee meetings held in conjunction with the NASB/NASA State Education conference in Omaha. A preliminary schedule for those meetings is below:

NRCSA Executive Committee

November 17, 2021

At the CHI Center in Omaha

9:00 AM Room 206-207

NRCSA Scholarship & Recognition Committee

November 17, 2021

At the CHI Center in Omaha

10:00 AM Room 208-209

NRCSA/UNO Closing the Gap Research Team

November 17, 2021

At the CHI Center in Omaha

11:00 AM Room 206-207

NRCSA Legislative Committee

November 17, 2021

At the CHI Center in Omaha

1:00 PM Room 206-207

NRCSA Rural Teacher Committee

November 17, 2021

At the CHI Center in Omaha

3:00 PM Room 206-207

Graduate School Library Programs in Nebraska (from Dr. Sara Churchill, Ed.D., UNO; and Judy Henning, Ed.D., UNK)

Today's school librarians are not just managers of a collection of resources, but also educational leaders who collaborate with the classroom teachers on a daily basis and teach essential information evaluation and research skills to students. In fact, many administrators include librarians on the school improvement team because of their overall curricular knowledge of the school. In some schools, librarians are the school's technology leaders facilitating the use of technology for the classroom teachers. Research demonstrates that school librarians are instructional leaders who are instrumental in increasing student academic achievement.

In Nebraska, there are two institutions that offer graduate programs of study for teachers who want to add the PreK-12 school librarian endorsement to their NDE teaching certificate. The University of Nebraska Omaha and University of Nebraska at Kearney both offer Nationally Recognized School Library programs that meet national and state standards for developing high-quality, digital-age librarians. The coursework includes a focus on the many roles of today's school librarians from how to teach information evaluation and research skills to how to assess curriculum materials for every subject area to promotion of reading and technology integration. Both programs offer fully online coursework on a schedule that is flexible for the needs of today's practicing educators.

Strong educators who love reading and serving both students and staff are excellent candidates for school library positions. Certified teachers who take two graduate library courses (6 credit hours) in a calendar year are eligible to serve in a school library position, without a full or provisional endorsement. This allows administrators to "grow their own" school librarian and meet the Nebraska Department of Education requirements for accreditation.

Both institutions offer their students the opportunity to complete a master's program along with their school library endorsement. This can benefit local districts by fostering experience and creating highly-qualified teachers within our schools. Since the school library endorsement is a 30-credit hour endorsement, earning a master's degree typically only requires two additional classes. Students in either program can also take 2-3 additional graduate technology courses to qualify for a supplemental NDE endorsement in PreK-12 Instructional Technology Leadership.

Because there is a shortage of school librarians in Nebraska, graduate students pursuing a school librarian endorsement are eligible to apply each spring for the Enhancing Excellence in Teaching Program (EETP). EETP is a forgivable loan program from the Nebraska Department of Education that pays partial tuition for classes towards an endorsement in a shortage area or towards an advanced degree. Graduate students who are eligible may apply for up to \$175 per credit hour for a maximum of \$3,000 per year. Students may reapply each year for up to five years. See the [Nebraska Department of Education EETP Information website](#) for additional information.

There are many supports available to administrators who are looking for a dynamic, high-quality school librarian. Dr. Judy Henning, Assistant Professor of Teacher Education, is the administrator of UNK's program. Dr. Sara Churchill, Assistant Professor of Teacher Education, is the coordinator of UNO's program. Drs. Henning and Churchill are eager to help administrators fill this valuable position. They can help take some of the burden of finding a school librarian off of administrators. Their expertise can guide potential candidates through the admissions process, help them navigate the program choices and endorsement requirements, and provide institutional verification to NDE once a program is completed. Additionally, the School Library programs serve as two of the biggest networks for the profession in the state. Informing candidates about open positions, both now and in the future, is something that occurs regularly. UNO operates a school library mailing list that reaches hundreds of school librarians across the state and beyond.

Both Dr. Henning and Dr. Churchill are available to discuss how you can "grow your own" school librarian, help answer questions about EETP or endorsement requirements, as well as connect you with quality candidates and even facilitate access to professional development in the area of school librarianship. Please consider reaching out to either program coordinator to discuss how we can help support you in filling this high-impact position.

Sara Churchill, Ed.D., UNO
402-554-3485. schurchill@unomaha.edu

Judy Henning, Ed.D., UNK
308-627-6807. henningja@unk.edu

[Data for SL Revisions](#)

[Chadron State College Special Education Para-to-Teacher Program Initiative.](#)

Purpose: This "Grow Your Own" Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate's Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district.

What: Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor's in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State’s education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate’s Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at afette@csc.edu.



Several legislative resolutions calling for interim studies were passed during the past session. Of great interest to NRCSA schools is LR 141 (Sen. DeBoer), which calls for a School Finance Review Committee to look at how schools are funded in Nebraska. LB 132, as originally introduced, called for a commission of people other than just Senators to conduct the study. However, through negotiations on the floor of the Unicameral, a committee made up solely of Senators was established. Appointed to the committee are the following Senators:

- Senator Bostar
- Senator Brandt
- Senator DeBoer
- Senator Dorn
- Senator Flood
- Senator Friesen
- Senator Groene
- Senator McKinney
- Senator Pahls
- Senator Wishart
- Senator Walz (Chair of Education)

[NRCSA had a very successful year last year in assisting Boards of Education in choosing their next Superintendent of Schools.](#) We are already off and running, assisting five districts (Arapahoe, O'Neill, St. Paul, St. Edward, Wheeler Central) and one ESU (ESU 11) in identifying their next leader. This week, the Heartland Community Schools Board of Education made the decision to use the NRCSA Superintendent Search Service..

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. You can contact Executive Director Jack Moles at jmoles@nrdsa.net or by phone at 402-335-7732.

[Even though schools and ESUs are now well into the school year, but we would like to encourage you to revisit the NRCSA reopening document and the NRCSA/ESUCC Remote Learning Project.](#) Over 150 rural educators were involved in the two projects a year ago. Both projects remain very relevant for rural educators at the opening of the new school year.

The Reopening document can be accessed here: [Considerations for Reopening](#)
The links for the Remote Learning Project may be accessed here:

TEACHER SITE: bit.ly/TeacherRemoteSupport
ADMINISTRATOR SITE: bit.ly/AdminRemoteSupport

John Skretta, Vern Fisher, Andrew Easton, and Jack Moles will be presenting on the NRCSA/ESUCC projects at the 2021 National Forum to Advance Rural Education on November 11-12, 2021 in Indianapolis, IN.

I am so very proud of the willingness of rural educators to get involved and to take on leadership positions. The collaboration between our rural schools and the ESUs that serve them was very inspiring! Rural education in Nebraska is certainly in good hands! Thank you to all who were involved in this awesome project!

[NRCSA has been an invited member of the Nebraska Concussion Coalition.](#) The most recent document produced by the Coalition may be accessed here:

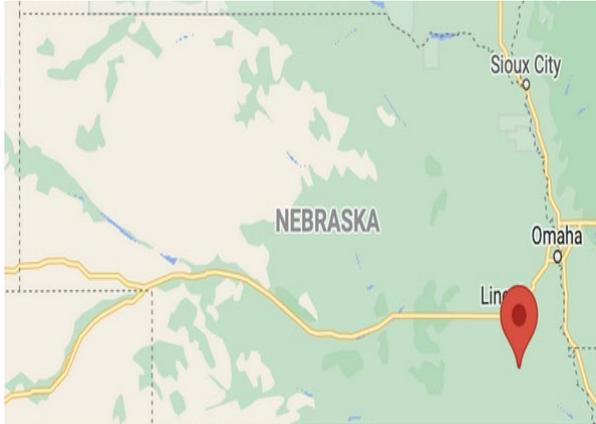
[Get Schooled on Concussions](#)

[Amendments and additions to the NRCSA Constitution and By-laws were approved at the General Membership Meeting at the Spring Conference.](#) Most of the changes are technical or corrective in nature, however there are some changes of substance. Voting on these changes was to have taken place at the 2020 General Members meeting that was scheduled to be held during the Spring Conference. We then considered holding a General Members meeting at the NASB/NASA Fall Conference, but like the 2020 NRCSA Spring Conference, that did not take place either. The vote was finally taken at the 2021 Spring Conference. The newly updated version can be accessed here:

[NRCSA By-Laws 2021](#)

MEMBER SPOTLIGHT

Freeman Public Schools



Mascot: Falcons

Enrollment: 451

Location: Adams & Filley, NE

Interesting Fact: Freeman Public Schools will be celebrating its 25-year anniversary in 2022-2023. The district was named after Daniel Freeman, one of Nebraska's 1st homesteaders who settled in Gage County.

Superintendent: Andrew Havelka



Principals: Erin Sieh (PK-6), Jeremy Schroeder (7-12)

School Board Members: Anthony Meints, Shawn Mencl, Eldon Ideus, Marcella Rademacher, Myron Schoen, Tiffany Buhr



Programs

Program 1. Freeman has added two new CTE pathways for secondary students. All 7th and 8th graders will take Woods and Small Engine explore classes. There will also be additional curricular opportunities in both of those areas in high school, culminating with our work-based learning program for our seniors.



Program 2. Freeman has a program called “Falcon Families” where students are grouped using a cross-grade strategy. Each elementary “family” consists of approximately two students from each grade, K-6, and a teacher. Likewise, secondary families consist of students in Grades 7-12. They typically meet every other Friday for 25-30 minutes and engage in a variety of activities focused on building relationships, increasing connectedness, and utilizing strengths. The program’s goal is for our students to develop an increased sense of community and build relationships with students outside their grade group.



The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

<https://cehs.unl.edu/edpsych/clinic/>

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. Beginning in December, 2019, I started attending Board of Education meetings in member school districts. Since then, I have attended 43 such meetings. I have really enjoyed this and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as some legislative news. 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.

On October 11, I visited Board meetings at Elkhorn Valley and Neligh-Oakdale. On November, I will attend Board meetings at Palmyra and Freeman. If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to "attend" your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.

I continue to work on a 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. Those of you who attended the Spring Conference were able to view the slideshow of pictures from our members. 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 150 schools and ESUs are represented in the slideshow. If you have not yet participated, you can either email the pictures (jmoles@nrdsa.net) or text them to 402-335-7732. If you are a new member district or ESU, of course, I also would not have pictures from you. Thanks for your help!

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 2020-21, the rebate was over \$16,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN!

SUPERINTENDENT SEARCH & PLANNING

As we continue with the school year, some Boards of Education may be faced with the prospects of considering new leadership for their districts for next year. NRCSA has a Superintendent Search Service which has been highly successful. Last year the NRCSA Superintendent Search Service assisted in fourteen Superintendent searches. This year we have already committed to helping four Boards of Education with their 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 you are interested in more

information, please contact Executive Director Jack Moles.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

[Global Teletherapy is a NRCSA partner.](#)

If your school district staff is frantic, trying to piece together a seemingly endless puzzle caused by the current Delta variant, Global Teletherapy is here to help. As a nationally renowned K-12 service provider, Global Teletherapy offers virtual mental-health, speech, occupational, physical therapy services, and psychoeducational assessments to students across the nation.

Currently serving approximately 100 schools in over 30 states around the U.S. with over 500 therapists, Global Teletherapy is prepared to help you successfully transition into the new school year. To learn more about Global Teletherapy's caring therapists and reliable virtual platform please [click here](#).



From Dr. Jon Habben, NREA Past President:

The latest Legislative Corps from the AASA is available through the link below. Also there is a side-by-side comparison of educational programs in the American Jobs Plan and American Families Plan. in the AmericanStay tuned as the timeline is rapidly shrinking toward some semblance of a solution. Predictably, the extraordinary amount of possible spending, the inclusion of major social program growth, and sadly the typical amount of pork spending in the bills make for a sharply divided debate. And of course, mid-term election battles are already heating up.

[Legislative Corps 10-29-21](#)

[Side-By-Side Comparison of Education Programs 9-17-21](#)



From the NREA:

White House releases pared-back framework for a \$1.75 trillion Build Back Better agenda – This morning the [White House released an updated framework](#) and [fact sheet](#) for the Build Back Better Act that includes a total of \$1.75 trillion in spending over ten years to “guide the drafting of legislative language.” (The new spending would be more than offset by tax increases on corporations and the very wealthy.) The President’s revised framework is half the total size of the original target, and it *does not include many of the originally proposed education investments that the House committees put in their reconciliation bills this fall (the attached CEF comparison table from September shows the President’s original proposals and what House committees included in their reconciliation bill)*. This pared-back agenda is not necessarily what all congressional Democrats have agreed to, and I expect there will still be some additions and deletions. *We’ll have more analysis*

and advocacy information later, but I wanted to share what we have now.

Education investments still in the President's new framework – The Administration's slimmed-down education agenda includes funding for universal pre-K, child care, and higher education. It lays out the following amounts:

- **\$400 billion over six years for universal preschool and child care.** The funding ends after six years. The original proposal included \$450 billion over ten years, including \$25 billion for child care facilities.
- **\$40 billion for higher education and workforce development.** This total includes funding to increase the maximum Pell grant by \$550 (it doesn't say whether just for one year or for more than one year) and expand Pell grant access to DREAMers. It includes an unspecified amount to invest in HBCUs, Tribally Controlled Colleges and Universities, and Minority-Servicing Institutions. It invests in workforce development programs, including coordination with community colleges and businesses and registered apprenticeships. The President's original proposal included \$100 billion for workforce development and over \$200 billion for higher education programs

Education investments that do not appear in the President's revised framework – The new framework from the White House no longer includes a lot of education investments that the President originally proposed for the Build Back Better agenda. The items not included in today's framework include:

- **Education investments that do not appear in the President's revised framework** – The new framework from the White House no longer includes a lot of education investments that the President originally proposed for the Build Back Better agenda. The items not included in today's framework include:
- **Education infrastructure** – The President's American Jobs Plan included \$12 billion for community college infrastructure, \$100 billion for new schools, and \$25 billion for child care facilities. The House reconciliation proposal included \$82 billion for K-12 school construction and \$15 billion for child care facilities and provider pay.
- **Educator training** - The President's American Families Plan included \$9 billion to train more educators, and the House bill included \$1.1 billion for a variety of educator development programs.
- **Free community college** - The President's American Families Plan included \$109 billion to offer free community college, and the House bill included an unspecified amount for a pared-down version.
- **College affordability and completion** – The President originally proposed to increase the maximum Pell grant by up to \$1400; this new proposal has a \$550 increase (the FY 2022 appropriations bill has a separate discretionary-funded increase of \$400 for next year). The President also originally proposed a large program to strengthen student retention, as well as a \$39 billion investment in HBCUs, MSIs, and TCUs, and \$5 billion for institutional aid for them along with \$2 billion for graduate programs for skilled health workers. The House bill had a total of \$12.5 billion for these types of programs.
- **Adult and career technical education** – The President's American Jobs Plan included about \$9 billion to expand career pathways for middle and high school students and \$870 million for adult education. The House bill had \$7.6 billion for these types of programs.
- **Broadband** – The President's American Jobs Plan included \$100 billion to expand broadband access, and the House proposal included \$4 billion.

Buy, Sell, Trade

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

From former NRCSA Executive Director Dr. Jon Habben:

I have been going on mission trips to Methodist Midwest Distribution Center located at 1001 Mission Dr south of Springfield IL. One of the ongoing projects is to make student desks that are shipped to schools in some African countries. They take donated wooden bleacher boards from raw and cut, plane, drill, sand and poly to make desk kits, then stack and wrap for army transport into Africa. They have many projects to make what is needed to respond to emergencies in the U.S. and needs in Africa. They respond beyond their eight state region by also supplying other Distribution Centers in the national consortium.

It is an amazingly organized set of projects responding to all kinds of needs.

What are needed are indoor wooden bleacher boards being removed from schools to be donated to this center. They must be indoor and able to be planed down to 3/4". They must be at least 4" wide and any length. If possible, the gum can be removed from the underside. They will pick up donations. I think they have a traveling crew to help dismantle the bleachers as well.

The contact person is:

Brad Walton, Operations Mgr
Office 217.483.7911
Cell 217.358.6675
brad@midwestmission.org

Posted 6-10-21

Contact Information

NRCSA

Jack Moles, Executive Director
(402) 335-7732
jmoles@nrcea.net

Jeff Bundy, Administrative Aide
(402) 202-6028
jbundy@nrcea.net

Legislative Contacts

U.S. Senators

[Deb Fischer](#)

[Ben Sasse](#)

U.S. House of Representatives

[Don Bacon](#)

[Jeff Fortenberry](#)

[Adrian Smith](#)

Nebraska Governor

[Pete Ricketts](#)

NE State Senators

[Raymond Aguilar, Dist 35](#)

[Joni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Carol Blood, Dist 3](#)

[Eliot Bostar, Dist 29](#)

[Bruce Bostelman, Dist 23](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[Tom Briese, Dist 41](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Jen Day, Dist 49](#)

[Wendy DeBoer, Dist 10](#)

[Myron Dorn, Dist 30](#)

[Steve Erdman, Dist 47](#)

[Mike Flood, Dist 19](#)

[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](#)

[Dan Hughes, Dist 44](#)

[Megan Hunt, Dist 8](#)

[Mark Kolterman, Dist 24](#)

[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](#)

[Terrell McKinney, Dist 5](#)

[Adam Morfeld, Dist 46](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Rich Pahls, Dist 31](#)

[Patty Pansing Brooks, Dist 28](#)

[Rita Sanders, Dist 45](#)

[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 Programs

[**Global Speech Teletherapy**](#)

[**Planning Support Service**](#)

[**Scholarship and Awards Programs**](#)

[**Superintendent Search Service**](#)

[**USBank OneCard Program**](#)



NRCSA Rural Community Schools Association
455 S 11th ST, Suite B
Lincoln, NE 68508



www.nrcsa.net



www.twitter.com/NRCSA1980

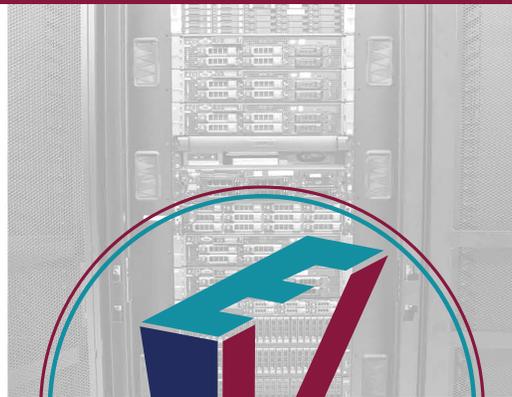


www.facebook.com/nrcsahome/

2020 - 2021 ANNUAL REPORT



EDUCATIONAL SERVICE UNIT #3



From the CEO of ESU #3

Dr. Dan J. Schnoes



It is with great pleasure that I invite you to read and explore the contents of our annual report, which reflects many of the educational challenges and accomplishments of Educational Service Unit #3. Here are a few key components:

- ESU #3 is the largest Educational Service Unit in the state of Nebraska.
- We deliver high quality services to 18 districts with over 84,000 students and over 5,300 teachers and administrators.
- We embrace the diversity we find within our unique combination of metro area/suburban and rural schools and strive for equity in delivering our services.
- Collaboration and communication between our departments and with our districts is key to the work we do.
- We are committed to provide an excellent array of core services (staff development, technology, and instructional materials) efficiently and effectively.
- Our highly qualified and innovative staff keep our focus on student and adult learning.
- A strong district service planning process helps us target areas of success and identify needs while personalizing our service delivery.
- The ESU #3 Board annually sets high standards and expectations for our agency.
- We consider our relationships with the ESUCC, NDE, and other Nebraska Educational groups to be of great value to the work we do.
- ESU #3 has been providing services to our member districts since 1966, saving schools millions of dollars.
- As we commence with our 55th year, we look forward to working alongside our school districts on the “leading edge” of providing high quality, research based, educational opportunities to both staff and students.
- Everyone truly makes ESU #3 a great place to work, every day.

On behalf of all of us at ESU #3, thank you for taking the time to explore this annual report and learn more about Educational Service Unit #3.

Respectfully,

A handwritten signature in black ink that reads "Dan J. Schnoes". The signature is written in a cursive, flowing style.

Dr. Dan J. Schnoes

ESU #3 Board

Secretary

Denny Wilkins Sep 2020- Jan 2021

Stan Turner Jan 2021- Present

District 1

*Arlington, Blair, Fort Calhoun,
Bennington, Elkhorn*

Ted Stilwill

District 2

DC West, Elkhorn, Millard

Vice President

Stu Dornan

District 3

Westside, Ralston

Secretary

Mary Scarborough

District 4

Ralston, Papillion-La Vista, Millard

Brett Kuhn

District 5

*Gretna, Elmwood-Murdock, Louisville,
Weeping Water, Millard*

Alan Moore

District 6

Papillion-La Vista, Millard, Ralston

Brenda Sherman

District 7

*Springfield-Platteview, Plattsmouth,
Conestoga, Papillion-La Vista, Millard*

President

Ron E. Pearson

District 8

Bellevue, Papillion-La Vista



ESU #3's Continuous Improvement Process and Accreditation

CIP External Visit

- ESU #3 hosted an on-site external team review consisting of six educational leaders from Nebraska school districts, ESU's, and NDE in late April 2021.
- ESU #3 received notification of accreditation from NDE on May 12, 2021.

Commendations

- ESU #3's **Service Mindset** through its proactive and innovative approach,
- **Collaborative Leadership** for Nebraska Educators based upon its active engagement in various local, state, and national initiatives, and
- **Communication and Collaboration** through its established active partnerships and relationships with internal and external stakeholders that were found to be efficient, effective, and excellent.

Recommendations

- Continue to build upon ESU #3's current comprehensive and collaborative processes to **Monitor and Measure Impact** of the services it provides to districts.
- ESU #3 is seen as a regional and state leader in many areas. Based upon stakeholder input and their desire to continue to work towards equitable outcomes for all students, the review team recommended **Leading for Equity**. As noted by the team, ESU #3 is poised to "be a proactive, state-wide leader for equity...build upon their current role in the collection of research-based strategies to build capacity among district leaders, and to curate ideas for phased implementation of equity initiatives within districts."

BOARD OF EXCELLENCE AWARD 2020-2021

19 YEARS IN A ROW!



Professional Learning

Executive Director: Dr. Scott Blum



In 2020-2021, the ESU #3 Professional Learning Department (PLD) continued to serve and support districts in multiple and adaptive ways throughout the year as the impact of starting the year with COVID-19 was felt by everyone. The PLD provided 13,354 hours of service to districts for over 21,173 teachers, staff, and administrators, and hosted 29 regional programs that 640 students and staff attended.

The Professional Learning Department also expanded upon its services and support of leaders and leadership in member districts which included:

The Coaching Cadre. Teacher leader participation in the Coaching Cadre grew to 125 attendees at quarterly virtual meetings. This included 97 coaching partners in 12 districts as well as various non-profit partners. The purpose of this cadre is to highlight best practices in education and focus on building the capacity of instructional coaches.

The Secondary Multi-Tiered System of Support (MTSS). A collaborative effort among ESU #3 PLD, ESU #3 Student Services, national expert Dr. Judy Elliott, Nebraska MTSS, 4 School Districts, and 6 secondary schools' leadership teams was the foundation of the 2020-2021 Secondary MTSS. During the year, the ESU #3 provided 221 hours of services for implementation of MTSS and in support of 303 school staff members that included 4 day-long MTSS work sessions and in-district support.

The Principal Support Initiative (PSI). The PSI was based upon the research studies of The Principal Pipeline by the Wallace Foundation and Professional Development for Rural Administrators Research Brief by Hanover Research in addition to an ESU #3 Principal Survey of 89 principals from 14 districts. In its initial year, the PSI included 11 principals from 6 member school districts who received over 137 hours of targeted support, coaching conversations, and networking opportunities with other principals.

The Media and Science Center of PLD is another excellent resource provided to districts. The media side provides our school districts the opportunity to participate in a library automation consortium offered by the Library Corporation (TLC), in addition to coordinating the licensure of ProQuest K-12, a subscription-based online database of research tools. The science side manages over 250 instructional materials and resources, some of which are available for check out, and range from batteries and bulbs to the behavior of mealworms' kits, as well as annually refurbishing hundreds of elementary science experiment kits used by our member districts. The Media and Science Center also continued to coordinate Future Strokes and Sculpts, the extremely popular student art that is displayed at ESU #3 throughout each year.

Areas of Service

-  Instructional Technology
-  Curriculum Instruction Assessment
-  Digital Learning
-  Data Research Evaluation
-  Director Consultation
-  Media and Science Services

Area of Service: **Direct Service Days**



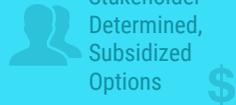
Individual
Districts' "Guaranteed" Service Days
Customized for District



Area of Service: **Regional Programming**



ALL Districts May Benefit From Stakeholder Determined, Subsidized Options



Area of Service: **All District I**



ALL Districts Benefit From Projects
Work is **ESU #3** based
(i.e. Digital Learning & Data, Research, and Evaluation Services)



Area of Service: **All District II**



ALL Districts May Request In Addition to Direct Service Days

Easy to Replicate  Dependent on Staff Availability

Student Services

Executive Director: McKayla LaBorde



Improving Outcomes for Children...

Through Quality Professional Learning

- Metro Region Autism Spectrum Disorder Network
- Metro Region Postsecondary Transition
- Metro Regional Program for Children Who are Deaf or Hard of Hearing
- NeMTSS Regional Support
- Metro Region Postsecondary Transition
- Professional Learning Communities

52 Student Services Trainings Held Between Sept 1 - Aug 31

1388 Total Participants Trained by Student Services Department

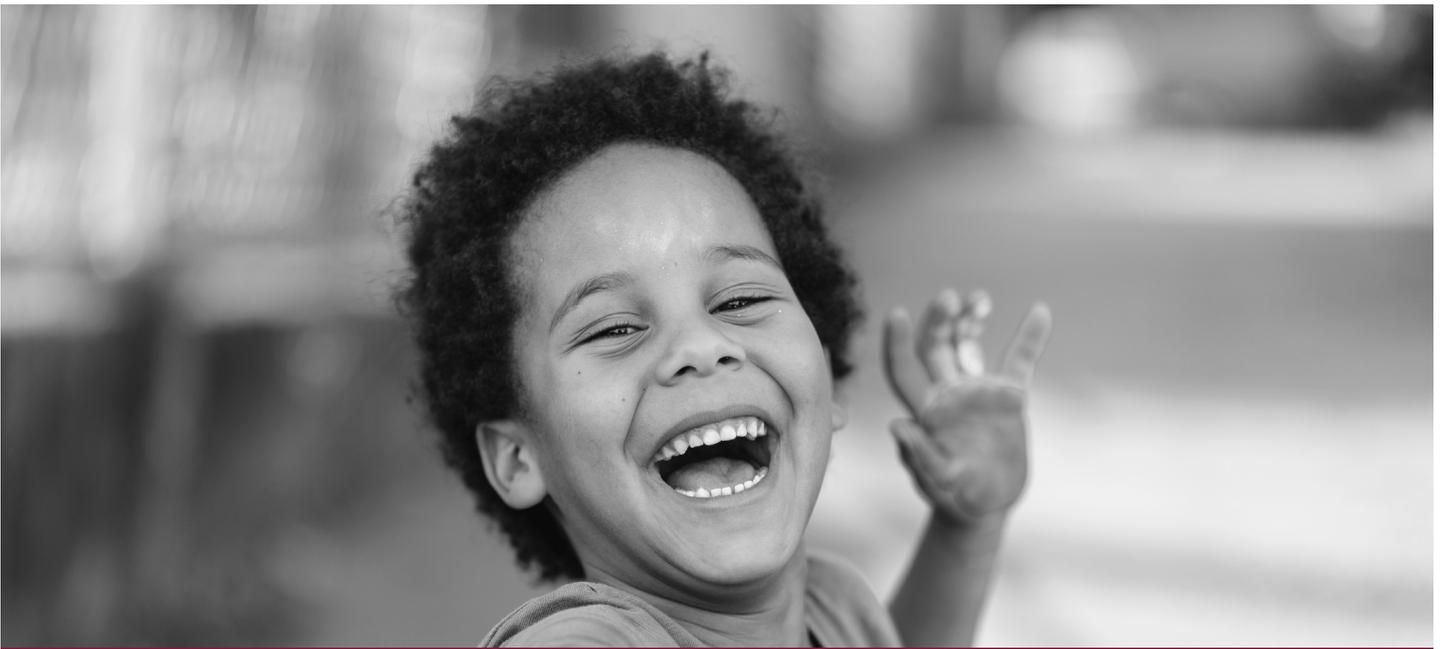
\$8 million+ in Grants and Contracts

Through Investing in Early Childhood

- Birth-3 Services Coordination
- Early Learning Connection-Professional Development
- Early Learning Connection-Coach Consultant
- NeMTSS Pyramid Model
- Planning Region Team #3

19,914 Early Childhood Professionals Trained by ELC

943 Referrals for Birth-3 Services





Through Direct Services to Students

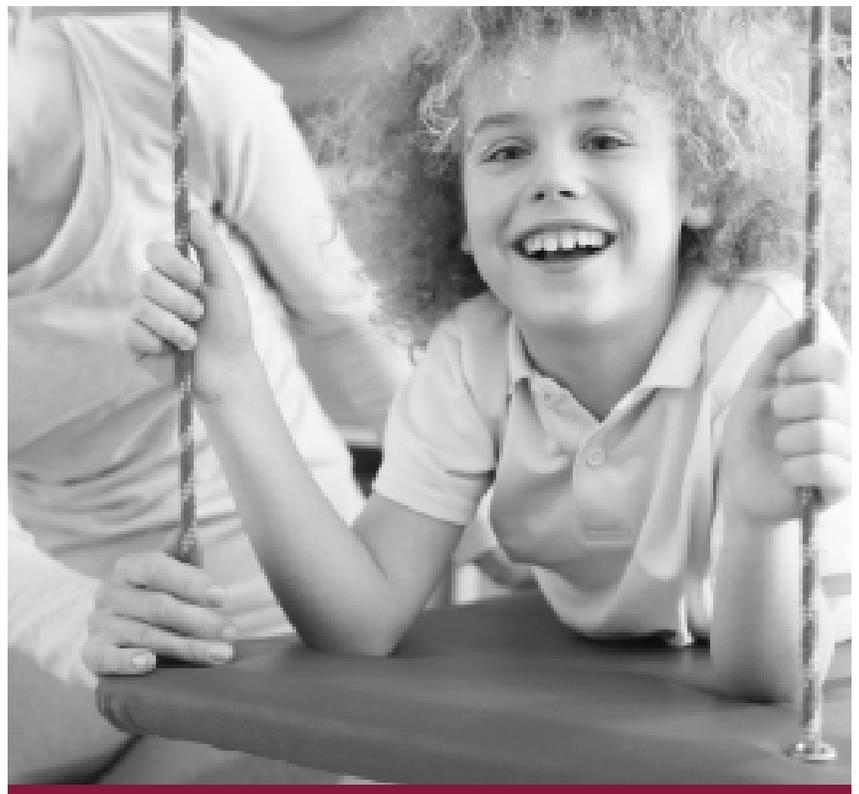
Student Services partners with our school districts to provide needed services and expertise in areas including Speech Language Pathology, School Psychology, Early Childhood Special Education, Vision Services, Orientation and Mobility, Audiological Support, and Deaf and Hard of Hearing Student Activities.

550 Assistive devices used by hearing impaired students

100+ Students Served at Brook Valley

Brook Valley

Brook Valley School is an intensive intervention for students with disabilities in grades K-12+ who have significant cognitive or behavioral difficulties. Highly trained staff at Brook Valley provide specialized programming and support to help students find alternative ways to succeed. Brook Valley School is owned and operated by ESU #3



Information Systems & Technology

CIO: Bill Pulte

The IST team works to support all ESU #3 districts in their technology endeavors. Often thought of for hardware and network support, the department also has a focus on systems support, development, and state and federal reporting. ESU #3 houses a state-of-the-art Data Center that supplies internet access for 18 districts. This support includes, for many of the districts, assistance with routing, switching, and firewall.

In addition, the team also supports many districts in the web filtering that is required by the Child Internet Protection Act (CIPA). In addition to our hardware and network support, the IST team helps districts by offering a Student Information System (NebSIS) and Financial system (eFinance). These systems allow districts to pool resources and money into a single entity allowing ESU #3 to take the burden of server housing, upgrades, and support off of the school districts. The IST team also partners with three state schools, one federal entity and a private school to provide NebSIS for those locations.

This past year saw several new initiatives to help advance districts. The development team rolled out a new Gradebook and Flex Scheduling system. The Data Support team began its support of a new timeclock system and migrated three districts to this system. The Network team continued to roll out new applications into the virtual environment as well assisting with the statewide initiative to Eduroam. The entire team has been involved with the security initiative and Homeland security reports are evaluated each week.

The 2021-2022 school year will see a continued focus on systems security. This will include evaluating single sign on, multi-factor authentication and training systems. During the fall the IST team will also be rolling out a new version of eFinance and Laserfiche and will begin evaluating new content filtering contracts.



The department closed 7,996 tickets last year, above is a breakdown

The IST team also continues to support the following systems:

- Teacher Appraisal System - Communications conduit for teachers and evaluators
- Forms Management - Customized online forms for each district
- Laserfiche - Document management system
- Moodle - Learning Management solution with customizations for Powerschool and NebSIS
- TimeClock Plus - Used for tracking time for hourly employees
- Frontline - Subfinder system
- TLC - Library System
- LMS and other system integrations



Program Services

Director: Troy Glock

Sarpy County/ESU #3 Head Start

The Head Start mission is to promote the school readiness of young children from low-income families by enhancing their cognitive, social, and emotional development. Sarpy County/ESU #3 Head Start prepares families and children for school readiness through a variety of services. The program currently has 181 slots for children. During the

2020-2021 year, 221 slots were available. Head Start children (ages 3-5) are served in a 6.5 hour classroom setting. Early Head Start children (ages birth to 3) are provided services in either a 7.5 hour classroom setting or through weekly home visits in the Home Based program. Starting in the fall of 2020, classroom sizes were reduced and virtual services were provided to accommodate the COVID-19 pandemic.

Comprehensive services include health screenings and working with families to obtain preventative and follow up health care. Below is the population at the end of enrollment who were up to date on preventive health exam and dental exams:

Percentage of Children who are up to date on a schedule of preventative and primary health care per Nebraska Early and Periodic Screening, Diagnostic and Treatment (EPSDT):

Head Start 83%
 Early Head Start 51%

Percentage of Children served who received Dental Exams:

Head Start 86%
 Early Head Start 27%

Families are assigned either a Family Advocate or Home Visitor to assist them in establishing goals and connecting to programs and services throughout the community. Staff work to assist families in moving towards self-sufficiency. Staff work closely with a variety of Community Partners in order to assist families as needed with rent, utilities, food pantry and other needs.

The program works to engage families in meaningful ways. This was challenging through the pandemic. Staff were creative in approaches that ranged from parking lot Parent Meetings to virtual parent trainings. The annual Fall Festival was a drive-thru event rather than in-person. The program also invested in the Ready Rosie platform through Teaching Strategies. This web based program offers quick parent training videos and ideas for parents to work on skills in the home. Staff are able to select a playlist that coincides with lessons in the classroom or provides parents with videos based on goals they have for their child. Many parents engaged and provided feedback through using the platform. The Assistant Director offered a virtual Math training for families and children utilizing the Ready Rosie parent training curriculum and participating children received a backpack of supporting materials as part of that event.

Staff work to engage families during the transition process. Transitions include assisting families in moving out of Early Head Start and from Head Start to kindergarten. As part of our Kindergarten Transition Program, every child transitioning to Kindergarten received a backpack of kindergarten readiness activities, books, parent information, and school supplies. In addition to this, parents were given special packets of information from their Family Advocate. The packet contained information about transition and starting school focused around specific school district Kindergarten registration and “Round Up”, school readiness, parent advocacy and health.

Enrollment August 2020 - July 2021

Month	HS Reported	HS Funded	EHS Reported	EHS Funded	Total Reported	Total Funded	% of Eligible Children
August 2020	80	125	60	96	140	221	63%
September 2020	77	125	57	96	134	221	61%
October 2020	76	125	56	96	132	221	60%
November 2020	76	125	56	96	132	221	60%
December 2020	76	125	56	96	132	221	60%
January 2021	74	125	55	96	129	221	58%
February 2021	76	125	54	96	130	221	59%
March 2021	74	125	54	96	128	221	58%
April 2021	76	125	56	96	133	221	60%
May 2021	76	125	56	96	132	221	60%
June 2021	No Classes		57	96	57	96	59%
July 2021	No Classes			Home Base Only	24		

For the 2020-21 School year, less children were enrolled in order to allow for social distancing in the classrooms due to COVID-19. This also allowed more time for staff to disinfect areas and surfaces to prevent

TITLE I Boys Town

ESU #3 administers the Title I program at Boys Town, employing a program coordinator and an instructional facilitator. The instructional facilitator teaches intervention courses in study skills, executive functioning skills and test support for the ACT. This teacher also conducts math pull-out to remediate math skills with the lowest level middle school students. The Title I program coordinator monitors the use of these funds and provides staff development and supplemental curriculum support for both programs. Title I supports supplemental activities and provides funds for supplemental materials for the hospital and home campus programs.

Title I funds also support a behavioral consultant for the on-campus schools and hospital setting (RTC) and behavioral tutoring support for students in the hospital setting (RTC). Boys Town implements a behavior model to help students develop the pro-social skills they need to be successful when they leave Boys Town programs. The Behavior Consultant, Title I Program Coordinator and Behavioral Tutors provide support to teachers and students in the teaching of these skills. Transition support is provided through MOS and OSHA testing, College Prep Reading (ACT preparation), and the generalization of academic and social skills.

Driver Education

ESU #3 provides a comprehensive driver education safety program consisting of 20 hours of classroom instruction along with driving lessons and a final DMV approved road test. This is an optional program for students and parents.

In 2021 we served 313 students with programs at Papillion La Vista, Gretna, Plattsmouth, Bennington and Platteview. Our summer program resumed after a year hiatus due to COVID-19. We instructed 223 students in five high schools. One on one instruction took place in all summer programs. This fall we are using Zoom instruction at Monarch High, due to construction, and in person instruction at Titan High. Safety measures are still in place for masking and hand sanitizing.

We have received information about a return of an important driver education class for our instructors on competency certification. Our plan is to enroll a minimum of five instructors for this training. This will allow us to expand our driver safety offerings to more students in the summer of 2022.

Conference Center

The Conference Center's 12 conference rooms and distance-learning technology provide effective learning environments for conference and workshop participants. The conference center hosts meetings and events for both member districts and outside agencies.

Month	Number of Individuals	Number of Meetings	Number of Districts	Number of Students	Number of Student Events
September	902	44	4	0	0
October	683	34	2	0	0
November	198	10	0	0	1
December	363	18	2	3	1
January	346	17	2	9	0
February	358	16	1	0	1
March	394	20	2	2	0
April	364	25	2	0	0
May	621	35	2	0	0
June	1420	53	1	0	0
July	759	29	3	0	0
August	1263	42	3	0	0
September	2372	66	3	1	20
Total	10043	409	27	15	23

Gifford Farm

Our History: Situated in a geographically and historically significant location, Gifford Farm Education Center evolved from a family farm to an ESU #3 education entity through the generous gift of Dr. Hal Gifford to forever serve as a resource for education. Bordered by woodlands and the Missouri River oxbow, Gifford Farm consists of 420 acres, including 280 acres of cropland. This setting influences and inspires a diversity of programs, resources, and events, serving thousands of students, educators, and community members since 1973.



Our Programs: Gifford Farm provides outdoor education experiences to supplement your curriculum. Our Farm programs are designed to meet and enhance Nebraska State Education Standards. The road here leads to hands-on fun with science, history, wildlife, farm animals, agricultural products, and adventure!

Farm Programs

Preschoolers will learn the basic fundamentals about our many friendly farm animals during this hands-on program. Elementary students begin to develop an understanding of how the farm affects their everyday life. High School students will have a new appreciation for farming history, the life of a farmer, and the vital role agriculture plays in the midwest. Farm animal interactions make learning come alive, for all ages, while creating lasting memories.

Nature and Science Programs

We have so much to discover and explore in our natural surroundings. Our Nature and Science Programs inspire play, imagination, and creativity.



History Program

Situated in our cropland exists Camp White Catfish, the historic location of Lewis and Clark's 1804 encampment. Our History Programs illustrate events that defined 19th century America.

Social-Emotional Learning

We have programs to promote social and emotional learning, team building, and self-esteem skills. Within these programs, students will discover the power of self and others.

Self Care

Our Mindfulness and Self Care Workshop is available to the public! Here, we invite attendees to focus on their psychological, physical and emotional well-being while simultaneously developing positive self care habits. Prioritize yourself amid peaceful surroundings and wide open spaces.

Gifford Farm is a wonderful setting for events and celebrations. We may not be a family farm, but we are a farm for the whole family to enjoy. Come experience the farm!

Cooperative Purchasing

Cooperative Purchasing is a statewide purchase agreement among Educational Service Units. This ESU service allows our schools an opportunity to purchase equipment and materials at a considerable reduction from retail cost as a result of the bidding process and achieved through combining orders.

Information on all of these programs may be accessed on the Nebraska ESU Cooperative Purchasing website at www.neesucoop.org. Our coop manager is also available throughout the year to provide our schools with purchasing information and service.

Program Descriptions

Prime Vendor Buys: A bid-approved vendor's full product line at discounted pricing. All merchandise is ordered, delivered and billed directly to the schools or members. Current Prime Vendor Buy Programs include food & custodial contracts.

Special Buys: The term "Special Buys" refers to programs contracted by ESUCC Cooperative Purchasing. These purchase opportunities are available during the school budget year to provide timely delivery of product and services.

Annual Buy: Nebraska ESUCC: Cooperative Purchasing coordinates purchases from annual bid awarded vendors on behalf of qualifying members. The objective is to obtain quality merchandise for the lowest possible price.

Year Round Buys: Participating vendors provide year round contracted discounted pricing to qualifying members through our online Marketplace.

AEPA: The association of Educational Purchasing Agencies (AEPA) is a group of Educational Service Agencies/Political Subdivisions organized through a Memorandum of Understanding between participating states for the purpose of securing combined volume purchasing contracts based on potential sales by qualifying customers in participating states.

ESU #3 Sales & Savings By Program 2020- 2021

Program	List Price	Member Cost	Savings
AEPA	\$930,802.32	\$698,793.19	\$230,672.40
Annual Buy	\$430,950.38	\$305,974.77	\$124,975.61
Annual Buy Punch Out	\$3,478.92	\$2,965.63	\$513.29
Custodial Buy	\$444,230.86	\$331,504.68	\$123,115.72
Extended Buy	\$10,020.91	\$7,716.10	\$2,304.81
Food Buy	\$1,237,856.74	\$1,057,533.04	\$180,358.62
Paper Buy	\$34,667.72	\$27,040.82	\$7,626.90
Special Buy	\$872,647.74	\$601,049.18	\$270,414.16
Grand Totals	\$3,964,655.59	\$3,032,577.41	\$939,981.51

Member Savings Statewide 2020- 2021

Total Savings \$6,624,621.82

7 Year Savings Total \$36,013,561.35

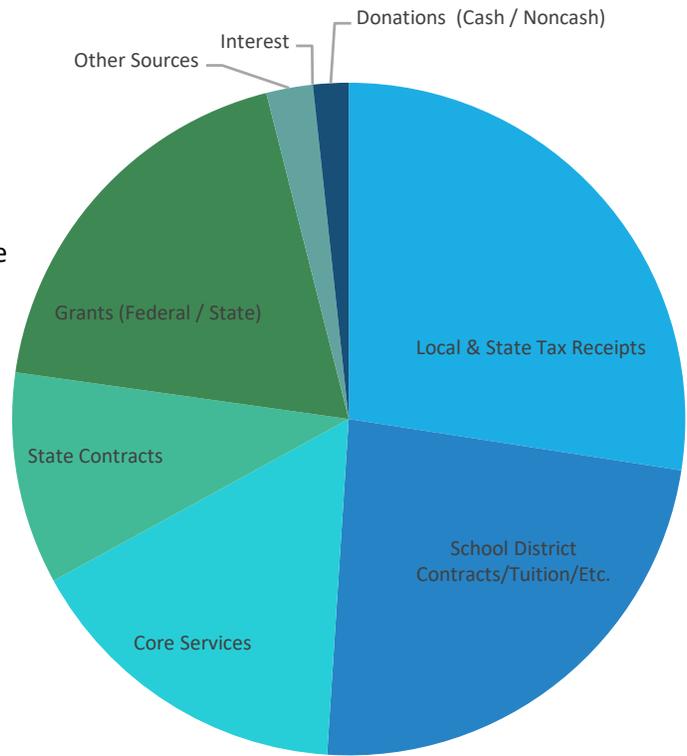


Financial

CFO: Jan Glenn

REVENUE

The ESU #3 revenues and expenditures are reported on a cash basis. The cash basis accounting method recognizes revenues and expenditures when the revenues are received and payments are expended. This method may not align revenues and expenditures in the same accounting period. ESU #3 maintains cash on hand to allow for instances when program expenditures are incurred or required before the revenue is received.



2020-2021 Actual Revenue

Program	List Price	Member Cost
Local & State Tax Receipts	\$6,984,799	27.4412%
School District Contracts/Tuition/Etc.	6,002,344	23.5815%
Core Services	4,070,854	15.9932%
State Contracts	2,597,595	10.2052%
Grants (Federal/State)	4,794,420	18.8359%
Other Sources	566,054	2.2239%
Interest	4,788	0.0188%
Donations (Cash/Noncash)	432,808	1.7004%
Total	\$25,453,662	100%

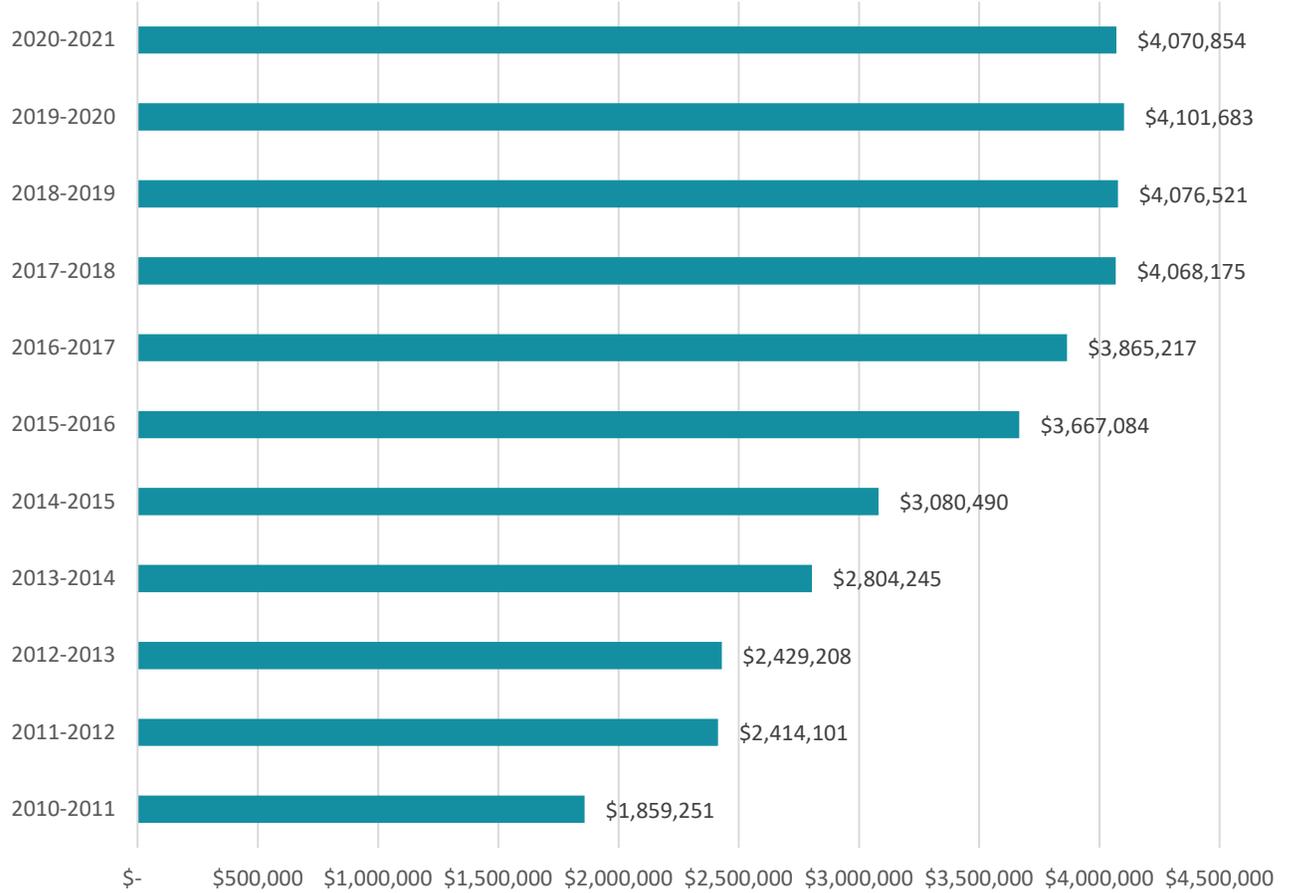
VALUATION

ESU #3 Valuation



CORE SERVICE FUNDS

ESU #3 Core Service Funds Received



EXPENDITURES

2020-2021 Actual Expenditures

Administration & Business Services	\$1,280,354	5.25%
Board Expenses	\$56,428	0.23%
Program Services		
Buildings & Grounds and Coop Purchasing	\$900,207	3.69%
Capital Improvement & Building Fund	\$473,688	1.94%
Conference Center	\$148,981	0.61%
Driver Education	\$166,169	0.68%
Gifford Farm	\$389,785	1.60%
Head Start Program	\$3,472,674	14.23%
Title I Program at Boys Town	\$506,434	2.07%
Information Systems & Technology	\$4,963,240	20.33%
Professional Learning Department	\$3,615,255	14.81%
Student Services, District Services, Grants, Contracts, & Other Programs	\$8,436,779	34.56%
Total	\$24,409,994	100%



2020-2021

Filled colored boxes indicate inclusion



Administration/Ancillary Services

Cooperative Purchasing																			
Gifford Farm																			

Substitute Teacher Program

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Driver Education

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Information Systems & Technology

Business Services																			
Student Information Services																			
Substitute Finder																			
Custom Web Development/Graphic Design																			
Internet Services																			
Networking Services																			
Document Management																			
Time Clock																			
Virtual Desktop																			

Professional Learning

Regional Staff Workshops																			
Direct Services in Curriculum, Instruction, Assessment, Instructional Technology, Digital Learning																			
Science Refurbishing																			
Learn360																			
Pro-Quest Services																			

Student Services

Brook Valley School																			
Early Childhood Services																			
Services Coordination																			
Speech/Language Therapy																			
Vision Services																			
Behavior Services																			
Autism Spectrum Disorder Grant																			
Regional Deaf/Hard Hearing Contract																			
RDA																			
VR Student Conference																			
Metro Transition Grant																			
Resource Services																			
Physical Therapy Services																			
Occupational Therapy Services																			
School Psychology Services																			

Personnel - All Employees

Absence From Building

- A) Employees may not be absent from their respective assignments during duty hours except by permission of their immediate supervisor or Superintendent.
- B) Employees may be excused from the building at the approval of their immediate superior officer or Superintendent for matters of personal business which cannot be completed after regular school hours.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

**Application for Leave
Family and Medical Leave Act**

Employee Name: _____ Position: _____

Send notices to me at: _____

FMLA Leave Requested From _____

To _____

If leave is requested on an intermittent or reduced leave schedule, describe the requested leave schedule: _____
_____.

Reason for Leave Request (check and complete as appropriate):

1. _____ For birth of a son or daughter, and to care for the newborn child.
2. _____ For placement with the employee of a son or daughter for adoption or foster care.
3. _____ To care for the employee's spouse, son or daughter, or parent with a serious health condition.

Name of family member: _____

Describe reason employee needs to provide the care and the nature of the care: _____
_____.

4. _____ Because of a serious health condition that makes the employee unable to perform the functions of the employee's job.

Briefly describe condition and job functions that employee is unable to perform: _____
_____.

5. _____ Because of a qualifying exigency arising out of the fact that the employee's spouse, son or daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation.

Name and relationship of family member: _____

Describe the qualifying exigency: _____
_____.

6. _____ To care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember.

Name and relationship of family member: _____

Describe reason employee needs to provide the care and the nature of the care: _____
_____.

I certify that the above information given by me is correct and that I have read the foregoing and understand my rights under the FMLA.

Employee's Signature

Date

Personnel - All EmployeesFamily and Medical Leave Policy

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993 (FMLA) as amended.

The “leave year” for purposes of the FMLA shall be a “rolling” twelve-month period, measured backward from the date of any FMLA leave usage.

Substitution of accrued paid leaves for otherwise unpaid FMLA leaves may be required in the discretion of the Superintendent or the Superintendent’s designee, or the Board. The employee may also have paid leave run concurrently with unpaid FMLA leave entitlement, provided the employee meets applicable requirements of the leave policy.

Employees shall be required to submit medical certifications to support a request for FMLA leave because of a serious health condition, or a sick leave, when such leave is for a duration in excess of five (5) successive days, and in such other cases as deemed appropriate by the Superintendent or the Board based on the nature of the illness or other circumstances surrounding the leave. Second and third medical opinions may, in the Superintendent or the Board's discretion, be required. Employees shall be required to report periodically, at such times as requested by the Superintendent or the Board, on their intent to return to work from FMLA leaves and other leaves. Employees shall be required to submit a fitness-for-duty certification from their health care provider as a condition of returning to work from a FMLA leave taken because of the employee’s serious health condition, or from a sick leave taken by reason of the employee's illness, when such leave was of a duration in excess of five (5) successive days, and upon request of the Superintendent or the Board when such is deemed appropriate by the Superintendent or the Board based upon the nature of the illness or other circumstances surrounding the leave.

An “equivalent position” for FMLA restoration purposes shall, in the case of certificated employees, be any administrative, teaching, or instruction related position for which the employee is qualified by reason of endorsement, college preparation, or experience, or other indicia; in the case of coaching or other similar extracurricular duty assignments, be any extracurricular duty assignment, and in the case of other employees or positions, be in a position with or at equivalent pay, benefits, and working conditions, involving similar or related duties, as determined by the Superintendent or the Board.

Legal Reference: 29 USC Sections 2611 to 2618 and
29 CFR Part 82

Date of Adoption: December 12, 2011

Reviewed: November 9, 2015; October 8, 2018

Personnel - All EmployeesAdoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as soon as possible.

Legal Reference: LB 134, Laws of 1999

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the Arlington Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §702

Date of adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:
FEDERAL REGULATIONS, ARLINGTON PUBLIC SCHOOL'S COMPLIANCE
POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, Arlington Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A). The persons designated by Arlington Public Schools to answer employee questions about these materials are:

Superintendent of Schools
Secondary Principal

(B). The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C). The term "safety-sensitive functions" means:

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D). Employee conduct that is prohibited by the federal controlled substances and

alcohol use and testing regulations includes:

1. **Alcohol concentration.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E). The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:

1. **Pre-employment testing.**
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.
2. **Post-accident testing.**

- (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
- (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
 - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests*. Shall be administered within two hours following the accident unless such can not reasonably be done, and not more than eight hours following the accident.
- (2) *Controlled substance tests*. Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. **Random testing.**

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. **Reasonable suspicion testing.**

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:
- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
 - (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions

concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F). The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

(G). An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.

(H). A "refusal to submit" to an alcohol or controlled substance test includes:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol

(concentration of 0.04 or greater) or controlled substances test.

(I). The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J). The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K). Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected: Information will be made available by the counselor to employees upon request.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

REQUEST FOR PAST TEST RESULTS

To: _____ *[Insert name of previous employer]*
From: _____ *[Insert name and title of school representative]*
Subject: Request to obtain past drug and alcohol test results
Date: _____ *[Insert date]*

_____ *[Insert applicant's name]* has advised us that he/she worked for your company as a driver or that he/she applied to your company for work as a driver, during the previous two (2) years.

Regulations of the Department of Transportation (DOT) (49 C.F.R. § 40.25) require us to obtain from your company, and **require your company to provide** to us, information concerning the above-named driver's past drug and alcohol test results (including refusals to be tested).

In accordance with DOT's regulations, therefore, we are providing you with the driver's written consent directing your company to provide us with the past drug and alcohol testing results, as set forth in the consent. A Report form to provide the requested information is also enclosed for your convenience.

Please send this information to

Arlington Public Schools
705 N 9th, Box 580
Arlington, NE 68002-0580

as soon as possible, either by facsimile (FAX # (402) 478-4176) or by mail. As required by the DOT, the information which you furnish will be treated as strictly confidential.

Enclosures:

- Document No. 1. Applicant's Consent to Obtain Past Drug and Alcohol Test Results.**
- Document No. 4. Report of Past Drug and Alcohol Test Results.**

**APPLICANT'S CONSENT
TO OBTAIN PAST DRUG AND ALCOHOL TEST RESULTS**

I, _____ [insert applicant's name], understand that as a condition of hire with Arlington Public Schools ("School District") I must give the School District written Consent to obtain the results of all DOT-required drug and/or alcohol tests (including any refusals to be tested) from all of the companies for which I worked as a driver, or for which I took a pre-employment drug and/or alcohol test during the past two (2) years. I also understand that the School District requires me to consent to access to the same information concerning any non-DOT driver drug and/or alcohol tests which I took during this same period of time. I have also been advised and understand that my signing of this consent does not guarantee me a job or guarantee that I will be offered a position with the School District.

Below I have listed all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test during the past two (2) years. I hereby consent to the School District obtaining from those companies, and I hereby consent to those companies furnishing to the School District, all requested information concerning my drug and alcohol tests, including:

- (i) all DOT and non-DOT alcohol test results of 0.04 or greater during the past two (2) years;
- (ii) all verified positive DOT and non-DOT drug test results during the past two (2) years;
- (iii) all instances in which I refused to submit to a DOT-required drug and/or alcohol test during the past two (2) years;
- (iv) any other violations of DOT agency drug and alcohol testing regulations during the past two (2) years; and
- (v) documentation of successful completion of DOT return-to-duty requirements (including follow-up tests) in the event of a violation of a DOT drug and alcohol testing regulations during the past two (2) years.

I specifically authorize the companies to fully complete the School District's Report of Past Drug and/or Alcohol Test Results form.

The following is a list of all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test, during the past two (2) years:

<u>Company name</u>	<u>Dates worked for/took pre-employment test</u>
_____	_____
_____	_____
_____	_____
_____	_____

APPLICANT CERTIFICATION

I have carefully read and fully understand this Consent to release my past drug and alcohol test results. In authorizing the release of my test results, I consent and agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of my drug and alcohol test results. I further release the Company and its medical review officer, and any officer, employee or agent of the Company or medical review officer whose disclosure of the results is in accordance with this release from any and all claims or causes of actions which may result from the disclosure of such test results to the person or persons identified on this release form.

In signing below, I certify that all of the information which I have furnished on this form is true and complete, and that I have identified all of the companies for which I have either worked, or for which I took a pre-employment drug and/or alcohol test, as a driver during the past two years. I understand that this information is material to my hiring and that my failure to provide true and complete information will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination. Further, I understand that in the event of receipt of a report of past drug and/or alcohol violation, any conditional offer of employment will be revoked and in the event I have been hired, any employment will be automatically ended.

Signature of Applicant

Print Name

Date

**APPLICANT'S CERTIFICATION OF
PAST DRUG AND ALCOHOL TEST RESULTS**

During the past two years before this application, I:

Did _____ Did not _____ (check applicable blank) test positive or refuse to submit to any pre-employment drug or alcohol test administered by an employer to which I applied for, but did not obtain, safety-sensitive transportation work covered by DOT agency drug and alcohol testing rules.

If I did test positive or refuse to submit, then I further certify that I:

Did _____ Did not _____ N/A _____ (check applicable blank) complete the return-to-duty process of the DOT agency drug and alcohol testing rules. I agree that it is my responsibility to provide the School District with documents establishing completion of such process before I may perform safety-sensitive functions for the School District.

APPLICANT CERTIFICATION

In signing below, I certify that all of the information which I have furnished on this form is true and complete. I understand that this information is material to my hiring and that my failure to provide true and complete information concerning the time period in question will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination.

Signature of Applicant

Print Name

Date

Personnel - All Employees

Tobacco Prohibition

The use of tobacco products is prohibited in all school buildings, all school vehicles and all school grounds.

Legal Reference: §71-5701

Date of Adoption: March 10,2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

Personnel - All EmployeesBloodborne Pathogen Compliance Plan**BLOODBORNE PATHOGEN COMPLIANCE PLAN
FOR THE SCHOOL SETTING**

In December 1991, the Occupational Safety and Health Administration (OSHA) issued safety standard regulations for the handling of bloodborne pathogens (Federal Register, 1910.1030) by entities subject to its control. It is the intent of Arlington Public Schools to eliminate or minimize occupational exposure to bloodborne pathogens including, but not limited to Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).

EXPOSURE CONTROL PLAN

Arlington Public Schools establishes this written exposure control plan to eliminate or minimize occupational exposure to bloodborne pathogens. The school district's exposure control officer is the building principal. A copy of the exposure control plan will be available and is located in the School Offices. The exposure control plan will be reviewed annually and includes the following:

- A. Exposure Determination
- B. Training of Employees
- C. Hepatitis B Vaccination
- D. Occupational Exposure
- E. Post-exposure Evaluation and Follow-up
- F. Record keeping
- G. Control Methods

EXPOSURE DETERMINATION

All job classifications in which it is reasonable to anticipate that blood or other infectious body fluids will come in contact with an employee's mucous membranes (eye, nose, mouth); skin; or through parenteral contact (piercing mucous membranes or the skin barrier through needlesticks, human bites, cuts, abrasions, etc.) while performing job duties will be included in the plan. Other potentially infectious materials include body fluids such as cerebral spinal fluid, amniotic fluid, semen, vaginal secretions, respiratory secretions and saliva, tears, vomitus, urine, feces, drainage from wounds, and any fluid containing blood.

1. School personnel likely to experience occupational exposure shall be those who are designated to deal with "bloodborne pathogen situations" ("designated employees"); the persons so designated are: school nurses, primary first aid providers, custodians, athletic trainers, coaches, P.E. teachers, bus drivers, playground supervisors, and special education teachers or paraprofessionals who work with exceptional children.
2. School personnel unlikely to have occupational exposure include all employees

not listed in paragraph "1" above ("non-designated employees"). All non-designated employees shall refer bloodborne pathogen situations to a designated employee, and shall not be required to personally render first aid in bloodborne pathogen situations or be disciplined for failure to personally render first aid in bloodborne pathogen situations.

3. An employee who has an employment related bloodborne pathogen exposure incident (an incident in which another person's blood or other potentially infectious material contacts the employee's eye, mouth, mucous membrane, non-intact skin, or pierced mucous membrane or skin barrier) shall promptly give notice of the incident and details of the incident to the superintendent or the superintendent's designee.

TRAINING OF EMPLOYEES

Arlington Public Schools will require all identified employees who, in the performance of their duties, may have occupational exposure to participate in a training program at the time of the initial assignment to such duties. The training program will:

- a. Be provided at no cost to employees.
- b. Occur annually, within one year of previous training.
- c. Be conducted by an individual knowledgeable in the subject area, as it applies to the school setting.
- d. Contain the following elements:
 1. An accessible copy of the regulatory text of this standard and an explanation of its contents.
 2. A general explanation of the epidemiology and symptoms of bloodborne diseases.
 3. An explanation of the modes of transmission of bloodborne pathogens.
 4. An explanation of the employer's exposure control plan and the means by which the employee can obtain a copy of the written plan.
 5. An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials.
 6. An explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, work practices, and personal protective equipment.
 7. Information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment.
 8. An explanation of the basis for selection of personal protective equipment.
 9. Information on the Hepatitis B vaccine, including information on its efficacy, safety, method of administration, and that the vaccine and vaccination will be offered free of charge.
 10. Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.

11. An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available.
12. Information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident.
13. An explanation of the signs and labels and/or color coding denoting containers of regulated waste.
14. An opportunity for interactive questions and answers with the person conducting the training session.

HEPATITIS B VACCINE

Arlington Public Schools will offer Hepatitis B vaccine at no cost to school personnel identified as likely to experience occupational exposure in the performance of their duties. The vaccine will be made available after the employee has received the required training and within 10 working days of the work assignment. The employee may decline to receive the vaccine if he/she wishes to do so, if he/she previously received the complete Hepatitis B vaccine series, if antibody testing has revealed that the employee is immune, or the vaccine is contraindicated for medical reasons. An employee who initially declines the Hepatitis B vaccination may receive the vaccine, at no cost, at a later date if job duties continue to be covered by the standard. Vaccine shall be given under the supervision of a licensed health care professional.

OCCUPATIONAL EXPOSURE

Occupational exposure relates to the reasonable anticipation that blood or other infectious body fluids will come in contact with an employee's mucous membranes (eye, nose, mouth), skin, or through parenteral contact (skin piercing) while performing job duties.

If an exposure would occur by staff or student, the following should occur:

1. Wash exposed area immediately with soap and water.
2. If mucous membrane, irrigate or wash thoroughly.
3. Report exposure immediately. The post-exposure evaluation must occur within 24 hours.
 - a. If a student:
 1. Notify principal and parent or guardian.
 2. Recommend medical provider be consulted.
 - b. If an employee:
 1. Report immediately to the principal.
 2. Complete the post-exposure incident report form.
 3. Follow a post-exposure evaluation and follow-up plan.

POST-EXPOSURE EVALUATION AND FOLLOW-UP

Following the report of an exposure incident, Arlington Public Schools will make a confidential medical evaluation and follow-up available to the exposed employee. This evaluation and

follow-up shall be:

- a. made available at a reasonable time and place within 24 hours of the exposure.
- b. Performed by a licensed physician or trained health care professional.

RECORD KEEPING

Documentation of personnel participation in the training program will be maintained for 3 years from the date on which the training occurred and include:

1. Dates of training sessions.
2. Contents or summary of training sessions.
3. Names and qualifications of persons conducting the training.
4. Names and job titles of all persons attending.

Confidential medical records will be maintained and kept separate from the personnel file for each employee for at least the duration of employment plus 30 years. This record will include:

1. The name and social security number of the employee.
2. Information regarding Hepatitis B vaccination status.
3. Documentation of exposure incident.
4. Medical evaluation and follow-up.

CONTROL METHODS

Universal precautions (UP) are practices and procedures established to assist in the prevention of contact with blood and other body fluids. Although the risk of exposure to bloodborne pathogens (HIV & Hepatitis B) in the educational setting is low, safe work practices require the assumption that all blood or body fluids be considered potentially infectious (blood, any fluid containing blood, cerebral spinal fluid, amniotic fluid, semen, vaginal fluids, feces, urine, vomitus, drainage from wounds, respiratory secretions and saliva).

The following safe work practice and engineering controls are identified to protect students and school personnel from exposure to blood and body fluids which could potentially cause infectious disease. Universal precautions will be employed at all times by employees of Arlington Public Schools. Appropriate personal protective equipment will be provided for personnel.

HANDWASHING

Handwashing is thought to be the most important procedure in preventing the spread of infection.

Hands should always be washed when:

1. Hands are soiled.
2. Handling or preparing food.

3. Eating.
4. Blowing or wiping nose.
5. Using toilet, assisting students with toileting needs, or diapering.
6. Coming in contact with contaminated equipment.
7. Skin contacts blood or body fluids.
8. After gloves are removed.

Proper hand washing procedure:

1. Wet hands with warm water.
2. Apply soap, lather hands & wrists.
3. Scrub all surfaces of hands, between fingers, under fingernails for a minimum of 15 seconds keeping hands and fingers pointed down.
4. Rinse hands and wrists thoroughly with warm water, allowing water to flow from wrist down.
5. Dry hands well and air dry or single-use paper towel, turning off faucet using towel before discarding to prevent recontamination.

BARRIERS

When possible, direct contact with blood and body fluids should be avoided. Barriers reduce the risk of contact as well as control the spread of infection between individuals.

1. Wear disposable gloves when direct contact with blood or body fluids, handling soiled clothing or equipment, toileting children, or when regularly exposed to a student's saliva or oral cavity. If unanticipated contact occurs, wash hands immediately following contact. Gloves should be removed without touching the outside or other objects. Dispose after each use.
2. Utility gloves may be decontaminated for re-use if the integrity of the glove is not compromised. They should be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration.
3. During CPR procedures, the use of a one-way protective shield is recommended.
4. Spill-resistant gowns, masks and protective eyewear should be used when splashing, spraying, spattering or airborne droplets of potentially infectious material is anticipated. It is recommended that at a minimum, one set, containing a gown, mask, and protective eyewear, should be available for use in a serious emergency (the size and layout of a building may require greater availability).

Personal protective equipment is available in the following location/s: All classrooms, offices, gyms. Additional materials are available with the custodian.

BLOOD AND OTHER POTENTIALLY INFECTED MATERIAL SPILL CLEANUP:

1. Wear disposable or utility gloves. Do not reuse disposable gloves. Disinfect utility gloves after use.
2. Use disposable (paper) towels and other absorbent materials to absorb spill.

3. Saturate the spill with a 1:10 household bleach solution prepared daily or other EPA approved disinfectant and allow to disinfect for 10 minutes **before** agitating the spill.
4. Disinfect the surface after the spill has been removed. Allow the disinfectant to work 10 minutes before wiping dry with disposable (paper) towels.
5. Rugs contaminated with body fluids should be cleaned by applying an absorbent compound. Saturate the spill with an EPA approved disinfectant appropriate for rug/carpet use for 10 minutes. Allow to dry as directed. Vacuum or mechanically remove with dust pan and broom. Apply EPA approved disinfectant appropriate for rug/carpet use for 10 minutes. Revacuum when dry.
6. Dispose of waste (gloves, paper towels, etc.) in leakproof plastic bag.
7. Clean and disinfect reusable equipment (mops, buckets, etc.)
8. Wash hands thoroughly with warm water and soap.

CLEANUP OF OBJECTS CONTAMINATED WITH BLOOD OR OTHER POTENTIALLY INFECTED MATERIAL (i.e., athletic equipment):

1. Wear disposable or utility gloves. Do not reuse disposable gloves. Disinfect utility gloves after use.
2. Discard contaminated items that cannot be cleaned or disinfected into lined container.
3. Disinfect the object using EPA approved disinfectant or 1:10 household bleach solution prepared daily.
4. Allow disinfectant to work 10 minutes before wiping dry.
5. Dispose of contaminated materials in leakproof plastic bag.
6. Wash hands thoroughly with warm water and soap after gloves are removed.

FIRST AID/HEALTH CARE

Whenever possible and appropriate, employees should practice self-management of injuries and should teach students the same. The principle of self-management includes self treatment, cleaning and disposing of contaminated materials to avoid contact by a second party.

When that is not possible:

1. Wear gloves.
2. Use paper toweling or gauze pads to wipe injury and, if appropriate, allow student to rinse injury with running water.
3. Place soiled materials in a plastic bag lined waste container.
4. Soiled clothing should be removed and placed into a plastic bag, secured, and sent home.
5. Assist in cleaning affected area and applying bandage as necessary.
6. Dispose of gloves along with other soiled materials in plastic lined waste container, secured, and disposed of properly.
7. Wash hands thoroughly after removing gloves.

Contaminated waste is any material which has been soiled with blood or other potentially

infectious material which cannot be disinfected. This waste may be placed in a leakproof plastic bag and placed in the trash unless it meets the definition of regulated waste. Regulated waste is defined by OSHA as liquid or semi-liquid blood or other potentially infectious materials and caked dried blood capable of releasing these materials during handling or contaminated sharps. If regulated waste is generated, it must be properly identified by using a red bag, biohazardous label, or sharps container. This waste must be disposed of according to state and local ordinances.

Contaminated work surfaces in the health office-first aid area shall be decontaminated with an appropriate disinfectant after completion of procedures, immediately or as soon as feasible when surfaces are contaminated and at the end of each school day.

Eating, drinking, storing of food and drink, applying cosmetics or lip balm, and the handling of contact lenses should be prohibited in areas where there is a reasonable likelihood of occupational exposure (areas where first aid is provided).

Contaminated Sharps (broken glass, needles, lancets, knives, blades)

1. Tongs or dust pan and broom should be used to pick up contaminated sharps such as blood-covered broken glass to avoid direct contact.
2. Gloves should be worn when handling contaminated sharps.
3. Needles, lancets and other contaminated sharps should not be bent, recapped or removed.
4. A student who generates his/her own regulated waste (self glucometer use, self insulin injection, etc.) should transport the waste home daily for disposal.
5. All other sharps should be placed in a puncture-resistant, labeled, leak-proof container, able to be closed after each use. A sharps container should be available and when used, disposed of properly according to state and local ordinances.

Clothing/Laundry

Student clothing and other nondisposable items soaked with body fluids should be placed in plastic bags and sent home. If rinsing or presoaking is needed for items laundered at school, wear gloves. Clothes contaminated with body fluids, should be washed separately from other items. Wash as usual, add 1/2 cup bleach to wash cycle if bleachable. Add 1/2 cup non-chlorine bleach if unbleachable.

Diaper Changing Procedure

1. Wear disposable gloves.
2. Place student on a clean changing table using waterproof pad with two lean papers towels for each change.
3. Remove the soiled diaper and place in a plastic bag.
4. If other clothing is soiled, place in a plastic bag and mark with the child's name.
5. Clean skin in diaper area using individual disposable wipes or other cleansers provided by parents when special consideration to skin cleansing is needed for an individual student and apply clean diaper.
6. Wash pad after each change with soap and water and follow with 1:10 household bleach solution prepared daily or EPA approved disinfectant.

7. Remove gloves and place in plastic bag.
8. Wash hands with soap and water before and after diaper change.
9. Never leave child unattended on the changing area.
10. Supplies should be stored close to the changing area and out of the child's reach.
11. Report any abnormal conditions (blood or pus in diaper area, diarrhea, light colored, black or tarry stools, skin rashes, bruises or breaks in the skin).

Toy Sanitation Technique

If children drool and mouth toys, special consideration for the sanitation of the toys should follow:

1. Sanitize by putting through a dishwasher cycle.
2. If dishwasher is not available:
 - a. Wear gloves and wash toys with soap and water.
 - b. Rinse with hot water.
 - c. Soak in a 1:100 bleach solution 10 minutes.
 - d. Air dry.

Dishwashing Sanitation Technique

If it should be necessary to wash dishes in the classroom, the following should be followed:

1. The dishwashing area should be separate from the handwashing area.
2. Dish pans should be used.
3. Wash in hot soap and water.
4. Rinse with hot water.
5. Soak in a 1:100 bleach solution 10 minutes.
6. Drain and air dry.

Disinfectants

1. All cleaning supplies must be kept in labeled containers.
2. All cleaning supplies must be kept out of the reach of students in locked cabinets.
3. Custodial staff will follow guidelines from their department as it relates to disinfectants.
4. If household bleach water is used as disinfectant, it must be prepared daily.
5. The ratio of bleach to water for a disinfectant solution is 1:10. A ratio of 1:100 bleach solution is considered a sanitizing solution.

**INFECTION CONTROL PRACTICES
OUTSIDE THE CLASSROOM**

The following guidelines should assist specific personnel in practicing good hygiene and helping limit the spread of communicable disease.

Blood Brother Rites

It should be noted that some students may practice "blood brother" type rites where they wish to share small amounts of blood from finger pricks with each other. This practice should be discouraged.

Bus Drivers

The potential spread of communicable disease on a school bus is primarily confined to inappropriate handling of body fluids. Bus drivers can play an important role in reducing this risk.

Buses should be equipped with the following supplies:

1. Tissues
2. Dry absorbent compound
3. Disinfectant
4. Large plastic garbage bags
5. Antiseptic towelettes such as hand wipes or liquid alcohol cleansing agents (e.g., Hibistat, etc.)
6. Disposable gloves

In the event that a child vomits or loses bowel or bladder control, the following steps should be followed in handling the body fluids:

1. Assist the child in cleaning his/her face and hands with the use of handiwipes. Wear gloves if direct contact with the body fluid is possible.
2. Segregate the child as much as possible from other children on the bus, but make certain that he/she can be observed by a responsible individual at all times in case additional assistance is needed.
3. Cover the body fluid with dry compound and large plastic garbage bag.
4. Clean hands using handiwipes or liquid alcohol agent.
5. Wearing disposable gloves, completely clean and disinfect the area when the bus arrives at school or other appropriate location. Use a 1:10 solution of household bleach prepared daily or an EPA approved disinfectant. For surfaces where such a solution is not recommended, alcohol may be substituted. Do not use canned aerosol solutions. Solutions in a "pistol grip" hand spray bottle are preferred.
6. Any supplies used to clean the child or the area (towels, paper towels, tissues, disposable wipes) should be placed in a plastic bag, sealed and properly discarded.
7. Finally, wash hands thoroughly with soap and water even if gloves were worn during the cleaning process.

Custodians

Personnel that are involved in the general maintenance and cleaning of the school building play a vital role in controlling the potential spread of disease. It is important that these individuals practice good technique when handling waste materials and cleaning the building.

General guidelines include:

1. Clean and disinfect mop buckets at the end of each day and when there is gross soil.
2. Change wet mops after every 5 hours of use or after mopping gross soil.
3. Use an EPA approved disinfectant in the mop buckets.
4. Hang mops and dust mops so as to not leave them resting with the mop bucket, sink or on the floor.
5. Empty waste cans daily.
6. Wear gloves for pulling trash, cleaning restrooms, or any activity where employees may come in contact with body fluid.
7. Garbage and waste can liners should be changed daily.
8. Restrooms should be cleaned and disinfected daily. Employees should wear utility gloves which should be disinfected after each use.
9. Materials used in body fluid spill cleanups should be discarded into a plastic trash bag. All tools used in the cleaning should be disinfected after each use.
10. Sinks, drinking fountains, and showers should be disinfected with 1:10 bleach solution prepared daily.

Dietary Workers

Personnel that prepare or serve food in the school setting play a key role in preventing the contamination of foods or eating utensils; thereby, reducing the spread of certain diseases. Guidelines for individuals that handle foods include:

1. Wear clean clothes and a hair net.
2. Keep fingernails short and clean.
3. Always work with clean hands, and wash them thoroughly after using the toilet or handling raw foods.
4. Never work around food when ill.
5. Keep hands away from mouth, nose, and hair.
6. Cover coughs and sneezes with tissues, follow by handwashing.
7. Never use cooking utensils to taste food while cooking or serving, lick fingers, or eat while preparing foods.
8. Avoid manual contact with unpackaged food by the use of tongs, scoops, forks, etc.
9. Wear gloves when sorting silverware.

Basic principles to follow in the general housekeeping of the kitchen:

1. Mop the floor surface daily and as needed.
2. Clean and sanitize storage areas on a fixed schedule.
3. Clean ranges and grills after each use.
4. Sanitize all work surfaces, utensils, and equipment after each use.
5. Dispose of waste in waste cans with plastic liners.

Drama

Make-up equipment such as sponges, eye or lip make-up applicators should not be shared. If student has acne or open lesions on face, eyes, or mouth, this recommendation is especially important. Individual portions of make-up will be most effective at preventing the transmission of bacteria and viruses.

Ear Piercing

1. Discourage the practice of ear and other piercing by students. If a student is planning to have this procedure performed, advise that it be done professionally.
2. Discourage the practice of trading earrings.
3. If a student is having gross discharge from a pierced ear opening, he/she should clean the ear with soap and water, rinse with alcohol, dry and apply band-aid. Encourage student to keep hands away from ear after cleaning. Materials used for cleaning should be placed in a plastic-lined garbage receptacle or an individual plastic bag which can be sealed. Student should wash hands after procedure. Encourage student to seek medical attention as antibiotics may be indicated.
4. If minor discharge from ear lobe, encourage student to clean as above and to periodically apply antiseptic solution. Remind student to keep hands away from ear.

Sciences

If blood stick procedures are used in science classes for special projects (microscopic exam of student's own blood cells, blood typing, etc.) only single use, sterile lancets should be used. Special precautions should be given to thorough hand-washing before and after procedure, proper cleaning of blood spills, safe disposal of lancets in a puncture-proof container, covering wound with band-aid.

Sports/Physical Education

Participation in sports and physical education activities can pose an increased risk for the transmission of communicable disease. The specific risks are related to a number of variables including the type of sport, individual characteristics of students, equipment used, and physical facilities available.

Depending upon these variables, factors that can contribute to the spread of disease are:

- Degree and length of direct physical contact (wrestling versus tennis)
- Sharing of uniforms or equipment
- Using common drinking cups. This does not pose a threat in the transmission of bloodborne diseases, but can perpetuate the transmission of other communicable diseases.
- Contacting uniforms and equipment that has not been adequately cleaned.
- Compromised locker room hygiene

Teachers and coaches in these situations are in a key position to help prevent the spread of communicable diseases. Specific steps that can be taken include:

1. Avoid the use of shared drinking cups.
2. Establish and monitor a regular schedule for students to take uniforms home to be laundered.
3. Assure adequate supply of soap and towels in locker rooms.
4. Insist locker rooms be cleaned and disinfected daily.

Athletic Situations

It is recommended that students with open lesions (cuts/sores/acne) do not participate in close physical contact sports unless:

1. The lesions are dry or
2. The lesion can be appropriately dressed (e.g., with band-aid or gauze) in a secure manner.

Handling of Body Fluid Spills During Sports:

Items to have on hand:

1. Disposable gloves
2. Garbage bags with seal/twist
3. Paper towels
4. Soap and water
5. Alcohol
6. Bleach or other disinfectant

General Guidelines:

1. Do not use a common towel for wiping sweat or secretions during sports.
2. Do not use common water bucket for cleaning wounds.

Blood Spill On Another Athlete:

1. If an athlete sustains any open skin lesions which have come into contact with blood or saliva of another athlete, wash thoroughly, scrubbing the skin with soap and running water. Alcohol skin cleansers should be applied.
2. If athlete's skin at area of blood contact is intact, have that athlete wash off his own skin with soap and water.
3. If athlete gets blood in eye or mouth, flood exposed part for 1 to 2 minutes under running water.
4. If vomitus is involved, observe the same procedures (1-3).

Blood Spill on Clothing of Either Athlete:

1. Athlete to remove soiled garment. Wash skin under areas of soiling with soap and water and put on clean garment.
2. Placed soiled garment in plastic bag, seal bag, set aside for later attention.
3. Clothing soaked with body fluids should be washed according to procedure. If clothing is to be washed at student's home, a copy of these guidelines should be sent to the home.

Blood Spill On Surfaces, Equipment (mats, footballs, etc.):

1. Wear disposable or utility gloves. Do not reuse disposable gloves. Disinfect utility gloves after use.
2. Use disposable (paper) towels and other absorbent materials to absorb spill.
3. Saturate the spill with a 1:10 household bleach solution prepared daily or EPA approved disinfectant and allow to disinfect for 10 minute **before** agitating the spill.
4. Disinfect the surface after the spill has been removed. Allow the disinfectant to work 10 minutes before resuming use. Items may be washed/rinsed again.
5. Dispose of gloves and all other disposable cleaning materials in plastic bag, secure and give to custodian for disposal.
6. Place any non-disposable cleaning materials in separate bag, secure and treat with disinfectant.
7. Wash hands thoroughly.

Soak towels in bleach solution (add 1/2 cup bleach per load) for 10 minutes. Follow with regular washing procedure.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

Personnel - All EmployeesInfectious Diseases

In the event that a student, employee, or other persons in frequent contact with students, employees or others present in Arlington Public Schools contracts an infectious disease, the determination of whether that person should be permitted to attend school or participate in school activities shall be made on a case-by-case basis. The following factors will be taken into consideration:

- (1) The behavior, neurological development, and physical condition of the student;
- (2) The expected type of interaction with others in the school setting;
- (3) The impact on both the infected person and others in that setting.

The determination of whether or not the infected person remains in the school shall be based on scientific and medical evidence.

When it is determined that an infected student poses an imminent threat to the health and safety of the school community or that the student's conduct presents a clear threat to the physical safety of himself, herself, or others, the provisions of Communicable Disease and Immunization, Physical Examinations and Health Screenings Policies shall be implemented, providing for the exclusion of that student. Any person with an infectious disease will retain the rights of confidentiality and privacy, limited to individuals in a need-to-know position (administrators and board members). The community shall be informed that an infectious disease is present in the school system and that the person will be excluded if the situation warrants such action, based on medical and legal advice. No information will be given out about the individual, his or her specific medical record, or about the family without the written permission of the individual (adult) or parent/legal guardian (student).

Reference: Neb. Rev. Stat. § 79-264 and § 79-265

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

Personnel -AllRecruitment and Selection

The Board of Education authorizes the Superintendent to recruit and recommend for employment the best qualified personnel to implement and fulfill the goals and policies of Arlington Public Schools. All applicants so selected and recommended must satisfy the standards as set by the Board and/or the laws of the State of Nebraska.

All personnel applying for employment shall be recommended for hiring by the Superintendent with the final approval by the Board of Education prior to hiring. Final approval must be made by formal motion of the Board of Education. The final approval by the Board of Education should generally follow closely the recommendation of the Superintendent whenever possible, but such approval of recommendation is not mandatory on the Board of Education.

Where required by law or deemed essential by the school district, employees must be duly licensed and/or certified.

Reference §79-501

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

Personnel - All EmployeesEqual Opportunity Employment

It is the policy of [Name] Public Schools to employ the best qualified applicant for each position without regard to sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

Date of Adoption: August 24, 2020

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The [Name] Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The [Name] Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is

sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.

- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary,

and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

5. Training:

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to

complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each

building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: August 24, 2020

Notice of Nondiscrimination

The Arlington Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Students, Employees and Others: Secondary Principal, 705 North 9th Street, PO Box 580, Arlington, NE [68002] (402) 478-4173

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, MO 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8399 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

**Complaint Form
Discrimination, Harassment or Retaliation**

The [Name] Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____-____ ([Email Address]).
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____-____ ([Email Address]).

Name: _____ Date: _____

(1) Description of the complaint: _____

_____.

(2) Names of any witnesses to the matter being complained about: _____
_____.

(3) Identify and attach any document supporting the complaint: _____
_____.

(4) Confidentiality: I ___ do___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

_____.

(5) Relief requested (what I want done in response to this complaint):

_____.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____ Signature: _____
Date: _____

Personnel - All EmployeesDuty Hours of Employees

- A) Administrative personnel shall be on duty when and at such times as the responsibilities of their position dictates. The Superintendent shall set the duty hours of administrative staff.
- B) Unless otherwise provided, teachers shall be on duty one half hour before their respective school convenes classes and one half hour after classes dismiss. Teachers shall be provided with a one half hour duty free lunch period.
- C) All other staff shall be on duty as determined by the Superintendent.
- D) No teacher or other school employee shall accept any other employment or carry on any business or activity for profit that interferes with the complete discharge of his or her responsibilities to the school district.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

Personnel - All Employees

Absence of Employees

- A) An employee who finds it necessary to be absent from duty shall notify the office of the employee's immediate supervisor in advance of such absence and give (1) the reason for the absence; and, (2) the anticipated length of absence.
- B) Employees requesting leave in order to perform other duties for which they will be compensated (court duty, consulting, etc.) shall be required to remit to the District either the compensation received beyond expenses or their district wages for the time missed.
- C) Absence or suspension from duty of any employee shall result in loss of pay for the period of absence or suspension except as otherwise provided by these policies or law.
- D) A substitute may not be hired by any employee to take over his/her duties. In no instance may an employee make personal arrangements to pay a substitute.

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011; November 9, 2015; October 8, 2018

Internal Board Policies - Board MembersCoffee Act Policy (Reimbursable Expenses)

- A. Board members, employees or volunteers of the school district are expected to maintain effectiveness by being well informed on educational and related issues and are encouraged to diligently perform their required duties, attend educational workshops, conferences, training programs, official functions, hearings or meetings which are necessary to perform required duties, sponsored by the school district or State and national educational organizations or which are otherwise in the best interests of this school district as follows:
1. Board members as a result of this policy are hereby given prior approval by this school Board and upon approval by the Superintendent or the Superintendent's designee are specifically authorized to attend such functions without additional or further approval by the school Board unless otherwise so determined and the school district shall pay the registration costs, tuition costs, fees or charges for such functions along with actual travel expenses, if travel is by commercial or charter means or if a personal automobile is used, mileage shall be allowed at the rate provided by law with meals and lodging to be reimbursed based upon substantiated costs actually and necessarily incurred or applicable Federal Rates. Reimbursement for using a personal vehicle will be allowed only if there was no school vehicle available for the trip or if it was deemed by the Superintendent that it is prudent to use a personal vehicle.
 2. Employees and volunteers are authorized to attend such functions upon prior approval by the Superintendent or the Superintendent's designee and the school district shall pay registration costs, tuition costs, fees or charges for such functions along with actual travel expenses, if travel is by commercial or charter means or if a personal automobile is used, mileage shall be allowed at the rate provided by law with meals and lodging to be reimbursed based upon substantiated costs actually and necessarily incurred or applicable to Federal rates. Reimbursement for using a personal vehicle will be allowed only if there was no school vehicle available for the trip or if it was deemed by the Superintendent that it is prudent to use a personal vehicle.
- B. Payment or reimbursement for expenses incurred by Board members, employees or volunteers as otherwise specifically permitted by law shall also be allowed as provided by such law.

- C. Since it is hereby determined to be important and in the best interest of this school district to recognize service by Board members, employees and volunteers, the school Board hereby authorizes the President, Superintendent or the Superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted provided that no such plaque, certificate, flowers or other item of value to be awarded shall cost more than \$50.00. With the exception of retirement gifts to employees of 20 years or more service who are given a gift card of \$100.
- D. School Board members are not paid members and when appropriate because of the timing, length or other factors, sandwiches or meals may be provided to School Board members, employees and volunteers attending public meetings or in other appropriate or necessary situations such as joint meetings with other governing bodies.
- E. That non-alcoholic beverages, cookies or other similar items may be provided to individuals attending public meetings, private meetings, discussions or public or private conferences as determined necessary or appropriate by the Superintendent or the Superintendent's designee to be in the best interest of this school district.
- F. Non-alcoholic beverages and meals may be provided for individuals while performing or immediately after performing relief, assistance or support activities in emergency situations or during or immediately following their participation in any activity approved by the School Board.
- G. In addition to the other matters covered and allowed by this policy, one recognition dinner each fiscal year may be held for Board members, employees or volunteers provided the maximum cost per person, which is hereby established for such dinner shall not exceed \$50.00 and further provided that such annual dinner may be held separately for employees of each department or separately for volunteers or any of them in combination.
- H. The authority necessary to carry out the provisions of this policy should be and is hereby delegated from the School Board to the designated officials so indicated herein.
- I. Nothing in this policy shall authorize the expenditure of public funds to pay for any expenses incurred by a spouse of a Board member, employee or volunteer unless the spouse is also a Board member, employee or volunteer.

Legal Reference: §§13-2201 to 13-2204

Date of Adoption: August 13, 2018

Reviewed: : October 12, 2020