

Board of Education Regular Meeting  
Monday, March 11, 2024 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
    - \* Knudsen's total is two invoices
  - 3.3.
    - Resignations:
      - Deb Walling, Kindergarten
      - Claire Smith, 5/6 Grade
      - Tyler Stender, 7-12 Math
      - Elsa Glasford, Spanish
  - 3.4. Hires:
    - Reassignments:
      - Kylie Winslager, from Grade 3 to Kindergarten
      - Chelsea Kwapnioski to Grade 1
      - Chaleigh Mattson to Kindergarten
4. CURRICULUM/INSTRUCTION REPORTS
  - Foreign Language- Spanish
  - 2nd Grade
  - 4.1. Practicum Report and Dialogue: Gabby Morin, Elem Music
5. REVIEW OF ANNUAL DISTRICT PLAN
6. PRINCIPALS' REPORTS
  - 6.1. Dr. Morgan's Elementary Report
  - 6.2. Mr. Pflingsten's Secondary Report
  - 6.3. Mr. Shada's Activity Report
7. SUPERINTENDENT'S REPORT
  - 7.1. Review and Discuss Federal Hot Lunch Program Review
  - 7.2. Review Supt Leave Log
  - 7.3. Legislative Update
  - 7.4. NASB and NRCSA Updates
  - 7.5. Review of Board Election
  - 7.6. Review of Scoreboard Process
    - Donors

- Timeline
- 7.7. Discussion of survey response rate and strategic plan
  8. COMMITTEE AND REPRESENTATIVE REPORTS
    - 8.1. Negotiations Committee
  9. UNFINISHED BUSINESS
  10. NEW BUSINESS
    - 10.1. Discuss, Consider and Take Necessary Action to Approve 2024-2025 Calendar
    - 10.2. Review Policies:
      - 1200-1501
        - 1200-Anti-harassment policy
        - 1210-Title IX Policy
        - 1220-Reg Title IX Ct. Form
        - 1220-Title IX Grievance Policy
        - 1220-Title IX Hiring
        - 1230- ADA Accessibility
        - 1240- ADA Grievance
        - 1250- ADA Coordinator
        - 1260- Service Animals
        - 1270- Therapy Animal Policy & Form
        - 1300- Fundraising
        - 1310- Gifts
        - 1320- Student and Staff Memorials
        - 1410- Parent Organizations
        - 1420- Citizens Advisory Committees
        - 1430- Utilizing Community Resources
        - 1450- School Personnel and the Public
        - 1460- Student Production of Goods and Services
        - 1470- Public Performances by Students
        - 1500- Emergency Closing
        - 1501- Emergency Exclusions
      - 10.3. 2000-2200
        - 2000-Functional Principle of Administration
        - 2010-Election of Administrative Personnel
        - 2100-Superintendent of Schools
        - 2110-Duties of the Superintendent
        - 2120-Superintendent Evaluation
        - 2120A-Superintendent Evaluation Regulation
        - 2200-The Principalship
    - 10.4. Discuss, Consider and Take Necessary Action to Approve Request for Early Retirement Incentive Program Application of Deb Walling
    - 10.5. Discuss, Consider and Take Necessary Action to Enter Into Agreement with Learn2Move for SPED PT Services for 2024-2025
    - 10.6. Discuss, Consider and Take Necessary Action to Approve Emergency Operations Plan
  11. ADJOURNMENT

## Board of Education Regular Meeting

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

Monday, February 12, 2024 7:00 PM Central

### 1. OPENING PROCEDURES

#### 1.1. Call Meeting to Order

Chase Kratochvil called the meeting to order at 7:00pm

#### 1.2. Roll Call

Jason Arp: Present, Cassie Flesner: Present, Chase Kratochvil: Present, Brian Laaker: Present, Matt O'Daniel: Present, Shanon Willmott: Present

Aaron Pfingsten, HS Principal, Jacque Morgan Elem Principal, Dawn Lewis, Superintendent and Jennifer Arp, Recording Secretary, were present as well.

James Shada was absent for the first part of the meeting due to an activity at school- arrived at 7:39pm.

#### 1.3. Pledge of Allegiance

#### 1.4. Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as presented Passed with a motion by Matt O'Daniel and a second by Cassie Flesner.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

### 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.

Resignations: Colter Mattson, 5-6 Grade Classroom/Head Football

Hires:

- Riley Peetz, Elementary Classroom
- Jacob Haight, 7-12 Business
- Charlee Bierman, Upper Elem SPED

Reassignments:

### 4. CURRICULUM/INSTRUCTION REPORTS

- 1st Grade
- Industrial Arts

Motion to approve the consent agenda as presented Passed with a motion by Cassie Flesner and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

Chaleigh Mattson was present for the 1st grade to present and answer any questions.

Eric Daigle was present for Industrial Arts.

## 5. PRINCIPALS REPORTS

5.1. Dr. Morgan's Elementary Report

5.2. Mr. Pfingsten's Secondary Report

5.3. Mr. Shada's Activity Report

## 6. SUPERINTENDENTS REPORT

Dr. Lewis reviewed her attachments on Arbor Family Counseling usage report, enrollment report, community engagement report, and gave the board some of the legislative updates.

6.1. Review Semi-Annual Arbor Family Usage Report

6.2. Review Enrollment Totals

6.3. Review Community Engagement Meeting Report from NASB

6.4. Recap Board Retreat

6.5. Review Final Report Rule 10 Compliance Visit

6.6. NASB and NRCSA Updates

6.7. Legislative Updates

## 7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Committee for American Civics

Meet Monday 2/12/2024 before the regular board meeting and discussed the math adoption for the 24-25 school year.

7.2. Buildings and Grounds Committee

Met in January and took a tour and talked through things in the building that needed immediate attention. The committee decided on one project that needed addressing, and will vote on it this evening. There are many smaller things that need attention, but costs are low and under the \$10,000 threshold, so these items will be addressed and updated and fixed as the year goes along.

7.3. Negotiations Committee

Have met with the AEA, and finalized the 24-25 negotiated agreement, and there will be an action item tonight as well, for negotiations.

7.4. Professional Development Sharing

Chase Kratochvil, Cassie Flesner, and Dr. Dawn Lewis went to the New board president/member workshop in Kearney on Monday Feb 5th.

Many questions were answered about leadership and what is expected on a school board.

All members present felt like they had learned things and had great group discussions.

## 8. UNFINISHED BUSINESS

### 9. NEW BUSINESS

9.1. Discuss, Consider and Take Necessary Action to Approve Estimate to Re-Finish the Competition Gym Floor

Motion to Approve Bid to Resurface the Gym Floor to Be Paid from General Funds as Budgeted Passed with a motion by Matt O'Daniel and a second by Cassie Flesner.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

The competition gym floor needs to be refinished. The floor project has been a budgeted item and money has been set aside in the budget already.

The current floor is approximately 10 years old. Estimated costs are under what was budgeted.

9.2. Discuss, Consider and Take Necessary Action to Approve Special Education/Student Services Director Contract

Motion to Approve Contract with Sarah Sharp as Special Education/Student Services Director for 2024-2025 Passed with a motion by Shanon Willmott and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel:

Yea, Shanon Willmott: Yea

Dr. Lewis went over this new position that was approved by the board. The position is to be filled by an internal staff member, Sarah Sharp. 80% of this salary is reimbursable back to the school by the state.

9.3. Discuss, Consider, and Take Necessary Action to Approve 2024-2025 Negotiated Master Agreement with Certificated Staff

Motion to Approve 2024-2025 Negotiated Master Agreement with the Certificated Staff as Presented Passed with a motion by Chase Kratochvil and a second by Matt O'Daniel.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

Changes:

- Increase Base to \$40,900 (+\$570)
- Health Insurance Paid 100% at all levels, eliminate CIL
- Add Track and Cross Country to Paid Duty Assignments
- Add a 30-year Longevity Payment of \$1500
- Total Package Increase: 3.88% (Before Ins. Elections Change)

9.4. Discuss, Consider and Approve Changes to the Extra Duty Schedule as Determined by Committee

Motion to Approve Changes to the Extra Duty Schedule (Appendix B to the Master Agreement) as Presented Passed with a motion by Shanon Willmott and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

9.5. Discuss, Consider and Take Necessary Action to Approve HVAC replacement of Gym, Concession, and Library Rooftop Units

Motion to Approve Replacement of Heating Air Conditioning Units for Competition Gym, Concessions, and Library as Presented in the amount of \$234,811.00 to be Paid from General Funds and Depreciation Passed with a motion by Chase Kratochvil and a second by Matt O'Daniel.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

Dr. Lewis went over the proposal for the HV/AC replacement for 3 older units at the school. (Competition Gym, Concessions, and Library unit) They gave us a few different bids on a couple of different units/brands.

All the information is provided in the proposals.

Recommendation from our maintenance and Dr. Lewis is to go with the YORK Brand proposal. Work is looking like it could be 24 weeks out, being presented tonight to get things moving so work can begin as soon as supplies are available.

9.6. Discuss, Consider, and Take Necessary Action to Approve Purchase of Math Curriculum as Detailed :

K-6: Envisions 7 year Subscription (To Be Paid From General Educ)

7-12: Big Ideas (To Be Paid From General Educ)

Special Education: Touch Math (To be Paid from SPED)

Interventions: (To Be Paid From General Educ)

Motion to Purchase Math Curriculum for 2024-2025 Adoption as Presented Passed with a motion by Matt O'Daniel and a second by Cassie Flesner.

Jason Arp: Yea, Cassie Flesner: Yea, Chase Kratochvil: Yea, Brian Laaker: Yea, Matt O'Daniel: Yea, Shanon Willmott: Yea

Dr. Lewis discussed the math curriculum presented for the 24-25 school year. New curriculum is needed to be adopted every 7 years to align with new state standards. Special education currently uses current curriculum to adapt and make work for their students. Adding the curriculum for Special Education will enable them to have current curriculum for their specific classes.

#### 9.7. Discuss, Consider, and Take Necessary Action on Resignation and Release from Contract of Teresa Van Beek

Motion to Accept Resignation and Release from Contract Request for Mrs. Teresa Van Beek Effective Feb 12, 2024 Failed with a motion by Chase Kratochvil and a second by Matt O'Daniel.

Jason Arp: Nay, Cassie Flesner: Nay, Chase Kratochvil: Nay, Brian Laaker: Nay, Matt O'Daniel: Nay, Shanon Willmott: Yea

Dr. Lewis reviewed the timeline of the resignation of a current staff member. A long-term sub has been hired and a replacement for the 24-25 school year has been hired. The administration is also going to be covering a class period for the remainder of the year that the school feels will be difficult to have a sub cover.

Board policy was reviewed at tonight's meeting by the board. It typically is unusual for a certificated staff member to ask to be released from the contract mid-year.

This is the 3rd time over a period of time that it has been presented to the board to have a certified staff contract be released mid-year, by a company that is affiliated with teachers, and knows that they are contracted for the school year.

The board members feel that having a teacher be released from a contract mid-year is not the best practice to follow going forward for the district and our students.

Discussion and questions were asked and had by multiple board members presenting their thoughts on this situation and how to handle it as a district and how to not put stress on our current staff. Each member was encouraged to share their thoughts on the situation. The board felt that the accountability and binding of contracts needed to be upheld by the certificated staff. The board felt that by releasing a staff member, it makes the contract with the district seem worthless.

The board feels that the certificated staff should uphold and complete the contract for the full year. They feel the contract is an assurance by the staff member to the district that this specific class or curriculum will be taught for a specified number of days as stated in the signed contract.

#### 10. ADJOURNMENT

Chase Kratochvil adjourned the meeting at 9:11pm

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Chase Kratochvil, Board President

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Dawn Lewis, Board Secretary

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Date

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Date

**Arlington Public Schools**  
**February 29, 2024**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance
General Fund - 864	\$ 2,428,900.04	\$ 698,153.39	\$ 754,116.64	\$ 5,495.94	\$ 41,862.56	\$ 2,420,295.29
Activities - 109	\$ 219,900.46	\$ 26,694.08	\$ -	\$ 381.88	\$ -	\$ 218,837.12
Activities Saving -CLOSED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hot Lunch - 487	\$ 171,579.77	\$ 38,758.30	\$ -	\$ 313.43	\$ (41,862.56)	\$ 168,788.94
Depreciation Fund	\$ 827,123.89	\$ -	\$ -	\$ 2,341.65	\$ -	\$ 829,465.54
Depreciation CD - 5826	\$ 259,061.30	\$ -	\$ -	\$ 3,174.12	\$ -	\$ 262,235.42
				<b>Total Depreciation:</b>		<b>\$ 1,091,700.96</b>
2017 Bond Refunding	\$ 207,851.82	\$ 27,173.47	\$ -	\$ 448.10	\$ -	\$ 235,473.39
QCPUF	\$ 204,004.20	\$ 16,652.26	\$ -	\$ 439.80	\$ -	\$ 221,096.26
Spec Bldg Fund	\$ 1,027,851.47	\$ 13,465.91	\$ 368,212.50	\$ 2,215.89	\$ -	\$ 675,320.77
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				<b>Total Spec Bldg:</b>		<b>\$ 675,320.77</b>
<b>Total Special Funds</b>	<b>\$ 2,525,892.68</b>	<b>\$ 57,291.64</b>	<b>\$ 368,212.50</b>	<b>\$ 5,445.44</b>	<b>\$ -</b>	<b>\$ 2,223,591.38</b>
<b>Total SF minus CD's</b>	<b>\$ 2,266,831.36</b>					<b>\$ 1,961,355.96</b>

**CHECK REGISTER FOR FEB 2024**

(Includes special fund checks)

<b>PAYEE NAME</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
American Broadband	Telephone service (dec & Jan )	\$ -
Airgas	Welding gas tank rental	\$ 74.20
Blue Door Pediatric Therapy	December Services	\$ 2,025.00
Martin Clausen (Chem Tech)	Pest Control	\$ 92.64
Capital One (Walmart)	supplies	\$ 543.95
Dietze Music	Music for hs and elem classes	\$ 60.00
Kevin Dunklau	Snow removal	\$ 165.00
ESU 3	quiz bowl entry fee	\$ 150.00
Eagle Auto Repair	Tires and oil change on van #1`	\$ 1,464.87
Egan Supply	Custodial Supplies	\$ 4,124.67
Enterprise Media	Legals, Minutes and 24 Progres Ad	\$ 812.17
Filter Enterprises (Gambinos)	Pizza meal for staff PT Conferences	\$ 154.00
Fairfield Inn	Rooms for Board of Ed Conference	\$ 419.85
Frontline Technologies	Applicant/subfinder tracking Annual license	\$ 2,655.68
Gateway Educations Withholding	Elem Math Curriculum	\$ 3,450.00
Hansen Tire	Dynogstics Check	\$ 130.85
HyVee	Cookies for Community Meeting	\$ 34.16
Hansen Tire	Service call for bus 2013- engine and Tires	\$ 2,572.18
Hometown Leasing	Copier Lease	\$ 1,810.93
Jostens	Diploma	\$ 18.40
Knudsen's	Fuel for bus barn	\$ 7,136.05
Le Learn 2 Move	PT Services	\$ 345.29
Menards	Maintenace supplies	\$ 334.91
Midwest Distributing	Cart & Water assembly Sensor	\$ 167.18
Methodist Fremont Health	Athletic Services for Jan	\$ 1,453.50
Midwest Track & Tennis	Track repairs	\$ 2,870.00
McKinnis roofing	Roofing Repairs	\$ 324.94
NASB	Board Presidents retreat	\$ 495.00
Nebraska Rural Community	2024 Registration renewal	\$ 100.00
NCS Pearson	Testing supplies	\$ 153.61
NCS pearson	Invoices from October that were missed (testing Supplies)	\$ 176.50
Nebraska Council School Admin	GRIT Conference	\$ 75.00
O'Reilly Auto	wiper blades for vans & Supplies	\$ 91.42
OPPD	Electricity	\$ 10,568.04
One Source	Background checks	\$ 150.00
PayFlex	Monthly fee	\$ 100.00
The Paper Corporation	Copy Paper (2 Pallets)	\$ 2,957.65
JW Pepper	Music	\$ 178.93
Ralston Public Schools	Student Services (hard of hearing In school) 1st semester	\$ 9,947.82
Riverside Assesments	Cognitive Learning tests (HAL )	\$ 417.50
Warren Scheer	Electricity Reimburse for bus	\$ 58.09
Shaw Hull Navarrette	Preperation of Forms 1099	\$ 1,035.00
Tennant sales and Servbice	Hardware for HV/AC	\$ 284.80
Thermo King	Def for buses	\$ 128.50
Total Fire and Security	Service call for survalence cameras	\$ 135.00
Touch Math	Math curriculum for 24-25	\$ 9,598.58
Unite Private Network	Internet Provider	\$ 560.78
Village of Arlington	Water	\$ 836.50
VISA	MISC Supplies for HS/ELEM	\$ 4,790.90
Waste Connections	Trash	\$ -
Wood River	Natural Gas	\$ 13,966.61
Winnelson	Grease Cutter	\$ 23.12
Wiese Plumbing	Repair roof leak	\$ 534.10
West Omaha Winsupply	Salt	\$ 172.50
		\$ -
		\$ -

<b>Total Payables</b> (GF checks not mailed until approved by the BOE)	\$	-
	\$	<b>90,926.37</b>

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

Casey's	Gas for Vans	\$	1,370.07
Nebraska FBLA	registration for slc	\$	116.00
Wex Bank	Shell fuel bill for gas	\$	41.57
		\$	-
		\$	-
		\$	-
<b>Total Hand payables</b>		\$	<b>1,527.64</b>
<b>Total General Fund</b>		\$	<b>92,454.01</b>

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

	\$	-
<b>Total Special Funds</b>	\$	-

**Hot Lunch Expenses**

CWD (Cash-Wa)		\$	9,054.36
Bimbo's Bakery		\$	941.60
Hiland Dairy		\$	3,383.28
Jackson Services		\$	610.50
Sysco		\$	4,582.22
US Foods		\$	6,595.66
O'Flaherty Service	repairs	\$	1,455.30
Hobart Sales		\$	1,752.60
John Hilgenkamp	Lunch Reimburse	\$	94.90
Hy Vee	Gluten Free food	\$	89.20
P & H Electric	Kitchen motor	\$	108.00
West Omaha Winsupply	Repairs for Kitchen	\$	184.58
		\$	-
	<b>Hot Lunch Total</b>	\$	<b>28,852.20</b>

EFINANCE - POWERSCHOOL  
 DATE: 03/04/2024  
 TIME: 16:19:54

ARLINGTON PUBLIC SCHOOL  
 CHECK REGISTER

PAGE NUMBER: 1  
 VENCHK11  
 ACCOUNTING PERIOD: 7/24

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
47091	9001	03/04/24	NATIONAL SPANISH EXAMINAT	2810	SPANISH TESTING ACCESS	405.00
47092			VISA		VOID; MULTI STUB CHECK	
47093	9001	03/04/24	VISA	2650	1000 FT. BOX OF CAT6 CABL	84.99
47093	9001	03/04/24	VISA	2610	AMAZON - DISPOSABLE VOMIT	27.99
47093	9001	03/04/24	VISA	2610	AMAZON - WHITE OUT CORREC	17.74
47093	9001	03/04/24	VISA	2610	BOARD RETREAT	350.00
47093	9001	03/04/24	VISA	2810	BUSINESS MEMBERSHIP FOR K	110.00
47093	9001	03/04/24	VISA	2431	CAR WASH VAN	5.99
47093	9001	03/04/24	VISA	2431	CAR WASH VAN	8.99
47093	9001	03/04/24	VISA	2530	CLEAR LIVE CHARGES	69.49
47093	9001	03/04/24	VISA	2610	EL VALLARTA - LUNCH FOR S	59.84
47093	9001	03/04/24	VISA	2640	ESTIMATED SHIPPING/HANDLI	20.00
47093	9001	03/04/24	VISA	2640	ESTIMATED SHIPPING/HANDLI	20.00
47093	9001	03/04/24	VISA	2733	ESTIMATED SHIPPING/HANDLI	25.96
47093	9001	03/04/24	VISA	2650	HDMI CABLES AND PROJECTOR	158.44
47093	9001	03/04/24	VISA	2431	LABRATORY GAS BALL VALVES	209.40
47093	9001	03/04/24	VISA	2610	LIFE SKILLS COOKING AND C	250.12
47093	9001	03/04/24	VISA	2733	OFFICE CHAIR	75.86
47093	9001	03/04/24	VISA	2733	OFFICE CHAIR	75.87
47093	9001	03/04/24	VISA	2733	OFFICE CHAIRS	299.52
47093	9001	03/04/24	VISA	2610	OUTLET FOR MACHINES	24.64
47093	9001	03/04/24	VISA	2610	P/T CONFERENCE DINNERS FO	400.00
47093	9001	03/04/24	VISA	2580	PARKING STATE WRESTLING	10.00
47093	9001	03/04/24	VISA	2580	PARKING STATE WRESTLING	10.00
47093	9001	03/04/24	VISA	2580	PARKING STATE WRESTLING	10.00
47093	9001	03/04/24	VISA	2610	PE EQUIPMENT	185.14
47093	9001	03/04/24	VISA	2734	REMAN EPSON 525W PROJECTO	267.06
47093	9001	03/04/24	VISA	2530	STAMPS	204.00
47093	9001	03/04/24	VISA	2610	SUPPLY HOUSE.COM IGNITION	212.37
47093	9001	03/04/24	VISA	2610	TD SNAP AAC FROM TOBII DY	49.99
47093	9001	03/04/24	VISA	2650	TONER FOR HP 4001 PRINTER	105.99
47093	9001	03/04/24	VISA	2650	TONER FOR HP LASERJET 400	730.00
47093	9001	03/04/24	VISA	2610	TPT - 6TH GRADE READING T	5.00
47093	9001	03/04/24	VISA	2610	TPT - 6TH GRADE READING T	3.95
47093	9001	03/04/24	VISA	2610	TRANSPORTATION SUPPLIES	42.50
47093	9001	03/04/24	VISA	2610	TRANSPORTATION SUPPLIES	42.50
47093	9001	03/04/24	VISA	2640	UFLI FOUNDATIONS TEACHER	70.00
47093	9001	03/04/24	VISA	2650	USB HUB ADAPTERS	57.58
47093	9001	03/04/24	VISA	2640	VENTRIS LEARNING - TEACHE	70.00
47093	9001	03/04/24	VISA	2431	WASH VAN 3	5.99
47093	9001	03/04/24	VISA	2431	WASH VAN 3	8.99
TOTAL CHECK						4,385.90
TOTAL FUND						4,790.90
TOTAL REPORT						4,790.90

EFINANCE - POWERSCHOOL

DATE: 03/04/2024

TIME: 16:22:18

SELECTION CRITERIA: payable.batch='VISA0324'

ARLINGTON PUBLIC SCHOOL

CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 03/04/2024

PAGE NUMBER: 1

VENCHK11

ACCOUNTING PERIOD: 7/24

PAYMENT TYPE: CHECKS ONLY

VENDOR	ORG KEY	ACCOUNT	PO NUMBER	INVOICE	AMOUNT	DESCRIPTION
4607	01200201100000	2810	02400948		405.00	SPANISH TESTING ACCESS
VISA						
TOTAL CHECK PAID TO VISA					405.00	

**General Fund  
2023-2024**

<u>Receipts</u>	<u>Budgeted</u>	<u>Actual Receipts</u>	<u>% Received</u>	<u>Last Year At this time %</u>
Property Taxes	\$ 6,672,219.00	\$ 3,180,300.76	47.66%	35.43%
Carline Taxes	\$ 4,000.00	\$ 1,031.76	25.79%	18.33%
Motor Vehicle	\$ 400,000.00	\$ 240,592.48	60.15%	57.91%
PreSchool Tuition	\$ 15,000.00	\$ 12,920.00	86.13%	79.67%
County Sources	\$ 30,000.00	\$ 45,774.76	152.58%	136.31%
State Aid	\$ 2,041,657.00	\$ 1,224,996.00	60.00%	60.01%
Sped SA Revenue	\$ 500,000.00	\$ 404,196.00	80.84%	47.94%
Federal & all other	\$ 371,000.00	\$ 451,943.97	121.82%	
Transfer From Depreciatlon	\$ -	\$ -	-	
	<b>\$10,033,876.00</b>	<b>\$5,561,755.73</b>	<b>55.43%</b>	<b>50.35%</b>

<u>Expenditures:</u>	<u>Budgeted</u>	<u>Expenditures YTD</u>	<u>% Disbursed</u>	
<b>General Fund Totals</b>				
Elementary	\$ 4,426,159.65	\$ 2,099,816.29	47.44%	48.47%
Secondary	\$ 4,424,939.43	\$ 2,001,279.28	45.23%	43.17%
District	\$ 2,436,420.96	\$ 972,184.68	39.90%	37.72%
<b>Total</b>	<b>\$ 11,287,520.04</b>	<b>\$ 5,073,280.25</b>	<b>44.95%</b>	<b>44.05%</b>

**General Fund Categories of Particular Interest**

<u>Transportation</u>				
Elementary	\$ 186,601.68	\$ 51,987.51	27.86%	27.02%
Elem Transportation Maint.	\$ 90,644.32	\$ 27,326.23	30.15%	53.53%
Secondary	\$ 98,674.89	\$ 30,343.29	30.75%	30.43%
HS Transportation Maint.	\$ 22,661.08	\$ 26,020.47	114.82%	108.10%

**District Level Categories of Particular Interest**

<u>Facilities and Operations</u>				
Operat of Building	\$ 577,066.04	\$ 227,112.67	39.36%	43.63%
Building Maint.	\$ 550,604.47	\$ 157,171.62	28.55%	22.68%
Grounds Maint	\$ 107,500.00	\$ 41,116.38	38.25%	10.70%

		Activity Balances as of		2/29/2024	
Source Code:	Account	Beginning Bal	YTD Revenues	YTD Expenditures	Balance
701	One School One Team	\$ (629.69)	\$11,900.00	\$10,400.00	\$ 870.31
702	Always For Kids ELEM	\$ 20,199.79	\$27,612.04	\$13,246.86	\$ 34,565.97
702	HS Always for Kids	\$ 2,064.91	\$342.23	\$191.76	\$ 2,215.36
703	Art Class	\$ 7,496.22	\$970.00	\$3,021.32	\$ 5,444.90
704	Art Club	\$ 1,632.03	\$0.00	\$0.00	\$ 1,632.03
705	Athletics	\$ (20,318.00)	\$48,983.45	\$72,154.82	\$ (43,489.37)
706	Band	\$ 3,207.29	\$7,070.41	\$3,633.87	\$ 6,643.83
708	Book Club	\$ 270.55	\$0.00	\$0.00	\$ 270.55
709	Cheerleading	\$ 1,360.69	\$3,284.06	\$1,879.83	\$ 2,764.92
710	Welding	\$ 966.15	\$210.00	\$33.20	\$ 1,142.95
714	SKILLS	\$ 593.39	\$3,537.00	\$791.13	\$ 3,339.26
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ 3,088.90	\$26,246.68	\$30,518.90	\$ (1,183.32)
721	Dance Squad	\$ (537.26)	\$4,633.92	\$3,585.99	\$ 510.67
722	Drama	\$ 708.05	\$3,701.50	\$3,059.68	\$ 1,349.87
723	MS STEM	\$ 59.75	\$75.00	\$60.00	\$ 74.75
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
726	FBLA	\$ 14,496.48	\$23,349.25	\$22,557.51	\$ 15,288.22
727	Football	\$ 11,695.80	\$1,623.50	\$2,125.86	\$ 11,193.44
728	Reimbursement (general)	\$ 695.43	\$766.46	\$673.63	\$ 788.26
732	Fam Cons Science	\$ 552.61	\$960.00	\$618.27	\$ 894.34
733	Wrestling	\$ 953.89	\$6,097.20	\$6,134.12	\$ 916.97
735	Honor Society	\$ 1,158.96	\$360.00	\$44.99	\$ 1,473.97
736	Activities Interest	\$ -	\$0.00	\$0.00	\$ -
737	MS Student Council	\$ 2,829.91	\$590.70	\$635.00	\$ 2,885.61
739	Library Fund Elem/HS	\$ 3,736.45	\$2,855.81	\$4,798.55	\$ 1,793.71
740	Industrial Tech / Woods	\$ 1,367.89	\$1,777.00	\$2,067.53	\$ 1,077.36
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82
744	HS Lounge	\$ 251.17	\$0.00	\$0.00	\$ 251.17
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 247.91	\$473.26	\$507.00	\$ 214.17
748	Spring Musical	\$ 11,498.70	\$9,196.04	\$12,373.22	\$ 8,321.52
749	Student Council	\$ 3,816.37	\$2,345.18	\$927.89	\$ 5,233.66
750	Student Vending	\$ 1,403.01	\$0.00	\$0.00	\$ 1,403.01
751	Swing Choir	\$ 3,238.69	\$480.81	\$2,125.73	\$ 1,593.77
753	Yearbook	\$ 5,046.53	\$6,865.00	\$5,104.30	\$ 6,807.23
756	Pepsi	\$ 1,556.15	\$1,282.31	\$755.21	\$ 2,063.25
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ -	\$0.00	\$0.00	\$ -
762	Baylor/ACT	\$ 2,981.09	\$420.00	\$425.88	\$ 2,975.21
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85
765	Class of 2028	\$ -	\$300.00	\$0.00	\$ 300.00
766	FFA	\$ 25,205.65	\$26,482.50	\$26,085.55	\$ 25,602.60
768	RR Store	\$ -	\$1,000.00	\$0.00	\$ 1,000.00
770	K3 Basketball Camp	\$ 303.12	\$3,200.00	\$934.72	\$ 2,568.40
772	Class of 2023	\$ 1,044.36	\$0.00	\$0.00	\$ 1,044.36
773	Class of 2024	\$ 3,169.00	\$0.00	\$165.26	\$ 3,003.74
774	Class of 2025	\$ 4,657.88	\$360.00	\$73.00	\$ 4,944.88
775	Class of 2026	\$ 929.90	\$2,434.70	\$667.50	\$ 2,697.10
776	Class of 2027	\$ 90.00	\$1,877.60	\$0.00	\$ 1,967.60
782	Volleyball	\$ 5,088.91	\$1,378.00	\$1,113.90	\$ 5,353.01
783	Boys Golf	\$ 2,908.56	\$800.00	\$0.00	\$ 3,708.56
784	Girls Golf	\$ 4,869.41	\$805.00	\$0.00	\$ 5,674.41
785	Cross Country	\$ 5,895.90	\$1,681.00	\$3,247.59	\$ 4,329.31
786	Track Fund	\$ 2,713.84	\$800.00	\$0.00	\$ 3,513.84
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 1,876.56	\$1,317.50	\$1,491.30	\$ 1,702.76
789	Baseball Fund	\$ 5,961.43	\$800.00	\$1,897.62	\$ 4,863.81
790	Boys Basketball	\$ 2,136.42	\$1,505.00	\$1,388.38	\$ 2,253.04
791	Girls Basketball	\$ 2,121.41	\$1,805.00	\$3,949.97	\$ (23.56)
792	MS Girls Basketball	\$ 23.50	\$220.00	\$240.00	\$ 3.50
793	Striv	\$ 3,834.92	\$25.00	\$2,214.00	\$ 1,645.92
794	Sped	\$ 1,320.40	\$1,608.80	\$1,349.31	\$ 1,579.89
795	Wellness (District)	\$ 980.53	\$5,765.00	\$4,159.50	\$ 2,586.03
796	Elementary Activity	\$ -	\$0.00	\$0.00	\$ -
799	Girls On The Run	\$443.75	\$0.00	\$0.00	\$ 443.75
713	Alpaca	\$4,600.00	\$7.00	\$4,600.00	\$ 7.00
	<b>Totals</b>	<b>\$201,950.48</b>	<b>\$252,180.91</b>	<b>\$257,928.65</b>	<b>\$196,202.74</b>

## **Second Grade Board Report March 2024**

### **1. Multicultural Aspect:**

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

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

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

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

- We track student growth using FastBridge and MAP assessments. Students are also assessed over the elementary sight words. Weekly progress checks and bi-weekly language arts assessments are given to measure student learning. Data from these assessments are used to drive instruction.
- Guided Reading is used to help the students become more fluent in their reading and improve their second grade reading skills. The students are placed in groups of the same reading ability and the group is led by a classroom teacher. This allows for student differentiation.
- We track student growth in math using Fast Bridge and MAP assessments. We also use formative and summative assessments through our curriculum.

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

- The language arts curriculum is designed to regularly go back and review previously taught reading skills. We continually assess and regroup students based on individual needs. Instruction is differentiated and students who are not proficient in reading receive Title 1 services.
- Interventions, based on FastBridge data, are used to support students that have challenges in reading. On a daily basis, students work with a teacher on reading area weaknesses. Progress monitoring is done weekly to assess growth.
- In math we differentiate instruction by meeting with students in small groups. Groups may change depending on the concepts being taught. Students may also attend math intervention for extra support.
- When students are facing challenges we collaborate with other teachers to better assist the student. We also use strategies suggested by the MTSS team.

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

- Students are continuously being challenged. Our language arts curriculum provides higher level materials to challenge students with advanced skills. Accelerated Reader is used to individualize each student's reading practice.
- Students who exceed proficiency in reading are provided with lessons that require students to use deeper level comprehension skills and strategies.
- Students who master addition and subtraction facts move on to multiplication.
- Math instruction is differentiated by providing higher level learning opportunities for students who demonstrate grade level proficiency.

## 2023-2024 Spanish Curriculum Report

### Multicultural Aspect

The Spanish curriculum allows for multiple opportunities to incorporate the cultural aspects of the target language.

Spanish 1	Learn about Spain: cuisine, art, sports, artists, and school system. Countries that speak Spanish.
Spanish 2	General knowledge about key geographical or iconic elements of the hispanic countries including ancient cultures such as Aztecs, Incas and Mayas. Create reports about the music and its impact within Latin America and internationally.
Spanish 3	Comparisons of daily activities to determine products, perspectives and values of the Latin society. Identify some important Latin music and instruments
Spanish 4	Authentic readings: determine values reflected on short stories by Latin American writers. Research the different varieties of latin music and food and its international influence. Discuss the cultural and artistic contributions of iconic Hispanic artists such as Gaudi, Botero, Rivera, and Frida Khalo

### Opportunities for Student Learning

Arlington High School currently offers students the opportunity to take Spanish for four years. Spanish 1 and 2 can be taken solely for high school credit. Spanish 3 and 4 can be taken as concurrent enrollment courses- earning both high school credit and college credit through Metropolitan Community College. By taking Spanish 3 and 4 as concurrent enrollment, students have the potential to earn up to 24 quarter credits which is the equivalent of 16 semester credits. The upper levels have had the opportunities to interact with Native speakers from Argentina and Chile.

### Student Learning / Nebraska State Standards

The instruction given is based on the use of communicative grammar. All grammar and vocabulary studied is given in a format that elicits comprehension and production.

Assessment of Student Learning

NATIONAL SPANISH EXAM - 2022-2023 RESULTS

AWARDS	Medals
Gold medals (95- 100 percentile)	2
Silver medals (85-94 percentile)	15
Bronze ( 75 -84 percentile)	20
Honor (50-74 percentile)	34
	37 medals 34 honor = 71

**22 students have obtained a perfect score in at least one section of the exam**

STAMP TEST RESULTS - UNL 2024

Results	Blaine	Brooke
Reading	6	8
Scaled reading	568	605
Writing	6	6
Listening	6	6
Scaled listening	544	544
Speaking	6	5
Composite	6	6.25
	Gold Bilingual seal of Biliteracy	Silver Bilingual seal of Biliteracy

Level 6 corresponds to Intermediate High. 4 students have obtained this Seal in the last 3 years

KATHY DOUGLAS was one of 65 students in the State of Nebraska recognized with the World Language Distinguished Scholars Award 2024 - High Honors

Areas for Growth

The most critical area of growth for the program is the number of students taking Spanish classes

in High School. One way to achieve this goal could be extending the program to the middle.

The accomplishments presented are evidence of the capability of Arlington students to attain high levels of achievement and proficiency in Spanish classes.



Instructional Hours and Proficiency						
Exam Option	National Spanish Exam (NSE) / National Spanish Assessment (NSA)					
Corresponding Level	Level 01	Level 1	Level 2	Level 3	Level 4	Level 5
Mode & Skill	135-150 hours	270-300 hours	405-450 hours	540-600 hours	675-750 hours	825-900 hours
Interpretive Listening	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low
Interpretive Reading					Int. Mid	Int. High
Interpersonal Speaking					Int. High	Adv. Low
Presentational Speaking	Novice Low	Nov. Mid	Nov. High	Int. Low	Int. Mid	Int. High
Presentational Writing					Int. High	

Please note: The National Spanish Exam (NSE) offers 7 levels of competition (Level 01-Level 6) and the National Spanish Assessments (NSA) offers 7 levels of evaluation (Level 01-Level 6).

## ANNUAL DISTRICT GOALS

June 2023

September 2023

December 2023

March 2024

### **GOAL AREA: BUDGET**

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

#### OBJECTIVES:

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

#### STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. Coordinate the financial planning with the Facility Plan that is developed.
4. Inquiring with Education Foundation for some projects
5. Neutral Levy--budget reserves in rebuilding year(s)
6. Minimizing unnecessary expenditures
10. Per Pupil Cost below state average, in the lowest spending 15% of schools across the state
12. Budget supported by additional funding from State
  - Considerations: Special Building Fund, QCPUF, BOND
13. Growth Projections intend to stay under the postcard requirements if possible
14. Budget with reduction in taxes while still addressing all needs (unable to avoid levy swing)
15. Board vote to access up to additional 6% of budget allowance to plan/protect budget-base for future years

## ANNUAL DISTRICT GOALS

### **GOAL AREA: COMMUNITY ENGAGEMENT**

GOAL: APS will collect meaningful feedback and input from district citizens for continuous improvement efforts to strengthen family, school, and community partnerships.

#### OBJECTIVES:

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

#### STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).
  2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
  3. Provide education and training for parents and guardians to promote school readiness.
  4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
  5. Education Foundation Outreach
  6. Annual Title I Parent Meeting
  7. Monthly Supt Article in the Citizen
  8. Use of STRIV to broadcast meeting to reach more citizens
  11. Possible AEF Grant Funding for digital yearbook (still talking through this)
  12. Intentional use of social media (use of CANVA to introduce new staff, etc.)
  13. Planning next meeting in January with NASB to facilitate
    - Roll into a full strategic plan
- Student group drives for organization (stuffed animal drive, food drive, etc.)

## ANNUAL DISTRICT GOALS

### GOAL AREA: FACILITIES

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

#### OBJECTIVES:

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

#### STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.
  2. Examine existing transportation program and plan for future comprehensive needs.
  3. Maximize the use of energy efficient technology to address financial challenges.
  4. Examine current space to gain additional educational spaces for addition of sections if needed prior to any new facility project
  5. Maintaining current facilities to improve parking conditions at football field
  6. Brainstorm session with admin team for practical use of "office space" in Bus Barn facility
  8. Areas of need to add to summative list: gym floor, bus barn (already on list) possible use
  9. Contact Storks to discuss first right of refusal
  10. Clear out "chiller" space and remove white fence, making activities entrance more appealing
  13. Measures taken toward creating a more appealing game entrance (still working on dressing up area)
  15. Buildings and Grounds looking ahead to address drainage issues and increase access to storage
  17. Working with B&G committee to address HVAC unit replacement as needed (**approved purchase and work**)
  18. Added weekly facilities update to admin team meeting
- Visit with DLR again regarding next possible phase of renovation
- Ag, Industrial Tech, Gym Entrance/Curb appeal/drainage

## ANNUAL DISTRICT GOALS

### GOAL AREA: STUDENT PERFORMANCE

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

#### OBJECTIVES:

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

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

#### STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards and with the Nebraska Standards for Career Ready Practice: Preparation for College and Career into all courses.
2. Practice data-informed program and instructional planning in the implementation of Multi-Tiered Support System.
3. Continue to utilize the Arlington Instructional Model based on the Marzano Framework Fully implemented, formal observation summative tool approved by the state, teachers working on creating Student Learning Objectives (SLO).
4. Utilizing revised evaluation tool aligned to the Arlington Instructional Model.
5. Implement a district-wide (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.
6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.
7. Research and add technology based courses and extra-curricular opportunities.  
New Classes: Intro to Computer Science and Applied Technology; offering more STEM type coursework and exposure to “coding”
8. Add interventions through MTSS for progress toward TSI MS MTSS team has been developed  
Intervention scheduling - dedicated time/not stealing time from courses ACT Prep - providing the full John Baylor program, dedicated time/not stealing time from courses
9. MCC - Free Tuition for HS students continues through 2024-2025

10. MTSS Development - See #8. Arlington MS/HS is in a cohort with area schools of similar enrollment and course offerings to develop MTSS at the MS/HS side with the aid of ESU3.
11. Celebration of assessment data, publicizing the strong assessment results to our community
12. Consider moving from Cognia to Frameworks accreditation (change has occurred)
13. New math curriculum pilot occurring
14. Conversations with Blair Community Schools and Fremont Public Schools regarding CTE/MCC dual credit and certification possibilities for our vocational-pathway students
15. Added Jobs for America's Graduates for 2024-2025 Year
16. Added modular dual credit math offering through MCC

## ANNUAL DISTRICT GOALS

### **GOAL AREA: BEHAVIORAL AND MENTAL HEALTH**

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

#### Objectives:

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

#### STRATEGIES

1. Continue Partnership with Arbor Family Counseling
  - a. analysis data shows usage increased
2. Seek applicants to employ our own school psychologist to use for purposes other than SPED verifications and interventions
3. Implement programs to support student emotional health as we return to school post-pandemic and post-protest
  - a. ESU3 and ESU2 support meetings to share ideas and address concerns
4. Present opportunities to our students to help them develop character
  - a. Club/Sport Involvement with training for coaches (Inside Out Coaching book study, etc.)
  - b. FCA
  - c. YFC (new possibility)

11. Completing emergency operations planning June 14-15

12. Introduction of community programs by outside agencies that will support student mental/emotional health

13. Expansion of Region 6, Systems of Care, and Communities that Care grants, including adopting universal mental health screener, to meet students needs.

18. Adding additional resources for suicide prevention (hotlines visibly posted, new contact made with Guidance)

19. Survey areas schools to gather information about LMHP practices

-Grant for more in-site hours from Arbor Family

-Established "room of requirement"

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## March Elementary Principal Report 2024

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**Valentine's Parties** – Elementary students celebrated their Valentine's Day parties in classrooms on February 14th. Many parents were in attendance. Classrooms had organized games, treats, and activities for students.

**National Dental Month** - February is dental health month. Mrs. Holk, our school nurse, visited every classroom and discussed dental health. Toothbrushes and toothpaste was donated and given to each student! Classrooms participated in activities and projects.

Dentists who donated for Children's Dental Health Month:

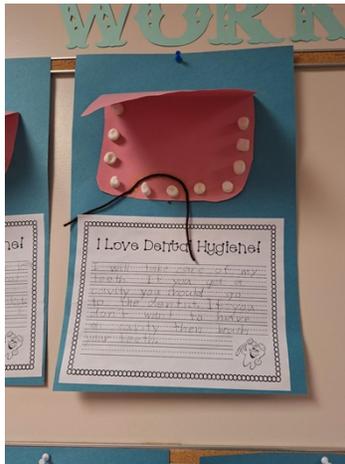
Gufford Dental

Fremont Family Dentistry

Fremont Dental Group

Nye Ave Dental

Fremont Children's Dentistry



**S.O.A.R.** - The elementary school has been working on common language and common expectations. We are asking students to S.O.A.R - Be Safe, Own Behaviors, Be Active Learners, and Be Respectful. We have been teaching and modeling these behaviors in specific areas in the building. We have already taught and reinforced morning routines, hallway behaviors, bathroom behaviors, and lunchroom behaviors.

**If You Give a Student a Pancake Breakfast** - In partnership with the PTO and the Kitchen staff we served 268 students and adults a pancake breakfast Friday, March 1st as the culmination of a fun-filled week of celebrating Read Across America Week!



**Donations for Project Harmony** - The elementary participated with the middle/high school to collect new stuffed animal donations for children that visit Project Harmony. It was a great event that was organized by Cassondra Rolland.

# **Secondary Principal's Report**

## **March 2024 Board Meeting**

### **Stuffed Animal Drive**

Here is a direct example of how one person's initiative (Mrs. Rolland) can move a community to make a difference. We collected 506 stuffed animals, 4 fleece blankets, 18 mini plush keychains and \$21 for Project Harmony of Omaha which provides support to child abuse victims.

### **Blood Drive**

The Annual Red Cross Blood Drive hosted by the NHS will be held on March 13.

### **New Courses - Enrollment Requests**

US Military History I - 13

US Military History II - 9

Intro. to Sports Medicine - 18

### **Spanish Honors**

The Nebraska Department of Education recognized 65 Distinguished World Language Scholars during World Language Week 2024. The World Language Distinguished Scholar Award recognizes Nebraska students for their leadership in language learning, commitment to language study, appreciation for cultural diversity, and communicative competence. Students were nominated by their teachers and submitted a portfolio.

#### **High Honors**

Katherine Douglas

Spanish Novice (Level 1 & 2)

Arlington High School

Elsa Glasford, Teacher

#### **STAMP Test (Standards-based measurement of proficiency)**

Blaine Vogt took the Spanish STAMP test in the Department of Modern Languages and Literatures at UNL. His score qualifies him for the Gold Bilingual Seal of Biliteracy.

## ArloStriv

ArloStriv was selected to broadcast two quarterfinal games for the Class A state girls basketball tournament on Wednesday, February 28. We are so proud of their efforts and appreciate that they are being recognized for their hard work.



## State Leadership Conferences

FFA - April 3-5

FBLA - April 11-13

SkillsUSA - April 11-13

## FFA

Arlington FFA State Proficiency Results

Brooke Hilgenkamp - the first state proficiency finalist in Arlington FFA history!

**STATE PROFICIENCY RESULTS**

**State Results**

- Brooke H. - Gold Finalist - Vet Science Placement
- Libby H. - Gold Rating - Equine Science Placement
- Aaron F. - Gold Rating - Grain Production Placement
- John VB. - Gold Rating - Diversified Ag Placement
- Blaine V. - Silver Rating - Diversified Ag Placement
- Ethan H. - Silver Rating - Goat Production Placement
- Henry L. - Bronze Rating - Beef Production Placement

## Winter Sports Season

Congratulations to the dance team for their performances at state dance. The dance team was 7<sup>th</sup> in their Jazz routine and 11<sup>th</sup> in their Hip Hop routine. The girls' basketball team finished up with a record of 21-5. Emme Timm was selected as first team, Britt Nielsen and Macy Wolf as selected to second team Nebraska Capitol Conference. The boys' basketball team finished with a 9-14 record and Trent Koger was selected as second team and Oliver Ladehoff was selected as honorable mention for the Nebraska Capitol Conference. In wrestling we had Brooklyn Ruskamp at 105 and Kelise Krivohlavek at 125 qualify for the state wrestling championships. **Kelise made Arlington History as the first female wrestling medalist. Kelise finished 4<sup>th</sup> in the state at 125!** Braxton Soll at 126 and Kolton Gilmore at 165 qualified for the state wrestling championships. We also had two state qualifiers in swimming, Elisibeth Meyer, Dathan Hansen. Lizzie's 400 freestyle relay finished 4<sup>th</sup>, 200 medley relay finished 7<sup>th</sup>, 200 free relay finished 8<sup>th</sup>. **Lizzie is an 8-time state medalist!**





Show Times: Arlington High School Gym  
Friday March 15, 2024 7 PM Ticket Price:  
Saturday March 16, 2024 2PM Adults \$12.00  
Saturday March 16, 2024 7PM Students/ Seniors \$8.00

Questions? Contact: [allison.mastny@apseagles.org](mailto:allison.mastny@apseagles.org)

## Back to the 80's

written by Neil Gooding

Additional material by Stuart Smith  
Revised Orchestrations and Arrangements by Brett Foster  
Original Musical Adaptation by Scott Copeman

Back to the 80's  
Is presented through special arrangement with Music Theatre International (MTI).  
All Authorized performance materials are also supplied by MTI.  
[www.mtishows.com](http://www.mtishows.com)

### Key Up Coming Dates

- Back to the 80's on March 15<sup>th</sup> at 7pm and 16<sup>th</sup> at 2pm and 7pm.
- On April 27<sup>th</sup> the NCC track meet will be at Conestoga.
- On April 26<sup>th</sup> we will host the Arlington Boys Golf Invite.
- On May 2<sup>th</sup> we will host the Arlington Track Invite.
- On May 3<sup>rd</sup> we will host the Arlington Jr. Track Invite.

**Arlington Public School (890024)**

**Review ID: 6526**

**Exit Conference Date: 2/13/2024**

**Review Year: 2023-2024**

**Month of Review: December**

**Lead Reviewer: Minya Ridenour**

Area	Findings ID	Finding Description	Required Corrective Action
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**Sponsor - Level Findings**

1000 - Local School Wellness Policy	V-1000	The School Food Authority's (SFA) Local Wellness Policy did not contain all of the required elements, such as Triennial Assessment, Documentation, and Public Involvement (to include all groups). Regulation: 7 CFR 210.31	Please submit a copy of the approved Local School Wellness Policy containing all required element. Please describe the processes that will be put into place to prevent this finding from reoccurring in the future at all sites.
1600 - School Breakfast and SFSP Outreach	V-1600	The sponsor did not inform eligible families about the availability and location of free meals for students via the Summer Food Service Program. Regulation: 7 CFR 210.12(d)	Please describe the processes that will be put into place to keep this finding from reoccurring in the future at all sites.
200 - Verification	V-0200	The SFA does not have documentation demonstrating that a confirmation review as conducted. The section for filling out who and when it took place is blank on both applications selected for verification.7 CFR 245.6a(e) Activities prior to household notification	1.Provide the name(s) and title(s) of the SFA representative(s) that will ensure compliance.2.Provide a statement of understanding that the SFA will complete a confirmation review on all applications that are selected for verification.
800 - Civil Rights	V-0800	Program materials do not include the correct nondiscrimination statement. The district does not have the most current version of the non-discrimination statement on the district website or in the student handbooks. Regulation:FNS Instruction 113-1 IX A 3	Please submit a copy of the students handbooks and a link to the district website which show the current nondiscrimination statement included. Please describe the processes that will be put into place to prevent this finding from reoccurring in the future at all sites.

**Site - Level Findings: Arlington Public School (0001)**

1400 - Food Safety	V-1400	The following items were found to not be compliant with USDA Buy American Provision:1) Mandarin Oranges was product of China2) Pineapple Tidbits was a product of Thailand and Indonesia3) Banans was a product of Ecuador4) Cherry Tomatoes was a product of Mexico. The SFA did not have documentation for Buy American exception. SFAs are required to purchase, to the maximum extent practicable, food that is produced and processed in the US. Limited exceptions are allowable, but SFAs must keep documentation justifying the exceptions. Exceptions could include limited availability or significant price differences. A worksheet to document the exceptions is available on the DESE FNS website at: <a href="https://dese.mo.gov/financial-admin-services/food-nutrition-services/procurement">https://dese.mo.gov/financial-admin-services/food-nutrition-services/procurement</a>	Provide documentation of domestic replacement for any items that were not products of the United States or provide documentation justifying the exceptions to the Buy American Provision.
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**COMMENDATIONS:**

1. The multiple staff members helping to administer the program work very well together to ensure the Child Nutrition Program is following the regulations. It was a team effort and getting all the documentation for the Off-Site portion of the review was provided as quickly as possible.
2. The Food Service Director has been administering the Child Nutrition Program for quite a while and has a good understanding of how to manage the program, the kitchen staff and provide good meals to the students. She has added a salad bar for the students as part of the reimbursable meal with a large assortment of fresh vegetables. She is doing an excellent job for the staff and students at Arlington Public Schools.
3. The Child Nutrition Staff follow the Food Safety/HACCP Plan and have a very clean workspace. The food they offered was attractive and the students enjoyed the meal. All the staff have a good rapport with the students and the atmosphere in the cafeteria was pleasant. They worked well together to ensure everything was ready on time and there was food for all students even at the end of the serving time.



# NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

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. All Dates & Locations Tentative & Subject to Change

Events & Networking - <https://members.nasbonline.org/events>



## Finance Workshops - Lincoln, North Platte, & Gering

Amplified Finance / Budget & Finance Workshop - March 5 - Lincoln

Amplified Finance / Budget & Finance Workshop - March 19 - North Platte

Amplified Finance Workshop - March 20 - Gering

## State Conference Call for Proposals - Due March 14

You are invited to submit a proposal for a breakout session to showcase innovation in your district. Visit <https://nasb.envisiams.com/proposals> and log in with your email and password to submit a breakout session proposal. The Conference will be held November 20-22 in Omaha.

## NAEP State Convention - March 27-28 - Kearney



## NASB Leadership Workshop - June 5-6 - Lincoln

NASB Member Golf Outing - June 12 - Kearney

School Leaders & Law Conference - June 12-13 - Kearney



Continued on Page 2



Leadership

Innovation

Vision

Engagement

#liveNASB

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The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)

# NASB BOARD QUICKS

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PAGE 2



Candidate Workshops - Ogallala, Hastings, Ord & Milford

ALICAP Summer Workshops - Gering, Kearney & Lincoln



## YOUR 2024 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>


Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)



# Nebraska Rural Community Schools Association

*Member Update*

*March 7, 2024*



*Photo Credit: Lexington Public Schools*



[www.nrcsa.net](http://www.nrcsa.net)



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



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)



# *NRCSA Calendar*

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## **NRCSA Events**

### **NRCSA Spring Conference**

March 14 & 15, 2024

Crowne Plaza & Younes North Convention Center in  
Kearney

[\*\*More about this event\*\*](#)

### **NRCSA Golf Tournament**

July 23, 2024

Meadowlark Hills Golf Course in Kearney

[\*\*More about this event\*\*](#)

### **NRCSA Legislative Forum**

February 20, 2025

Cornhusker Hotel in Lincoln

[\*\*More about this event\*\*](#)

## **Committee Meetings**

### **NRCSA Legislative Committee**

January to April 2024

Every Thursday during the Legislative Session

Via Zoom

### **NRCSA Executive Committee**

March 12, 2024

7:00 PM, Room 174

Holiday Inn in Kearney

### **NRCSA Executive Committee**

June, 2024

Time & Location TBD

## *NRCSA Search Service*

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



### **Raymond Central Public Schools**

Search Complete



### **Sioux County Public Schools**

Search Complete

Access the Members area of [www.nrcsa.net](http://www.nrcsa.net) anytime.

**Login: member Password: playground**

**The NRCSA Spring Conference is just one week away!** There is still time to register! The Conference will be held on March 14 & 15, 2024 at the Crowne Plaza and Younes North Convention Center in Kearney. There will be many informative and timely sessions regarding school law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference. Be sure to make plans for you and your board members to attend.

NCRSA is pleased to partner with FranklinCovey, the most trusted leadership company worldwide, to provide NRCSA members with the opportunity for a free pre-conference as a companion to the Spring Conference. The first 150 people to register will have the opportunity to receive a full day of leadership focused professional development on March 13 with the opportunity for another free remote day at a later time. **Register now to secure your spot. Again, this is 100% free to NRCSA members but limited to 150 attendees.**

Some thoughts on who might consider signing up for this free preconference:

- Newer in their administrative careers Superintendents or Principals who would like to look at ways in which they can grow their individual leadership skills
- Whole administrative teams that want to consider how they might redefine their team leadership
- Board of Education Presidents who want to grow their leadership capabilities
- Veteran Superintendents or Principals who want to pick up some ideas for growing their leadership skills
- Teachers who are preparing to enter the Administrative field in the coming years

#### About the session

In the context of leadership in rural schools, the dynamic landscape of the world is undergoing unprecedented changes.

Leaders in rural educational settings find themselves navigating uncharted territories, making numerous decisions daily, and confronting challenges that were previously unknown. The strategies that proved effective yesterday may undergo overnight transformations. The pace of change is relentless, and the stakes are elevated. However, the potential rewards are significant for those who can guide a team to consistently achieve outstanding results.

Given the rapid and constant changes, how can leaders in rural schools stay ahead of the curve and set themselves and their teams apart?

#### **Introducing The 4 Essential Roles of Leadership.**

### **NRCSA Leadership**

Mark Lenihan, President.  
Wayne Community Schools

Dr. Dawn Lewis, Past President.  
Arlington Public Schools

Dr. Heather Nebesniak, Pres-Elect.  
Ord Public Schools

Chris Prosocki, Secretary.  
Southern School District # 1

### **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

Jane Davis, Southwest  
Hershey Public Schools

### **Executive Director:**

Jack Moles

### **Lobbyists:**

Jon Edwards  
Scott Moore  
Russell Westerhold

### **Legislative Co- Chairs:**

Dr. Jason Dolliver  
Pender Public Schools

Bryce Jorgenson  
Southern Valley Schools

### **Scholarship & Recognition Co Chairs:**

Tim Heckenlively,  
Falls City Public Schools

Jim Widdifield  
Minden Public Schools

Even amidst the turbulence of the times, there exist four leadership roles that strongly indicate success. Termed essential, these leadership roles play a pivotal role in guiding leaders in rural schools. As leaders conscientiously guide themselves and their teams in harmony with these roles, they establish the groundwork for effective leadership. This is ideal leadership development for superintendents, principals, teacher leaders, and board presidents.

Thank you to Sam Stetcher for Making this Possible. After 26 serving in Nebraska Public Education, Sam has changed lanes. He now works for FranklinCovey, who you most likely know because of the 7 Habits of Highly Effective People. FranklinCovey has a funding partner passionate about helping school leaders increase their capacity to excel. They are kicking in money so that school leaders can have access to professional development called The 4 Essential Roles of Leadership. This isn't fluff. It's world class leadership development that normally comes at a pretty high price point. But through a collaboration between NRCSA and FranklinCovey, we can offer this to members at no cost.

**[Sam has recorded a short promotional video about the Pre-Conference.](#)**

### Registration Forms

**[2024 NRCSA Spring Conference Registration Form](#)** (online version)

**[2024 NRCSA Spring Conference Registration Form](#)** (MS Word version)

### **Check your registration**

The current list of attendees is available through the link below. If your name appears on this list you ARE registered for the conference. If your name does not appear you are NOT currently registered to attend.

**[2024 Spring Conference Registrants](#)**

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# 2024 NRCSA Spring Conference

The 2024 NRCSA Spring Conference will be held on March 14 & 15, 2024, at the Crowne Plaza and Younes North Convention Center in Kearney.

There will be many informative and timely sessions regarding law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference.

As usual, there will be many opportunities for networking and informal discussions with attendees from other schools!

**Be sure and make plans to attend!!**

## Room Reservations

There are several hotels in and around the area. Attendees will need to make room arrangements for the conference.

These hotels participate in group rates for Spring Conference

Crowne Plaza (308) 238-7000  
Hampton Inn (308) 234-3400

These hotels do NOT participate in group rates

Holiday Inn (308) 237-5971  
Comfort Inn & Suites (308) 236-3400  
La Quinta Inn & Suites (308) 237-4400  
America Inn & Suites (308) 234-7800  
Fairfield Inn (308) 236-4200  
Holiday Inn Express (308) 234-8100  
Microtel Inn & Suites (308) 698-3003  
New Victorian Inn & Suites (308) 237-5858  
Wingate Inn (308) 237-4400

## Program Highlights

### Wednesday March 13, 2024

**10:00 AM Pre-Conference:** 4 Essensial Roles of Leadership

**Presented by:**



**6:30 PM** Exhibitor Check-In and Set-Up

**7:00 PM** Early Registration and Hospitality Rooms Open

### Thursday March 14, 2024

**7:15 AM** Registration & Exhibit Hall Open

**8:00 AM** General Session

**11:00 AM – 11:50 AM** Select-a-Session I

**12:00 PM** General Session

**2:20 PM - 3:10 PM** Select-a-Session II

**3:35 PM - 4:25 PM** Select-a-Session III

**6:00 PM** Country Buffet

**7:00 PM** Hospitality Rooms Open

### Friday March 15, 2024

**7:30 AM** Registration Open

**8:00 AM- 8:50 AM** Select-a-Session IV

**9:00 AM – 9:50 AM** Select-a-Session V

**10:00 AM** Brunch

**10:50 AM** Closing Session

**12:50 PM** Gifts, Prizes, & Giveaways



**NRCSA Spring Conference  
March 13 - 15, 2024  
Crowne Plaza & Younes North Convention Center**

**Registration Form**

School or Institution Name: \_\_\_\_\_

District Phone No: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Contact Person e-mail Address: \_\_\_\_\_

**Pre-Conference Leadership Seminar – 10:00 AM Wednesday, March 13, 2024**

**4 Essential Roles of Leadership** brought to you by:



Registrant's Full Name	Name for Nametag	Wednesday Lunch 3-13-24
 John Smith	John	X

*This pre-conference leadership seminar by FranklinCovey is free for NRCSA members but space is limited to the first 150 registrants.*

**2024 NRCSA Spring Conference – March 14 & 15, 2023**

Please register **ONLY** for the meals the registrant will attend  
**\*\*Note: Meal Fees are included in Conference Fees\*\***

Registrant's Full Name	Name for Nametag	Conference Fees: \$220.00 – Member \$360.00 – Non-Member	Thursday Lunch 3-14-24	Thursday Dinner 3-14-24	Friday Brunch 3-15-24	Total
John Smith	John	\$220.00	X	X	X	\$220.00

Spouses/Guests	Additional Meals for Spouses or Guests		\$30.00	\$25.00	\$23.00	Total
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				

Make Checks Payable to: **NRCSA**

**Total Enclosed:**

Mail or Fax Registrations To:

**NRCSA Spring Conference**  
**455 S. 11th St, Ste B**  
**Lincoln, NE 68508**

**Fax: (402) 476-7740**

**Or register on-line at: [www.nrcsa.net](http://www.nrcsa.net)**

**NO REFUNDS AFTER March 11**

**The 2024 NRCSA Legislative Forum was held on Tuesday, February 20, at the Lincoln Cornhusker Marriott.** About 100 were in attendance to hear very timely reports on legislative issues. The list of speakers included:

8:30 a.m.--NRCSA Lobbyist Russ Westerhold and Jack Moles

9:00 a.m.--Sen. Murman

9:30 a.m.--Sen. Hughes

10:00 a.m.--Rebecca Firestone, Open Sky

10:30 a.m.--Sen. Dorn

11:00 a.m.--Sen. Brandt

11:30 a.m.--Sen. Dungan



*Senator Dave Murman*



*Senator Myron Dorn*



*Milford Board President Dave Welsch & Senator Tom Brandt*

## **Use Grab and Go and Delivery for Summer Food Service this Summer**



The Summer Food Service Program (SFSP) now allows Grab and Go and Delivery in eligible rural communities across our state.

With the new rural non-congregate option, made permanent in 2022, SFSP sponsors can use options made available during the pandemic each summer for bulk meals, delivery, grab and go along with Parent Pick Up meal options. In other words, kids are no longer required to be in-person to receive summer meals.

Rural sponsors using new grab and go or delivery options who are located in areas with over 50% area poverty or students using FRP meals can serve meals to all children, similar to traditional SFSP service. If sponsors are in a USDA-designated rural area but don't meet the 50% area poverty threshold, that sponsor can still serve SFSP but must limit those free meals only to students participating in FRP meals.

This is a huge opportunity since a grab and go or delivery service almost always entails prior communication with families about the number of meals requested for a pick up or drop off. Sponsors can simply target your outreach to families already participating in free or reduced-price meals and you can reach dozens of families with multi-day meals!

This new option is a great way to get meals to kids during summer! We hope you'll consider it for this summer or the future.

Find resources below or reach out to the Nebraska Department of Ed Nutrition Services at 402-471-2488 or 800-731-2233, or via email at [nde.nsweb@nebraska.gov](mailto:nde.nsweb@nebraska.gov).

[\*\*Appleseed SFSP Rural Non-congregate 2-page Explainer\*\*](#)

[\*\*NDE SFSP Expansion Grant\*\*](#) (up to \$15K)

[\*\*USDA map of rural-designated areas\*\*](#)

[\*\*USDA map of areas eligible for SFSP sites\*\*](#)

[\*\*NDE SFSP webpage\*\*](#)

[\*\*USDA SFSP webpage\*\*](#)

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Eric Savaiano

Economic Justice Program Manager

Food and Nutrition Access

he/him/his

Nebraska Appleseed

PO Box 83613 | Lincoln, NE 68501-3613

p 402-438-8853 x 126

f 402-438-0263



**The Unicameral is now over half of the way through its 60-day session.** Hearings on bills were completed last week, at which point the Unicameral moved to full day floor debate. The NRCSA Legislative Committee plans on meeting most Thursdays during the session to discuss NRCSA's views on bills. NRCSA will attempt to keep you as up-to-date as possible as to what is going on in the Unicameral. If you have questions please don't hesitate to contact Jack.

Here is NRCSA's list of bills of interest to education. This list has been pared down to bills that have the most likely chance of moving.

### **NRCSA Bills of Interest**

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**NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years.** They provide great information on the fiscal impact of legislation that is very helpful to me in my work as NRCSA's chief lobbyist. I would encourage Superintendents and Board of Education members to sign up to receive Open Sky's email updates.

Open Sky has developed some awesome Nebraska Public School District Profiles instruments. It provides much information that can be used to tell the story of your district in comparison to other districts when discussing school finance. The instruments can be accessed at:

**<https://www.openskypolicy.org/schooldistrictprofiles>**

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at <https://bit.ly/OpenSkyUpdates> **<https://bit.ly/OpenSkyUpdates>** or contact Todd Henrichs at **[thenrichs@openskypolicy.org](mailto:thenrichs@openskypolicy.org)**.

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**NRCSA will be seeking volunteers for both elected and appointed positions for 2023-24.** Interested persons may self nominate or be nominated by another person. If you would like to nominate yourself or nominate someone else please contact Jack Moles. Open positions will be:

#### **Executive Committee:**

**President-Elect** - This is a Statewide position voted on by all NRCSA members. The elected candidate will serve a three-year term as President-Elect, then President, and then Past President. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

**West Dist Representative** - Eugene Hanks is finishing his first term and is eligible to run for a second term of office. He has indicated that he intends to run for a second term. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

**Northeast Dist Representative** - Dr. Jon Cerny is finishing his appointment to fill Dr. Dawn Lewis's term and is NOT going to run for his own term of office. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

South Central Dist Representative - Jon Davis is finishing his first term and is eligible to run for a second term of office. He has indicated that he intends to run for a second term. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

Southwest Dist Representative - Jane Davis is finishing Alan Garey's first term and is eligible to run for her own term of office. She has indicated that she plans to run for her own term of office. District Representatives serve three-year terms and may serve two consecutive terms. District Representatives are voted on only by members in the NRCSA District. Candidates must be from a NRCSA member school district and membership in NRCSA must be maintained throughout the length of service.

### **Legislative Committee:**

Co-Chair Dr. Jason Dolliver is finishing his second term and can be appointed to a third term.

Vern Fisher, Superintendent at Gibbon (South Central Dist) is completing his first term on the Legislative Committee and can be appointed to a second term. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

Dr. Nick Mumm, Superintendent at Giltner (Southeast Dist) is completing his first term on the Legislative Committee and can be appointed to a second term. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

Patrick Ningen, Superintendent at North Bend Central (Southeast Dist) is completing his first term on the Legislative Committee and can be appointed to a second term. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

Hqrlan Ptomey, Superintendent at Cedar Bluffs (Southeast Dist) is completing his second term on the Legislative Committee.. Legislative Committee members are appointed by the Executive Committee and serve three-year terms with a limit of two consecutive terms.

### **Scholarship & Recognition Committee:**

Mike Eldridge, Superintendent at East Butler (Southeast Dist); Kyle Finke, Superintendent at Summerland (Northeast Dist); Dade McDonald, Superintendent at McCool Junction (Southeast Dist), and Dr. Kathy Urbanek, Superintendent at Mitchell (West Dist) are all completing two years of service on the Committee. Scholarship and Recognition Committee members are appointed by the Executive Committee and serve a term of two years.

### **Closing the Achievement Gap Research Team:**

There are no known openings on this committee in 2023-24. Closing the Achievement Gap Research Team members are appointed by the Executive Committee.

### **Rural Teacher Committee:**

Open positions on the committee will be appointed by the Executive Committee. At present, we do expect two openings on the committee for 2024-25.

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**At the Membership Meeting during the Spring Conference on Friday, March 15**, the Executive Committee will be presenting updated NRCSA Constitution/By-Laws for approval by the membership. According to NRCSA rules, such issues must be shared with the membership prior to the meeting. Below are links to a working copy with suggested revisions and a proposed copies that will be voted on for adoption.

[Working copy](#)

[Proposed copy](#)

**The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS.** The report “looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support”. The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

### [Why Rural Matters](#)

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**The National Rural Education Advocacy Coalition (NREAC) partnered with AASA in producing a report on REAP. REAP is a program that benefits many of our smaller districts.** The report can be accessed here:

<https://www.aasa.org/docs/default-source/resources/reports/rural-education-achievement-program-survey-report.pdf>

### [Understanding REAP](#)

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**NRCSA is pleased to announce a partnership with New Leaf Teletherapy.** New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA recently hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

### [New Leaf PowerPoint Presentation](#)

### [New Leaf Zoom Meeting](#) (recording)



If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.

---

**Board of Education meeting visits.** Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 97 such meetings. I recently attended the Board meetings at Hitchcock County and Hayes Center on Feb. 12 and ESU 15 and Chase County on Feb. 13. Upcoming visits to Board meetings include:

**Monday, March 11** at Battle Creek and Randolph

**Monday, March 18** at Sterling

**Monday, April 8** at Tekamah-Herman and Oakland-Craig

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.

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.



*NRCSA EXECUTIVE DIRECTOR JACK MOLES WITH THE CHASE COUNTY BOARD OF EDUCATION & SUPT. ADAM LAMBERT*

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**The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:**

**Tobacco Free Schools.** Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are here.

**Improving Cardiac Response in Schools.** In the aftermath of a cardiac emergency -minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. This is especially true in rural communities where EMS resources are often further away. We recently launched a series of new tools to help schools, youth sports, and other entities develop Cardiac Emergency Response Plans. These plans consider: access to functioning AED’s, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency.

For questions about these or other initiatives, please reach out to Tim Nikolai, Sr. Rural Health Director, at Tim.Nikolai@heart.org.

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association’s** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I’m focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning.*

*Much of the country was watching – or has followed since – the **collapse of Buffalo Bills’ safety, Damar Hamlin, on Monday Night Football.** Fortunately, Damar’s story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually.** For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

*We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:*

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

***Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I’m happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.***

*Finally, at the risk of sharing too much – a few other notes I wanted to highlight.*

- *I’ve attached an invitation for our **Fall Educator Series.** Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You’ll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

### **[American Heart Association Service Summary](#)**

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### **Farm to School Network Takes Root in Nebraska**

The Nebraska Department of Education, Center for Rural Affairs, Nebraska Extension, Buy Fresh Buy Local, and No More Empty Pots are pleased to announce the establishment of the Farm to School Network in Nebraska. The network aims to increase access to fresh and nutritious foods in Nebraska schools and strengthen connections between local farmers, educators, and communities.

To build this network, a Network Development Committee and Advisory Committee will lead the process and guide stakeholders to create a strategic, collective action plan that will move farm to school forward in Nebraska.

The Network Committees are made up of representatives from key organizations and institutions across the state and are focused on breaking down barriers standing in the way of implementing farm to school initiatives.

The Network Committees will begin the network building process with mapping community assets, phase one of the Nebraska Farm to School Network Timeline. Through this phase, they will collect information on existing farm to school activities in the state and establish a vision for the network.

All stakeholders interested in building a stronger and healthier food system in Nebraska may participate in upcoming virtual and in-person listening sessions. These listening sessions will take place from October 10th to 18th and provide a platform for sharing information about current farm to school activities and discussing the future vision for the network.

“Pillars to farm to school success in a state include partnerships, policies, and supportive programming. A network will support development of these initiatives,” said Sarah Smith, Nebraska Department of Education Farm to School Specialist and Project Director.

To register for the listening sessions or to learn more about the Nebraska Farm to School Network, please visit the [Network’s webpage](#).

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**Southern Superintendent Chris Prosocki has shared a sample Superintendent Checklist that he uses.** I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendentcy. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

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**The ESUCC and ESU 3 have shared a document which outlines all of the trainings and mandates that are required of districts.** The document, “School District Plans, Policies, and Annual Trainings Requirements”, is a handy reminder for districts. Thanks to ESUCC Executive Director Kraig Lofquist and ESU 3 Administrator Dan Schnoes for developing and distributing this handy tool. The document may be accessed here:

[School District Plans, Policies, & Annual Trainings](#)

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**We urge you to consider participation in the NRCSA Partner OneCard program** 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 on each individual card, 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. For 2022-23, 97 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. 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 2022-23, the rebate was almost \$29,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles ([jmoles@nrca.net](mailto:jmoles@nrca.net)) or Jeff Bundy ([jbundy@nrca.net](mailto:jbundy@nrca.net)).



**NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.**

**MARCH 2024:**

\* Battle Creek won the Class C Boys Wrestling championship, with Broken Bow finishing as the runner-up.

**BATTLE CREEK CLASS C STATE WRESTLING CHAMPS!**



\* Three NRCSA-member schools won State Championships in the Girls State Basketball Tournament. Yutan won the C2 Championship, their first ever 1st place finish. Pender won in D1, their second consecutive State Championship (last year's came in C2). Overton won in D2, which goes along with their Volleyball Championship this past fall.



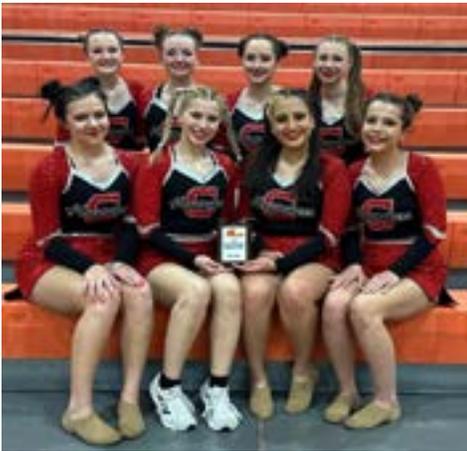
\* Many athletes from NRCSA-member schools won individual State Wrestling championships. Winning gold medals were:

- GIRLS–Jocelyn Prado (Johnson County Central), Sophia Schultz (Raymond Central), Jordyn Campbell (Yutan), Kayden Sipp (Adams Central), and Paola Vergara (O’Neill).
- CLASS B BOYS: Brock Malcom (Cozad) and Orion Parker (Plattsmouth).
- CLASS C BOYS: Kendall Schindler (David City), Zaiyahn Ornelas (Wilber-Clatonia), Ryan Stusse (Battle

Creek), Robbie Fisher (Crofton/Bloomfield), Dakota Gibson (Doniphan-Trumbull), John Alden (O'Neill), Tristan Burbach (Central City), Orrin Kuehn (Minden), Quinn Bailey (Chadron), Wyatt Tramp (Crofton/Bloomfield), Brek Thompson (Battle Creek), Jaret Peterson (Chase County), and Tycen Breckner (Doniphan-Trumbull).

- CLASS D BOYS: Brody Jensen (Burwell), Sebastian Saucedo (Shelton), Uriel Guzman (Palmer), Braxton Siebrandt (Wisner-Pilger), Cauly Kohl (Sutherland), Jarrett Dodson (Centennial), Taaron Lavicky (Axtell), Chase Gracey (Mullen), and Brett Bridger (Fullerton).

\* Squads from NRCSA-member schools were successful at the State Cheer and Dance Championships. Championships were won by Cozad (Class C1 Game Day and Class C1 Non-Tumbling/Non-Building), Osceola (Class C1/C2/D Tumbling and Class D Pom), Louisville (Class C2 Game Day, Class C2/D Traditional Performance, Class C2 Hip Hop, and Class C2 Pom), Loomis (Class D Game Day), Meridian (Class D Hip Hop), Hershey (Class C1 High Kick), Conestoga (Class C1 Hip Hop), Boone Central (Class C1 Pom), and Northwest (Class B Hip Hop).



COZAD CHEER



LOUISVILLE DANCE TEAM

\* The Nebraska Coaches Association, along with the National Football Foundation and Sideline Power, recognized several football teams with the 2023-24 NCA Football Team Academic Excellence Award. To qualify, teams had to have a cumulative team GPA of 3.00 or higher. Of the 26 teams honored, 14 are NRCSA member districts. Those NRCSA-member schools who were honored:

- CLASS C1: Lakeview, Gothenburg, Minden
- CLASS C2: Fillmore Central, Malcolm, Tri County
- CLASS D1: Exeter-Milligan/Friend, Hemingford

- CLASS D2: Kenesaw, Loomis, Niobrara/Verdigre

- CLASS D6: Hampton, Southwest, Sterling

\* The National Federation of State High School Associations (NFHS) and the Nebraska School Activities Association (NSAA) announced the 2022-23 NFHS/NSAA State Coaches of the Year. The coaches were honored during the Girls State Basketball Tournament. Those from NRCSA-member schools were: Jim Clarkson, Clarkson-Leigh (Football), Jason Dolliver, Pender (Girls Basketball), Luke Ericson, Osceola (Girls Track & Field), Ryan Glatter, Yutan/Mead (Softball), and Jim McLaughlin, Freeman (Boys Basketball).

\*The Nebraska Department of Education recognized 65 Distinguished World Language Scholars during World Language Week 2024. The World Language Distinguished Scholar Award recognizes Nebraska students for their leadership in language learning, commitment to language study, appreciation for cultural diversity, and communicative competence. Students were nominated by their teachers and submitted a portfolio. Students from NRCSA-member districts who were honored include:

- HIGH HONORS: Lily Pope, Elmwood-Murdock (Japanese), Brady Dahlberg, Thedford (Spanish), Danessa Buckles, Deshler (Spanish), Ember Hemmer, Conestoga (Spanish), Jaquelyn Ornelas-Ochoa, South Platte (Spanish), Jordyn Gentrup, Wisner-Pilger (Spanish), Josephine Moyer, West Point (Spanish), Katherine Douglas, Arlington (Spanish), Layla Formanack, Conestoga (Spanish), Madison Johnson, South Platte (Spanish), Madison Cheleen, South Platte (Spanish), Mia Rikli, Elmwood-Murdock (Spanish), Owen Miller, Fort Calhoun (Spanish), Rachel Mayes, West Point-Beemer (Spanish)
- HONORS: Nicholas Soto, Mullen (German), Allie Boyer, Mullen (Spanish), Ashlyn Zoubek, Wilber-Clatonia (Spanish), Hayden Bauder, Elmwood-Murdock (Spanish), Isabelle Reichman, South Platte (Spanish), Klayton Rinne, Dundy County-Stratton (Spanish), Sydney Porter, Wisner-Pilger (Spanish), Tate Pruess, Tekamah-Herman (Spanish), and Esperanza Diego, Elmwood-Murdock (Middle School Spanish).

\* Sportsmanship Award winners at the Girls State Basketball Tournament included NRCSA-members Clarkson/Leigh (C2), Bancroft-Rosalie (D1), and Overton (D2).



OVERTON: D2 GBB SPORTSMANSHIP WINNERS

**The National Rural Education Advocacy Consortium (of which NRCSA is a member) continues to represent rural education on the Federal level.** NREAC is an extension of the National Rural Education Association. Dr. Jon Habben, previous NRCSA Executive Director, serves as the NRCSA Federal Liaison.

A brief description of the six NREAC legislative priorities are as follows:

- 1) **EDUCATION FUNDING:** NREAC seeks preservation of critical federal funding for rural schools.
- 2) **REAP FUNDING:** NREAC urges Congress to increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School Program.
- 3) **INFRASTRUCTURE:** NREAC supports efforts to ensure any infrastructure proposal in Congress must include funding for modernizing or maintaining rural school facilities.
- 4) **FOOD AND NUTRITION:** NREAC supports any effort to streamline processes and reduce the administrative burdens related to school meal programs.
- 5) **SCHOOL SAFETY:** NREAC supports flexible federal formula funding streams that channel resources to rural school districts for school safety that recognizes the geographic and economic challenges in rural communities.
- 6) **BROADBAND AND CONNECTIVITY:** NREAC believes access to high-speed internet is critical for providing equitable access to learning for students in rural schools. As such, NREAC strongly supports maintaining E-Rate as an element of the Universal Service Fund in its current funding structure.

### **[NREAC Legislative Agenda](#)**

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**Last school year, NRCSA began a Principal Search Service.** This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

### **[NRCSA Principal Search Brochure](#)**

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**An outstanding opportunity is available for rural districts or ESUs to “grow their own” School Psychologist.** I highly encourage someone in your school or ESU to apply for admission to the Prairie Nebraska Project through UNL.

With generous funding from the Behavioral Health and Education Center of Nebraska, the University of Nebraska Lincoln’s School Psychology program is recruiting 10 rural Nebraska residents to complete an Educational Specialist degree in School Psychology. The Prairie Nebraska project uses synchronous and asynchronous online instruction to deliver a program of study that is highly accessible for rural Nebraska residents. Students will be able to complete the training in their own community without having to relocate to Lincoln. Prairie Nebraska funds will pay for the trainees’ tuition and fees. Upon successful completion of the program, Prairie Nebraska trainees will qualify for an endorsement towards a Nebraska Department of Education certificate in School Psychology.

Successful applicants to the Prairie Nebraska program will:

- Live and work in any Nebraska county excluding Douglas, Lancaster, Sarpy, Washington, or Cass Counties.
- Have a recommendation from an ESU or school administrator with a commitment by the school/ESU to provide the experiences and supervision that trainees will need to complete the program.
- Apply to and be accepted into the University of Nebraska Lincoln Educational Specialist program in School Psychology.

Due to restrictions associated with the ARPA funds, all project-funded activities must be completed by December 2025. Consequently, we will be recruiting very quickly – with review of applicants beginning on

April 1, 2023 and continuing until the program is filled. Coursework and supervised practica will be tightly scheduled and offered one course at a time. Formal, synchronous courses and meetings will be scheduled outside of typical work hours (e.g., 5 PM or later) and will emphasize projects, assignments, and activities that have practical utility to prepare students for day-to-day practice as School Psychologists.

Interested applicants should email Beth Doll, [bdoll2@unl.edu](mailto:bdoll2@unl.edu) and include their:

- Name, email, and phone number
- Mailing address, including county of residence
- The school district or Educational Service Unit that is likely to provide their recommendation and commitment for supervised experiences

**NRCSA developed a corporate sponsorship/partnership program.** The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

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### **New Collaboration Seeks to Address Principal Shortage and Strengthen Professional Development**

A new collaboration designed to address the shortage of future principals and strengthen professional development of current school leaders is underway. The project, entitled, Growth-Oriented Leadership Development (GOLD) is being coordinated by members of the UNL Department of Educational Administration, in partnership with NRCSA, NCSA, ESUs, and NDE.

“We’re seeking federal funds to develop current and future principals from within—a grow your own model, said Nick Pace, chair of the UNL Educational Administration Department. Over the next several months, Pace says a team led by professors Jiangang Xia and Scott Sturgeon will be inviting districts to join the effort. The team is inviting approximately 60 schools to participate, with half receiving focused training while the other half continues its current efforts without the training. Districts not initially selected for the training group would be first in line for the next round of the program, if funded.

Districts interested in participating should watch for information through NRCSA updates, ESU superintendent meetings, or by contacting Pace, Xia, or Sturgeon.

[Nick.Pace@unl.edu](mailto:Nick.Pace@unl.edu), [Jxia@unl.edu](mailto:Jxia@unl.edu), [ssturgeon2@unl.edu](mailto:ssturgeon2@unl.edu)

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## **Cornhusker International Trucks**

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## **MCL Construction**

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# Purple Ribbon Partners



## **Network For Educator Effectiveness (NEE)**

Marc Doss  
288 Maguire Blvd  
Columbia, MO 65211  
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dossm@missouri.edu



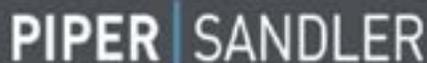
## **Tremco Roofing**

Tyler Petersen  
3735 Green Road  
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## **Voss Lighting**

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## **Piper Sandler & Co**

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## **Trane Technologies**

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**One of the benefits for our Purple Ribbon Partners is the opportunity to submit an article for the monthly Member Update.** This month we proudly recognize:



Realize the power of partnership.

### **Piper Sandler & Co. and Rural Education**

Founded in 1895, Piper Sandler Companies (NYSE: PIPR) is a client-focused, full-service investment banking firm dedicated to delivering superior financial advice, transaction execution and investment products within selected sectors of the financial services marketplace. Piper Sandler is divided into two primary segments: 1) public finance and fixed income services, and 2) investment banking and equities.

The Piper Sandler public finance group is staffed by 154 investment bankers in 42 offices, with 3 bankers located in Nebraska. Our investment bankers possess the understanding, knowledge and creativity needed to meet the capital needs of rural education issuers. We are committed to and capable of meeting the financing needs of clients of all sizes.

At Piper Sandler, we enable growth and success for our clients through deep sector expertise, candid advice and a differentiated highly productive culture. We transcend transactions to define possibilities—enabling clients to achieve their short-term goals while realizing their long-term vision. In the public finance market, we are a leader in K-12 school district financings. From 2018 to 2022, we were sole or senior manager on \$29.41 billion in negotiated long-term financings for primary and secondary education school financings (Source: Thomson Reuters). Supported by the firm's broad national platform, our expert teams leverage localized knowledge to facilitate the issuance of tax-exempt and taxable debt across a range of sectors.

As a national leader in education finance, our focus is not simply on executing the transaction at hand, but rather on providing excellent service and establishing long-term relationships with our clients. Our experts are regionally placed, deeply involved in and committed to serving the communities in which we live and work. We are able to provide rural education issuers with access to national markets, resulting in a lower cost of borrowing.

**Since 2019, Piper Sandler has partnered with rural school districts in the Midwest (including NE, IA, KS and MO) on 400+ financings, totaling over \$2.7 billion.**

Rural education issuers benefit from selecting Piper Sandler for their financings for the following reasons:

- We believe in transparency and are committed to educating our clients on the bond election and bond issuance process so administration, professional staff, and your board of education feels confident with the decisions made during the process. Our approach is to be forthright about all financing options available to the district and use common terms to explain the advantages/disadvantages of each. Again, our emphasis is always on what is best for the district.
- We always look at a variety of financing options and solutions to make sure we are providing the lowest borrowing costs in the current market that meet the district's financial goals. Our approach is to always place our clients' interests first instead of what would be best for our firm.
- We are among the top underwriting firms in the nation, as well as Nebraska, and consistently provide competitive interest rates for our clients. We bring a top bond underwriting firm and national expertise/resources to your district with exceptional local public finance expertise.
- Our strong underwriting and private placement practice services stand to benefit rural schools in Nebraska and elsewhere when it comes to financing new construction and other capital improvements.

For all your financing needs please contact us at the following:

**Jay Spearman, Managing Director**

[jay.spearman@psc.com](mailto:jay.spearman@psc.com)

402-599-0307

**Scott Keene, Managing Director**

[scott.keene@psc.com](mailto:scott.keene@psc.com)

402-325-1199

**Bruce Lefler, Managing Director**

[bruce.lefler@psc.com](mailto:bruce.lefler@psc.com)

402-599-3248

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# MEMBER SPOTLIGHT

## *Cody-Kilgore Unified Schools*



**Mascot:** Cowboys

**Enrollment:** 157

**Location(s):** Cody, NE & Kilgore, NE

**Interesting Fact:** It is well known now but we run a school ran store. Students go down to the store throughout the school day to take Business classes and learn how to run a store. A good number of students work there on the weekends and after school. We are proud of our store as it helps our small community.



**Superintendent:** Ryan Orrick



**Principal:** Tony Galvin

**Board of Education:** Adam Naslund - President, Tim Nollette - Vice President, Shannon Ravenscroft - Treasurer, Bethany Swendender - Secretary, Landon Miller, & Shara Ford

**Program 1: Esports-** In the spring of 2022 a group of 8th grade students and a staff member decided to try out Esports at Cody-Kilgore. With no funds to start the program, the students approached the school board and asked if they would approve of the program and provide the \$50 sign-up fee. For fundraising the group sold Little Caesar's Pizza. By the fall of 2022, the group had three switches donated and had purchased one. The fall game was Rocket League and they made it to playoffs but not to state. The winter game was MarioKart 8, playoffs and the State Champion trophy was awarded to the CK-Esports team.

The fall 2023 game was Super Smash Brothers and the team was one smash short of going to state. The winter sport was again Mario Kart 8 and the second State Championship trophy was awarded to CK-Esports To play a variety of games, the team asked the school board to purchase at least one gaming computer and they would come up with the donations or funding to purchase two more. The board agreed to purchase three gaming computers with the students purchasing the monitors and accessories.

Games are played weekly, online so there is no travel required unless the team makes it to the state level

Esport players are recruited by colleges and universities with scholarships available.

**Program 2: Speech-** “Small schools provide the opportunity for students to participate and excel in a variety of athletic and activities based solely on the limited student population, unlike larger schools, where students focus on a few select extracurricular commitments. Cody-Kilgore stresses the importance of developing well-rounded scholars by encouraging students to be as active as possible. At CK, this can be illustrated by the continued success of maintaining a full roster for the competitive speech team. Year after year, CK speech sponsor, Mr. Arnold, stresses the importance of individual excellence, while also succeeding as a team. As a result, Cody-Kilgore speech has built up a reputation of being a school district that emphasizes the importance of public speaking, a skill which provides lifelong benefits to students. Ultimately, the priority fielding of a full speech team has resulted in multiple NSAA state finalists, two district championships, and nine conference championships.”



# MEMBER SPOTLIGHT

## *Minatare Public Schools*



**Mascot:** Indians

**Enrollment:** 146 Students

**Locations:** Minatare, NE

**Interesting Fact:** The Minatare Public School District moved to a 4-day week in the 2021-2022 school year. We have in-service days most Fridays. We get our committee meetings, professional development, and staff meeting done those days; our paras run the 21st Century program for our elementary students; and our high school is open for tutoring and other help in the afternoon for students. We have adopted a motto of “Being more intentional on Fridays will help us be more effective Monday through Thursday.”



**Superintendent: Rocky Robbins**

**Principals: Jodi Wolf**, PK-5 Principal; **Rocky Schneider**, 6-12 Principal/AD

**Board of Education: Coby Ross**, President; **Karol Garduno**, Vice President; **Jackie Meyers**, Secretary; **Trevor Schwartz**; **Mary Suhr**; **April Newlin**

### **Programs**

Our Music teacher, Stacey Sailors, has been tremendous for the students in the Minatare Public School District. She teaches all students K-12. Her students are successful participants in various honor band and honor choir presentations throughout the panhandle and state. Mrs. Sailors was recognized with the Jack R. Snider Young Band Directors Award, along with her husband who teaches music in the Mitchell Public School District. Both are talented musicians, participating in local music ensembles, and they both produce solid musicians in their programs.

The FFA program at Minatare High School has been tremendously successful with ag teacher, Dr. Nicole Sorensen. The program has produced numerous state placers in welding, meat judging, floriculture, and other competitions. Several students have graduated from Minatare High School and become successful welders, now with careers in the field. Dr. Sorensen has been recognized for her curriculum development statewide and by the University of Nebraska-Lincoln.

Our FACS program has really taken steps forward with innovation and creativity. Through the school and Perkins grant program, teacher Cristal Robbins, has brought in industry-grade sewing machines, a screen printing press, and even a 10-head embroidery machine to expose students to entrepreneurship experiences. Students now design and produce products such as game day gear and even do jobs for businesses from local communities.



# MEMBER SPOTLIGHT

## *Blue Hill Community Schools*



**Mascot:** Bobcats

**Enrollment:** 312 students

**Locations:** Blue Hill, NE

**Interesting Fact:** The old elementary school in town is now the site of our new aquatic center in town. What was once an old school is now a vibrant part of town that people of all ages enjoy

**Superintendent: Joe'l Ruybalid**



**Principals: Elementary Principal - Lori Toepfer; High School Principal - Patrick Moore**



Board of Education: Back Row (l-r) - **Terry Drury, Jacob Bachman, Matt Utecht**  
Front Row (l-r) - **Jodi Bunner, Sara Macklin, Megan Ockinga**



## **Programs**

**Program 1.** Studio B is a thriving student-run business at our school. Studio B was born out of an entrepreneurship class initiative aided by Perkins Grant funding. The class is equipped with MacBook Pro's, an industrial vinyl printer, and two heat presses. Students spearhead the creation of Studio B to be custom T-shirts catering to a variety of school and community activities, from FBLA's Dodgeball Tournament to Quiz Bowl competitions. They have even printed shirts for other schools and universities. Beyond school events, Studio B extends its impact to the community, exemplified by their support for "Ryder's Fight" last year. Ryder, the son of Mr. Armes, was diagnosed with leukemia, prompting Studio B to rally behind him by producing over 400 shirts, with all proceeds dedicated to his cause. This philanthropic spirit extends to other community members and other schools in need. Recently, Studio B expanded its capabilities with the acquisition of a 3D printer and a laser printer signaling an exciting chapter in their entrepreneurial journey, poised to further innovate and serve both school and community with their creative endeavors.

**Program 2.** Blue Hill Community Schools has implemented proactive measures to foster a positive school culture and support the holistic development of its students. Beginning with the elementary level, the school initiated Bobcat Pride groups, where students are paired with teachers to instill values of responsibility, respect, and kindness. These groups, comprising students from kindergarten to sixth grade, convene on Wednesday mornings to reinforce Positive Behavioral Interventions and Supports (PBIS) principles, emphasizing the importance of adherence to school rules and expectations. Simultaneously, in the high school (grades 7-12), educators engage students in "8 to Great" sessions during Wednesday mornings. These sessions are structured into groups based on grade levels (7th/8th, 9th/10th, and 11th/12th) with multiple teachers facilitating discussions. Through the "8 to Great" curriculum, students delve into essential aspects of Social Emotional Learning (SEL), exploring concepts such as risk-taking, emotional awareness, honest communication, and envisioning a hopeful future. Both the Bobcat Pride and "8 to Great" groups have proven instrumental in nurturing students' emotional intelligence and resilience across elementary and high school levels. As a result, the school has observed a notable decrease in office referrals, underscoring the positivity of these initiatives in fostering a supportive and conducive learning environment.



**I would encourage districts to consider participating in the Academic Decathlon competition.**

Academic Decathlon is an activity that is dependent on students of different ability levels. A team is made up of students who are in the Honors (A average), Scholastic (B average), and Varsity (C average) levels. Students may move up, but they may not move down. The combined scores of the students in all 10 competition events are counted, thus each team member is very important. There is a defined course of study in each subject area each year. Subject areas are commonly Math, Language & Literature, Science, Social Science, Economics, Art, and Music which are covered in the Regional competition each year. At the State Competition, Speech, Interview, and Essay are added. There is a “theme” each year that many of the subject areas cover. The theme for 2022-23 was the American Revolution. The theme for 2023-24 will be “Technology and Humanity”. Regional competition takes place in January and State competition takes place in February. The school can decide how to prepare for the competitions. Some schools have teams that have practices in the evenings or after school. Some simply provide the students with materials to study prior to competitions. Other schools offer a class to prepare.

Quiz Bowls are wonderful and fun activities, but they do not have a defined course of study like the Academic Decathlon. I find the Decathlon to be the best academic competition that I have experienced. To me, it is based on true study and learning.

This year as I worked the State Academic Decathlon Championships, I had an opportunity to connect with great kids from NRCSA-member districts Adams Central, Johnson County Central, and Lexington.

On a personal note, three of my four kids participated in Academic Decathlon through high school and between them they won thousands of dollars in scholarships as they were on teams that had success. I currently serve on the Nebraska Academic Decathlon Board of Directors. I have been very involved with this activity for many years and highly encourage you to consider adding it to your school. A new school can have its enrollment fee waived the first year and may receive free study materials.

If you have any questions or have a staff member who is interested, please feel free to contact me. You could also contact the State Director, Vicki Deniston-Reed at [dcthl.denistonreed@gmail.com](mailto:dcthl.denistonreed@gmail.com).



ADAMS CENTRAL ACADEMIC DECATHLON TEAM



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM

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**UNL Tuition Discount & GOLD Grant.**

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency) or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at [nick.pace@unl.edu](mailto:nick.pace@unl.edu)

[Big Red Leader Website](#)

[Big Red Leadership Flyer](#)

**In addition, invite your participation in a federal grant application aimed at helping Nebraska school districts. Led by the UNL Department of Educational Administration, the *Growth-***

### **Oriented Leadership Development (GOLD)**

**Project** is a collaboration across NCSA, NRCSA, ESUCC, and NDE. Goals include:

- Developing current and future leaders in a grow-your-own model
- Strengthening School Leadership
- Improving Principal and Teacher Retention

#### **GOLD Highlights:**

- A focus on local, building/district level context, not a top-down, one-size-fits-all approach
- Research-based content aligned with Marzano's Balanced Leadership and other recent work
- Use of existing professional development structures led by credible leaders and coaches
- No additional costs or duties to ESUs or districts

#### **GOLD Includes:**

- Regular, large group professional development for the principal and 2-3 teacher leaders per building
- Small group coaching and facilitation provided by grant-funded coaches
- Application of material presented in sessions to local school improvement priorities and integration with the new NDE Nebraska Teacher and Principal Professional Standards (NTPPS)
- A stipend to participating schools to support implementation of GOLD dimensions and materials

To Learn More:

<https://cehs.unl.edu/edad/gold-project/>

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### **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](mailto:afette@csc.edu).

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**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/>

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**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](#)

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**SUPERINTENDENT SEARCH & PLANNING**

NRCSA has had a very successful year last year in assisting 14 Boards of Education in choosing their next Superintendent of Schools. Last year we were asked to assist Ansley Public Schools, Bruning-Davenport (interim), Educational Service Unit #16, Lakeview Community Schools, Louisville Public Schools, Medicine Valley Public Schools, North Bend Central Public Schools, Randolph Public Schools, Ravenna Public Schools, South Central Unified #5 (interim), Southwest Public Schools, Superior Public Schools (Interim), Tekamah-Herman Public Schools, and Thayer Central Public Schools in their searches for their next Superintendents. NRCSA was also selected to assist the NSAA Board of Directors in its search for the next Executive Director of the NSAA. We also assisted Thayer Central on a Principal search.

This year, we are already assisting the Boards of

Education at Raymond Central and Sioux County in identifying their next Superintendent.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at [jmoles@nrdsa.net](mailto:jmoles@nrdsa.net) or by phone at 402-335-7732.

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.



*SYRACUSE-DUNBAR-AVOCA used the NRCSA Planning Service in 2022. NRCSA Consultants Rob Hanger and Fred Helmink assisted the district with its planning.*

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

## Contact Information

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### NRCSA

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

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

### Legislative Contacts

#### U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

#### U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### Nebraska Governor

[Jim Pillen](#)

#### NE State Senators

[Raymond Aguilar, Dist 35](#)

[Joni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carol Blood, Dist 3](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Bruce Bostelman, Dist 23](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Danielle Conrad, Dist 46](#)

[Jen Day, Dist 49](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[Steve Erdman, Dist 47](#)

[John Fredrickson, Dist 20](#)

[Steve Halloran, Dist 33](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Kathleen Kauth, Dist 31](#)

[Lou Ann Linehan, Dist 39](#)

[Loren Lippincott, Dist 34](#)

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

[Mike McDonnell, Dist 5](#)

[Terrell McKinney, Dist 5](#)

[Fred Meyer, Dist 41](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Rita Sanders, Dist 45](#)

[Julie Slama, Dist 1](#)

[Tony Vargas, Dist 7](#)

[Brad Von Gillern, Dist 4](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Anna Wishart, Dist 27](#)



## *NRCSA Programs*

**New Leaf 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.nrca.net](http://www.nrca.net)



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



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)



# ARLINGTON PUBLIC SCHOOLS

## 2024-2025 CALENDAR

Aug 7- New Teacher Orientation  
 Aug 8-9, 12- Staff Inservice  
 Aug 13-First Student Day (Early dismissal)

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan 1-3- Holiday Break  
 Jan 6-Staff Inservice  
 Jan 7-Students Return  
 Jan 20-Staff Inservice, No School

Sept 2-Labor Day  
 Sept 16-Staff Inservice

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Feb 12-13- Parent Teacher Conferences  
 Feb 14- No School

Oct 15-End Q1 (44 days)  
 Oct 23-24-Parent Teacher Conferences  
 Oct 25- Fall Break

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 12- End Q3 (45 days)  
 March 13-14- Spring Break

Nov 27-29- Thanksgiving Break

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 18, 21- Easter Break

Dec 19-20-Finals (Early Dismissal)  
 Dec 20-End Q2 (44 days)  
 Dec 23-31- Holiday Break

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 8: AHS Track Invite (Early Dismissal)  
 May 9: Teacher Workday, No School (JH Track Invite)  
 May 14: Seniors Last Day  
 May 18-Graduation  
 May 20-21-Finals\* (Early Dismissal)  
 May 21-23-Last Day of School\*  
 End Q4 (46 days)

Semester 1:  
 88 Student Days  
 93 Staff Days

No School Days  
 Parent Teacher Conferences  
 Last Days-Early Dismissal  
 Staff Inservice/Work Days  
 "First" Student Days

\*Actual last day determined by annual weather cancellations

Semester 2:  
 90 Student Days  
 93 Staff Days

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of Arlington Public Schools is to 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 admission or access to, or treatment with regard to employment or with regard to its programs and activities.

[Name] Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Arlington Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

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

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

For purposes of this policy, discrimination or harassment based on a person's 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, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's 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, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational

environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

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

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

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of [Name] Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

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

Reviewed: March 8, 2021, July 12, 2021

Community RelationsTitle IX - Discrimination

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

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

Legal Authorities: Title IX

Date of Adoption: March 14, 2011

Reviewed: February 9, 2015, March 8, 2021

Community Relations

Form For Filing Complaints

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

Date:

Person Making Complaint:

Address:

Phone:

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

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

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

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

(3) Names of witnesses to the harassment:

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

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

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

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

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

Date of Adoption: April 9, 2007  
Reviewed: February 9, 2015, March 8, 2021

Community RelationsTitle IX – Procedure for Complaints of Sexual Harassment**A. Complaint Procedure - Generally**

1. Reporting Procedures: All employees are responsible for helping to prevent sexual harassment. Employees or students who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or the Title IX Coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator is:

**TITLE IX COORDINATOR CONTACT INFORMATION**

Dawn Lewis, Superintendent  
705 N 9<sup>th</sup> Street  
Arlington, NE 68002  
402-478-4173  
dawn.lewis@apseagles.org

2. District Actions upon Report of Sexual Harassment or Sexual Misconduct: Upon receipt of a report of sexual harassment, the Title IX Coordinator, or designee, including but not limited to a building principal or assistant principal, will conduct an initial inquiry. The first step of the inquiry will typically include a preliminary meeting between the individual whom the reporting party alleges has been subjected to sexual harassment or sexual misconduct and the Title IX Coordinator, or designee. The initial inquiry may also include a meeting between the Title IX Coordinator, or designee, and the individual whom the reporting party alleges has committed sexual harassment or sexual misconduct. The purpose of these meetings is to gain a basic understanding of the nature and circumstances of the report, it is not intended to be a full investigative interview. During the initial assessment, the reporting party may also receive

information about resources, rights, procedural options, and supportive measures. The Title IX Coordinator, or designee, may inquire into whether the person who has is alleged to have been subject to sexual harassment or misconduct requests resources, no further action, supportive measures, and/or initiation of the “Formal Complaint” process. The Title IX Coordinator will make a reasonable effort to respect the wishes of the person who experienced sexual harassment or sexual misconduct; however, if the reported incident constitutes an imminent or ongoing threat to school safety, based on the assessment of the Title IX Coordinator, then the Title IX Coordinator may file a Formal Complaint, on behalf of the District, with or without the consent or permission of the person who has experienced sexual harassment or sexual misconduct.

With or without a Formal Complaint, allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action will be taken, up to and including dismissal from employment, if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against any person for reporting discrimination or harassment. This policy does not limit or prohibit the District from instituting disciplinary measures pursuant to other Board Policy, rules, or other expectations if the District determines that a person violated District rules or expectations.

#### **B. Formal Complaint Process**

The following procedures apply only in the event that a Formal Complaint is filed. All other reports of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual’s participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District’s education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under other District policies or procedures. The Complainant will be provided notice in writing if the Formal Complaint is dismissed.

If the allegations in the Formal Complaint allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The Title IX Coordinator shall then provide the Formal Complaint and the Notice of the Formal Complaint to the District's Title IX Investigator.

5. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint 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 Investigator will contact the Complainant, Respondent, and relevant witnesses to schedule interviews. All parties may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the Investigator's questions.

The Investigator will also aim to collect all tangible evidence relevant to the investigation.

The Investigator will complete the investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the Formal Complaint and the number of witnesses that may need to be interviewed. The time frame originally set by the Title IX Coordinator may be extended by the

Title IX Coordinator, upon notice to the parties, as deemed necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, Investigator, Decision-Maker, or any person designated by the District to facilitate this Formal Complaint process, shall not have any conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The District shall ensure that Title IX Coordinator, Investigator, Decision-Maker, and any person who facilitates this Formal Complaint process shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding the outcome of the Formal Complaint. To reach a determination, the investigation will include, but is not limited to:

- i. Providing the parties with the opportunity to present witnesses and provide evidence.
- ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- iii. A consideration of various factors, including: (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.
- iv. A review of the evidence using a "preponderance of the evidence" standard. To meet the "preponderance of the evidence" standard, the evidence must show that the discrimination, harassment, or retaliation more likely occurred than did not occur.

(C) *Rights of the Parties*: The Respondent is entitled to a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process. The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The District retains the right to place any person on administrative leave during the pendency of the investigation. The District also retains the right to remove a Respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the Respondent shall have the opportunity to challenge the decision for removal by meeting with the Title IX Coordinator to discuss the removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the “Draft Investigative Report.” The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the Decision-Maker. The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. Responses may not be submitted by the parties’ Advisor of Choice or Support Person, unless such person is the parent or guardian of the Complainant or Respondent. Responses may include corrections to the Investigator’s summary of the parties’ interviews, suggestions for additional investigation, or additional information not known at the time of the interviews. Any new information provided by the parties during the response period will not result in an additional time period for response by the other party unless determined necessary by the Title IX Coordinator. The Investigator is not obliged to respond to any question or requests for information in the parties’ responses. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize the relevant evidence. The Investigator shall then submit the Final Investigation Report to the Decision-Maker. The parties shall each receive a copy of the Final Investigative Report at the same time as the Decision-Maker.

6. Actions Taken By Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the Decision-Maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties’ relevant questions. The Title IX Coordinator will provide each party, and the Decision-Maker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party.

7. Notice of Determination: Once the Decision-Maker has received the answers to relevant questions submitted by the parties, the Decision-Maker shall consider the answers and the Decision-Maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame, as determined by the Title IX Coordinator. The Decision-Maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person’s status, such as the Complainant, Respondent, or witness. The Decision-Maker shall provide the written determination to both parties simultaneously. The written determination shall include:

- (a) Identification of the allegations potentially constituting sexual harassment;
- (b) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- (c) Findings of fact supporting the determination;
- (d) Conclusions regarding the application of each recipient’s code of conduct to the facts;
- (e) A statement of, and rationale for, the results as to each allegation, including a

determination regarding responsibility, any disciplinary sanctions the recipient imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the Complainant; and

- (f) The recipient's procedures and permissible bases for the Complainant and Respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose relevant information to a student who was discriminated against or harassed.

8. Sanctions: At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures against the Respondent if the Decision-Maker determines that the Respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and, in the case of an employee disciplinary action, up to and including immediate termination from employment.

The Title IX Coordinator is responsible for coordinating the implementation of supportive measures for the victim(s).

### C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the Decision-Maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent generally or the individual Complainant or Respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent shall give both parties a reasonable and equal opportunity to submit a written statement in support of or challenging the outcome.

The Superintendent shall review the investigative report, Decision-Maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent shall provide the written decision simultaneously to both parties.

**D. Informal Resolution**

If a Formal Complaint is filed, the District may offer the Complainant and Respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the Formal Complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the Formal Complaint do not involve any allegations that an employee sexually harassed a student.

**E. Record Keeping**

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 for a period of seven (7) years.

Legal Reference: Title IX

Date of Adoption: 07/10/2023

Community RelationsTitle IX--Procedure For Informal/Formal Hearing

In accordance with Title IX, the Board of Education of Washington County School District 89-0024, the Arlington Public Schools, hereby re-affirms the following procedures for handling complaints alleging a violation of Title IX, a federal law which prohibits sex discrimination in any educational program receiving federal financial assistance.

## Procedure:

- 1) A written complaint must be presented to the Superintendent, or the Superintendent's designated representative(s) on a form available at the school office.
- 2) The Superintendent or the designated representative(s) may request an informal conference to present information relative to the complaint, or to request further information relative to the specific nature of the complaint.
- 3) If the complaint is not resolved in the first informal conference an informal hearing will be arranged at the convenience of both parties.
- 4) The Superintendent or the designated representative(s) will plan the details of the hearing based upon the nature of the complaint and the number of persons involved. This hearing will be conducted by a Hearing Officer designated by the Superintendent or by the Board of Education.
- 5) The complainant will be notified in writing of the time and place of the hearing.
- 6) Witnesses and/or advisors may be called by either party within limits established by the Hearing Officer.
- 7) Upon completion of this hearing, the Hearing Officer will make a report in writing to the Superintendent within ten (10) school days of conclusion of the hearing, with a copy to the complainant. The Superintendent shall within five (5) school days determine whether to accept the recommended action of the Hearing Officer and notify the complainant of the Superintendent's decision. The complainant shall within five (5) school days notify the Superintendent whether the complainant accepts the decision; failure to identify any points of the decision with which the complainant does not agree shall be considered to be acceptance of the decision or the points with which the complainant has not identified disagreement.
- 8) If the above process does not resolve the complaint, an appeal may be made to the Board of Education through the Superintendent by filing a notice of appeal with the Superintendent within ten (10) school days of the Superintendent's notification.

Legal Authorities: Title IX

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, March 8, 2021

Community Relations

Building Accessibility

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

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

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

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

Community RelationsADA and Section 504 Grievance Procedure

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

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

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, March 8, 2021

Community RelationsNotice of Designation of Coordinator

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

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

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

## Community Relations

### Service Animals

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

#### 1. Definition of Service Animal

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

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

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

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

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

#### 2. Permit Presence of Service Animals

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

Service animals may be excluded from school premises if:

- a. The service animal is out of control and the service animal's handler does not take

effective action to control it;

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

3. Control of the Service Animal.

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

4. Responsibility for Care or Supervision.

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

5. Inquiries.

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

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

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

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

Date of Adoption: July 11, 2011

Review: February 9, 2015, February 12, 2018, March 8, 2021

## Therapy Animals

The school district supports the use of therapy animals by teachers or other qualified school personnel (“Owner”) for the benefit of its students subject to the conditions of this policy.

**Therapy Animal.** A “therapy animal” is an animal that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy animals are not “service animals” as that term is used in the American with Disabilities Act. The animal must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy animals are personal property of the Owner and are not owned by the school district.

**Therapy Animal Standards and Procedures.** The following requirements must be satisfied *before* a therapy animal will be allowed in school buildings or on school grounds:

**Request.** An Owner who wants to bring a therapy animal to school must submit a written request form to the building principal or his or her designee. The request form is attached to this policy.

**Training and Certification.** The Owner must submit training and certification information requested by the building principal or his or her designee. Any certification required by the school district must remain current at all times.

**Health and Vaccination.** The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to such animals. The Owner must submit proof of current required licensure from the local licensing authority and proof of the therapy animal’s current vaccinations and immunizations from a licensed veterinarian, if applicable.

**Control.** A therapy animal must be under the control of the Owner at all times.

**Identification.** The therapy animal must have appropriate identification identifying it as a therapy animal.

**No Disruption.** The therapy animal must not disrupt the educational process by any of its behaviors.

**Health and Safety.** The therapy animal must not pose a health and safety risk to any student, employee, or other person at school.

**Supervision and Care of Therapy Animals.** The Owner is solely responsible for the supervision and care of the therapy animal, including any feeding, exercising, and clean-up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

**Authorized Area(s).** The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by school district administrators.

**Authorized Instances.** The Owner shall only bring the therapy animal to school property at the times explicitly permitted by the building principal.

**Insurance.** The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

**Exclusion or Removal from School.** The decision to authorize or exclude a therapy animal shall be made by the building principal or their designee. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

- A handler does not have control of the therapy animal.
- The therapy animal is not housebroken.
- The therapy animal presents a direct and immediate threat to others in the school; or
- The therapy animal is requested to attend on a date when other animals are scheduled or authorized to be in the building.
- The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

**Allergic Reactions.** If any student or school employee assigned to a classroom in which a therapy animal is permitted suffers an allergic reaction to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

**Damages to School Property and Injuries.** The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

**Other Therapy Animals.** Therapy animals (1) owned by students, patrons, or other non-school employees or (2) owned by school employees for their own benefit will not be allowed on school grounds or school property except as otherwise required by law.

**THERAPY ANIMAL REQUEST FORM**

School Building \_\_\_\_\_

Employee/Owner \_\_\_\_\_

Type of Animal: \_\_\_\_\_

Name of Animal: \_\_\_\_\_

Is the animal certified?  Yes  No

Has the animal received any training or certification (such as AKC Canine Good Citizen)?  Yes  No

If yes, please provide details (attach any certifications or proof of training):

\_\_\_\_\_

Identify the date(s) and time(s) you are requesting permission to bring the service animal on school property:

\_\_\_\_\_

Is the animal current on all required immunizations and vaccinations?

Yes  No

Does the animal have an ID that indicates it is a therapy animal?

Yes  No

I have attached the following documentation:

- Proof of current pet licensure
- Proof of current vaccinations and immunizations from a licensed veterinarian
- Declaration page indicating adequate liability insurance coverage

I have read and understand District Policy 5605 (Service Animals and Animals at School). I will abide by the terms of that Policy. I understand that if the therapy animal is out of control, not housebroken, presents a threat to others in the school, or otherwise interferes with the educational process, the school district may exclude or remove my therapy animal from school district property. I agree to be responsible for any damage to school property or injury to personnel, students, or others caused by the animal. I agree to indemnify, defend, and hold harmless the school district from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my therapy animal.

Owner Signature \_\_\_\_\_

Date \_\_\_\_\_

**APPROVAL**

School Official Signature \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

Community RelationsFund Raising Activities

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

Date of Adoption: April 9, 2007

Readopted: February 11, 2008

Reviewed: February 9, 2015, February 12, 2018 March 8, 2021

Community RelationsGifts to the School District

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

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

Gifts to School Employees

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

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

Gifts by School Employees

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018 March 8, 2021

Community RelationsStudent and Staff Memorials

From time to time memorials may be presented to the district. The memorials shall be made known to the superintendent in written format. The superintendent shall bring the information regarding the memorial to the board for their acceptance by a majority vote of the members present at a regular and/or special meeting of the board. All memorials become the property of the district. All decisions about the use and disposition of said memorials shall be made by the board.

The district will provide family and friends ample opportunities to express their grief upon the death of a student or staff member active in the schools at the time of his/her death. Such opportunities shall be in accordance with district rules and procedures.

The board encourages the establishment of memorials in the form of scholarships through the Arlington Education Foundation. The board also encourages contributions by students, staff, and administrators to memorials designated by the family and local charities.

The board reserves the right to reject memorials purchase or donated in memory of a student or staff member if:

1. The memorial contains a name or picture of the deceased to be displayed in a building or on school grounds.
2. It alters the routine of a regular school day.
3. It requires the retirement or discontinued use of school property.
4. It requires the altering of property or publications.
5. It requires altering of school activities in any way.
6. It infringes on the separation of church and state.
7. It requires public funds to purchase, develop, or maintain.
8. It obligates the district in the future that could have an adverse effect on the education of students.

Date of Adoption: April 10, 2017

Reviewed: February 12, 2018, March 8, 2021

Community RelationsParent Organizations

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

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

Community RelationsCitizens' Advisory Committees

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

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

Community RelationsUtilizing Community Resources

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

Community RelationsSchool Personnel and the Public

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

Community RelationsStudent Production of Goods and Services

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

Community RelationsPublic Performances by Students

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

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

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

Date of Adoption: April 9, 2007

Reviewed: February 9, 2015, February 12, 2018, March 8, 2021

Community RelationsEmergency Closure of School Buildings

If the Superintendent or Superintendent's designee determines that a building or buildings should be closed due to health or safety concerns, then the Superintendent or Superintendent's designee is authorized to close a school building or buildings until the Superintendent or Superintendent's designee determines that such building or buildings should be reopened.

In determining whether a building or buildings should be closed, the Superintendent or Superintendent's designee is encouraged to receive input from law enforcement, health officials and other experts.

If the Superintendent or Superintendent's designee makes the decision to close a school building or buildings, then the Superintendent or Superintendent's designee shall communicate such decision to students, parents, staff, community members and area media outlets as soon as practical.

If a school building is closed, then no person shall be allowed to enter such building unless the Superintendent permits such person to enter such building.

Date of Adoption: May 11, 2020

Reviewed: March 8, 2021

Community RelationsEmergency Exclusion of Persons from School

If the Superintendent or Superintendent's designee determines that a person may pose a health or safety risk to others, the Superintendent may exclude such person from school property. If such person is a student, then the Superintendent or Superintendent's designee may refer to the emergency exclusion provisions of Policy 5101. If such person is a staff member, then the Superintendent or Superintendent's designee may place said staff member on paid or unpaid leave. If such person is not a student or staff member, then the Superintendent or Superintendent's designee shall inform such person as soon as possible that they are not permitted on school property until further notice from the Superintendent or Superintendent's designee.

The Superintendent may consult with law enforcement, health officials or other experts in determining whether such exclusion should occur.

Date of Adoption: May 11, 2020  
Reviewed: March 8, 2021

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AdministrationFunctional Principle of Administration

- A) The organization of the school staff shall be unified and directed by a single executive head -- the Superintendent of Schools.
- B) Staff organization shall be based upon a functional analysis of the services to be rendered by the school system.
- C) The Board of Education recognizes the following services or functions within the school system:
  - 1. Policy making and legislation -- functions of the Board of Education carried on with the aid of the Superintendent of Schools.
  - 2. Administration -- a function of the administrators on all levels of the school system, unified and coordinated through the office of the Superintendent of Schools.
  - 3. Instruction -- a service performed by teachers, counselors and librarians aided by administrative and certificated employees and their assistants.
  - 4. Plant operation, maintenance, and construction -- functions under the direction of the Superintendent of Schools.
  - 5. Business affairs, to include accounting, secretarial, and clerical -- services performed by secretaries, clerks, accountants, and others under the direction of the Superintendent of Schools.
- D) All administrators will be members of the administrative council, are expected to function as an effective administrative team, and shall be called upon from time to time to make reports to the board of education.

Date of Adoption: February 11, 2008

Review: March 9, 2015, March 12, 2018, April 12, 2021

AdministrationElection of Administrative Personnel

All administrative positions shall be authorized by the board of education upon the recommendation of the superintendent of schools. All administrators shall be properly certified so as to conform with standards established by the Nebraska State Board of Education and shall have such training and experience as deemed appropriate by the superintendent of schools. Unless otherwise indicated, administrators are assigned, supervised, and evaluated by the superintendent of schools. Except for an administrator who may also be categorized as a teacher, the superintendent of schools will share evaluation summaries with the board of education. If the superintendent of schools intends to recommend that the board of education consider amending or terminating the contract of any administrator, said administrator's evaluation will be withheld pending its possible introduction at a board hearing on the matter.

The rehiring and compensation packages (salary/benefits) for the Superintendent and Principal(s) will generally be considered consistent with the terms of their contract for renewal and evaluation, or at any time deemed appropriate by the board.

Date of Adoption: April 9, 2018

Reviewed: April 12, 2021

AdministrativeThe Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the Arlington Public Schools. As chief executive officer of the Arlington Public Schools, the Superintendent shall have general oversight of the school system. The Superintendent shall be responsible for the efficient operation of the system in all its divisions. The Superintendent shall also exercise those duties which are mandated by the statutes and those which are specifically designated in the Policies and Regulations of the Arlington Public Schools as duties of the Superintendent.

Date of Adoption: March 14, 2011

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

AdministrativeDuties of the Superintendent of Schools

1. The superintendent of schools is the chief executive officer of the board of education. The Superintendent shall perform such duties as are assigned by the Board and be subject to the directions given by the Board.
2. Serves as the educational leader of Washington County School District 89-0024.
3. Administers the school in conformity with the adopted policies of the board of education, rules and regulations of the State Department of Education in accordance with state law, and all other laws and regulations.
4. Enforces the policies and regulations of the Board of Education, presents recommendations for Board policy, makes a continuous study of the development and needs of the schools, and prepare reports as appropriate to the Board of Education on the condition and development of the schools.
5. Provides long term planning to guide the board in policy development.
6. Makes board of education policies accessible to school board members, school personnel, and the general public.
7. Informs the board of education concerning decisions that are made which are not covered in board of education policies.
8. Attends all board meetings unless excused at his request, except for those executive sessions in which the Superintendent's reelection is under discussion.
9. Prepares and sends out agenda, special reports and minutes for board of education meetings on Friday before the second Monday of each month.
10. Prepares for monthly and special board of education meetings.
11. Keeps the board informed concerning the total school program.
12. Keeps up-to-date on trends and laws in education by attending local, district, state, and national meetings or conferences with prior board of education approval. (The expenses incurred by attending these meetings will be paid by the school district).
13. Directs the annual audit of school district funds: General Fund, Depreciation Fund, Activity Fund, School Lunch Fund, Special Building Fund, Qualified Capital Purpose Undertaking

Fund, Employee Benefit Fund, Bond Fund, Cooperative Fund, Student Fee Fund, all Federal Programs, and the Special Education Program.

14. Prepares the annual budget for the ensuing year with the assistance of the staff and the board of education. After adoption the superintendent is to make every attempt possible to operate within the limits set forth by the budget.
15. Is in charge of all financial matters of the district.
16. Lets bids in terms of price, quality of product and service rendered when needed. On large items in which the board requests bids or items for which action by the board of education is required, the board of education shall determine the bid to be accepted.
17. Orders all supplies, textbooks, library material, AV materials, equipment furniture, etc., when covered by the budget or by specific order of the board of education.
18. After consultation with the other administrators and the appropriate staff, shall make the selection of new textbooks or textbook series.
19. Keeps an up-to-date inventory of textbooks, library books, moveable equipment, AV equipment, athletic equipment, music equipment, uniforms, typewriters, computers, etc.
20. With board of education approval, advertises, interviews and offers contracts to teachers.
21. Hires, replaces, and supervises all non-certified employees and recommends their salaries.
22. Assigns or transfers all school personnel to their particular school, jobs, and responsibilities as seems best for the school system.
23. Develops, maintains and operates a constructive program of staff development for all employees of the school system, and for this service the Superintendent shall have power under budget control to employ lecturers, grant temporary leaves from work, and develop professional library facilities as required.
24. Issues such handbooks, manuals or booklets as the Superintendent may deem necessary for the effective administration of the schools. These manuals shall be distributed to the employees, students, parents and others directly concerned. Insofar as the provisions of such handbooks, manuals or booklets are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or the statutes of the State, these shall be binding.
25. Stresses the importance of public relations that will provide for good school-community relations. Provides the community with adequate information about the activities of the school.

26. Develops the school calendar and presents it to the board for board of education approval.
27. Completes, or oversees the completion of, all forms required by the State Department of Education and sees that they are sent in before the due date.
28. Is responsible for the over-all upkeep and maintenance of the school facilities, grounds, and equipment and sees to their maintenance and safety.
29. Is responsible for all long-range and short term planning concerning school facilities.
30. Shall have a census taken each year of all people under the age of twenty-one whose parents or guardians live within the boundaries of Washington County School District 89-0024.
31. Adheres to the "Code of Ethics" set forth by the Nebraska Department of Education, the American Association of School Administrators, and Board policy.
32. Oversees the scheduling of buses and drivers for all activity trips.
33. Forms advisory committees or councils, including members who are not employees of the Board of Education, to advise the Superintendent in formulating policies and plans for carrying on the work of the schools. Such committees shall be advisory only and without expense to the School District.
34. Delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except in such matters as when the statutes or resolutions of the Board of Education prohibit the delegation of such authority. Work completed upon delegation of the Superintendent shall be deemed as having been done by the Superintendent of Schools.
35. All reports or recommendations to the Board from any officer or employee under the direction of the Superintendent shall be made to the office of the Superintendent unless otherwise directed by the Board of Education.
36. A job description for the Superintendent will be adopted from time to time by the Board of Education which the Superintendent shall be expected to adhere to.

Date of Adoption: February 11, 2008

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

Administration

Superintendent's Evaluation

The Superintendent shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation instrument to be used in the evaluation of the Superintendent shall be in the form established by the Board of Education from time to time.

Date of Adoption: February 11, 2008

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

AdministrationEvaluation Instrument of Superintendent**I. Purpose of the Evaluation:**

The Superintendent and the Board of Education recognize the need to review the Superintendent's performance annually. The review will consist of the completion of a written appraisal instrument and the discussion of this instrument with the Superintendent in executive session. The intent of the evaluation is to:

- A. Promote professional development/excellence and improve the performance of the Superintendent.
- B. Based on the evaluation instrument, arrive at certain conclusions as to the "effectiveness" of the Superintendent in achieving the objectives of the district.
- C. Communicate those conclusions to the Superintendent providing counsel and direction to him/her.
- D. Enhance the working relationship between the Board of Education and the Superintendent.
- E. Guide decisions relative to continued employment and compensation.

**II. Evaluation Plan**

The following are steps to be used to evaluate the Superintendent of Schools.

1. The evaluation criteria shall be in writing, clearly stated, and mutually agreed upon by the Board and the Superintendent. The criteria will be related to the job description, the Superintendent's goals, and the School District's goals.
2. Evaluation forms shall be given to Board Members in early November.
3. Each Board Member will have the opportunity to complete the instrument and submit to the President or bring to the meeting.
4. The Superintendent will submit a self evaluation to the Board.
5. The Board President will preside over discussions of the individual evaluations and work towards the development of a summary document. The summary document will reflect an average score on each duty and category as well as summary comments in each category reached by consensus.
6. The Board of Education shall meet with the Superintendent in December during executive session to discuss the summary evaluation document and modify as appropriate.
7. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.

8. The Superintendent and the Board President will sign the confidential summary evaluation document as an indication that it has been reviewed. The original will be placed in the Superintendent's personnel file and a copy given to the Superintendent.
9. The Board and Superintendent will annually schedule a retreat to revise or create leadership goal(s)/action plan(s).

The Arlington Board of Education will subscribe to the Nebraska Association of School Boards (NASB) Superintendent Evaluation Tool for required evaluation.

Date of Adoption: May 12, 2014

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021;

Date Revised: October 11, 2021

Administration

The Principalship

1. The elementary and secondary schools shall be under the direct administrative and supervisory control of the designated principals.
2. Principals shall perform all duties pertaining to their positions under the immediate supervision of the Superintendent of Schools.

Date of Adoption: February 11, 2008

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

# Arlington Public Schools



## Emergency Operations Plan

**Disclaimer:**

This template was developed using Federal funds, USDOE PR/Award # S184Q180009 and is available for all Nebraska schools at no cost for the purpose of developing a high-quality school Emergency Operations Plan to be supported by the Nebraska Department of Education School Safety.

Updated: \_\_March 2024\_\_





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## SIGNATURE PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

Name: Dawn Lewis  
Title: APS Public School (Superintendent)  
Date: 06/14/22

Name: Chase Kratochvil  
Title: APS Public School Board President  
Date:

Name: Cassie Flesner  
Title: APS Public School Board Vice-Chair  
Date:

Name: James Shada  
Title: APS Safety Team Chair/Member  
Date:

Name: Aaron Pfingsten  
Title: APS Safety Team Member  
Date:

Name: Jacqueline Morgan  
Title: APS Safety Team Member  
Date:

Name: Deputy Ashley Judkins  
Title: APS SRO  
Date:

Name: Mike Robinson  
Title: Washington County Sheriff  
Date:

Name: Dan Douglas  
Title: Wa.Co. Emergency Manager  
Date:

Name: Dan Douglas  
Title: Arlington Fire Department (Fire Chief)  
Date:

# I. INTRODUCTION

## A. Purpose of the Plan

The purpose of the Arlington Public Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of APS and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Arlington Public School has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Arlington Public School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Arlington Public School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

## B. Scope of the Plan

The Arlington Public School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

### 1. Definitions

**Threats:** Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

**Hazards:** Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

**Incidents:** An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

### 2. School Board Policy Statement

The Arlington Public School Emergency Operations Plan operates within the framework of the Arlington Public School Board policy.

## C. Situation Overview/Hazard Analysis Summary

### 1. School Population

#### a. General Population

The current enrollment of APS is approximately 360 elementary-school students, 100 middle-school students, and 250 high-school students located in one, one-story building on campus. These students are supported by a committed staff and faculty consisting of:

- \_4\_ Superintendent/Principal/Building Administrators
- \_64\_ Teachers
- \_19\_ Paraprofessionals
- \_3\_ Counselors, Social Workers, and Psychologists
- \_1\_ School Nurse
- \_6\_ Custodians/Maintenance Personnel
- \_4\_ Office/support staff
- \_6\_ Food Service/Cafeteria staff
- \_5\_ Other staff (Bus Drivers)
- \_1\_ Other (School Resource Officer)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule of Arlington Public School is available upon request, and maintained by the principals.

#### b. Special Needs Population

Arlington Public Schools is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 110; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified.

### 2. Building Information

Arlington Public School is located on a 6-acre lot and includes 3 buildings, 1 baseball field, 1 football field, and 3 staff parking lot. All classes take place in the PK-12 Grade Building, the main building on campus.

Annotated maps of the buildings and grounds are included.

- \_\_\_\_\_ Evacuation routes
- \_\_\_\_\_ Shelter locations
- \_\_\_\_\_ Fire alarm pull stations

- \_\_\_\_\_ Fire hydrants
- \_\_\_\_\_ Fire extinguishers
- \_\_\_\_\_ First aid kits
- \_\_\_\_\_ AED (Automatic External Defibrillator)
- \_\_\_\_\_ Hazardous materials storage
- \_\_\_\_\_ Utility shutoffs
  - \_\_\_\_\_ Electricity
  - \_\_\_\_\_ Gas
  - \_\_\_\_\_ Water
  - \_\_\_\_\_ HVAC

### **3. Hazard Analysis Summary**

Arlington Public School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In 06/2023, completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by ALICAP Insurance Company was completed 11/06/2023.

In addition, the table on the following page briefly discusses Arlington Public School's high-priority hazards including behavior/mental health crisis, parent/custodial issues, severe weather, domestic violence, medical emergency, unknown/unauthorized person, fight/assault, terroristic threats, law enforcement activity in community, active intruder threat, and flood.

**Table 1. High-Priority Hazards**

<p><b>Behavioral/ Mental Health Crisis</b></p>	<p>Arlington schools acknowledge that behavioral and mental health of students and staff are a high priority, and are of utmost concern and importance. We observe these situations on a regular basis, although they do not frequently escalate into dangerous situations. With the impact of the flood of 2019 and COVID, anxieties among staff and students are observed often as well. The board of education has established a goal to address these situations.</p>
<p><b>Parent/ Custodial Issues</b></p>	<p>Arlington has not been insulated from the changing family dynamics that have occurred in the US over the past couple of decades. We have a variety of family situations, including two parent, single parent, step-parent, and foster parent situations. These different scenarios lead to the likelihood of family disputes to occur. We have many custodial arrangements on file, and must monitor situations closely when parents may or may not have legal access to students.</p>
<p><b>Severe Weather</b></p>	<p>Arlington and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Arlington Public School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms. Consideration must be made for not only district owned vehicles, but also vehicles driven by inexperienced teenage drivers.</p>
<p><b>Domestic Violence</b></p>	<p>While domestic violence occurring within school walls is rare, we know statistically we see only a very small picture of what our students and staff may be dealing with in their home environments. We often deal with the aftermath of domestic violence, and are mandatory reporters of such violence. In addition, student behaviors are often the result of being abused themselves, or of having witnessed abuse in the homes. These behaviors impact the ability of a student to learn to their full potential, and may disrupt the teaching of larger groups.</p>
<p><b>Medical Emergency</b></p>	<p>Arlington Public Schools has a large number of students/staff/community members that could be in the building at any given time for a large number of reasons (regular school day, extracurricular events, community events). A medical emergency of any nature can happen without warning. Some examples may include: seizures, allergy/anaphylactic reactions, asthma attacks, physical injuries.</p>
<p><b>Unknown/ Unauthorized Person</b></p>	<p>Though Arlington Public Schools has a secure building with locked doors during the school day, individuals who are not authorized to be on school grounds have been present. In these situations, the identification of the person in question and the purpose of their presence must be determined. They must also be escorted to an appropriate location or be required to use district approved sign in/sign out procedures.</p>
<p><b>Fight/Assault</b></p>	<p>Arlington Public School staff occasionally witness and intervene when active fighting or assault is occurring between students. There is also a risk, when extra-curricular activities are occurring, for adults to be party to altercations. There is concern, due to the culture that is presented in traditional and social media, etc. that fighting and violence is a legitimate solution to problems, and we prepare diligently to deter such behavior when at all possible.</p>
<p><b>Terroristic Threats</b></p>	<p>Terroristic threats can be perceived in a variety of ways; some internal and unintended, and some external and very intentional.</p>

	A variety of threats that we must be prepared to handle include direct threats to specific students' safety (including threats of self-harm), threats directed at the school, and threats of community, regional, or national security.
<b>Law Enforcement Activity in Community</b>	The Village of Arlington has had situations in the past that have required law enforcement activity in the area. Due to the size of the community, it is realistic that such activity could occur in very close proximity to the school. Examples would be when the bank was robbed a few years ago, and the suspect was not immediately apprehended.
<b>Active Intruder/ Threat</b>	While a hostile intruder incident has never occurred at Arlington Public Schools, like any school, APS is vulnerable to intruders. We have intruder drills and practice procedures each semester. We take preventative measures within our facilities to proactively prepare for situations.
<b>Flood</b>	<p>Flooding is a natural feature of the climate, topography, and hydrology of Arlington and its surrounding areas. Flooding is always a risk throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>The Elkhorn River flooded in 2019, causing extensive damage to the baseball field and bus barn facility, and uprooting many of our families from their homes, some permanently. The road washed away and took six months to fully repair.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks to prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as a failure of a dam or levee.</p>

#### 4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Arlington Public School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

In addition, Arlington Public School requires all adults and students to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures, (etc.)

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Arlington Public School fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Arlington Public School will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

## **D. Planning Assumptions and Limitations**

### **1. Planning Assumptions**

Stating the planning assumptions allows Arlington Public School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

### **2. Limitations**

It is the policy of Arlington Public School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Arlington Public School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## II . CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

### A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Arlington Public School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Arlington Public School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Arlington Public School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

### B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Arlington Public School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

The Superintendent/Principal/Incident Commander at Arlington Public School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

### **C. Initial Response (Standard Response Protocol) (SRP)**

**Secure:** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

**Lockdown:** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

**Evacuate:** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

**Shelter:** is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

**Hold:** means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

### **III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

#### **A. Principal/Building Administrator (School Identify which admin i.e., Superintendent, Principal, etc.)**

The superintendent may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent to focus on policy-level activities and interfacing with other agencies and parents. The superintendent shall coordinate between the district office and the Incident Commander.

#### **B. Incident Commander**

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

#### **C. Teachers/Substitute Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

#### **D. Instructional Assistants**

Responsibilities include:

- Assisting teachers as directed.

## **E. Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

## **F. School Nurses/Health Assistants**

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Administer medication as needed

## **G. Custodians/Maintenance Personnel**

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.
- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

## **H. School Secretary/Office Staff**

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

## **I. Food Service/Cafeteria Workers**

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school-based operations.

## **J. Bus Drivers**

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

## **K. Students**

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

## **L. Parents/ Guardians**

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.

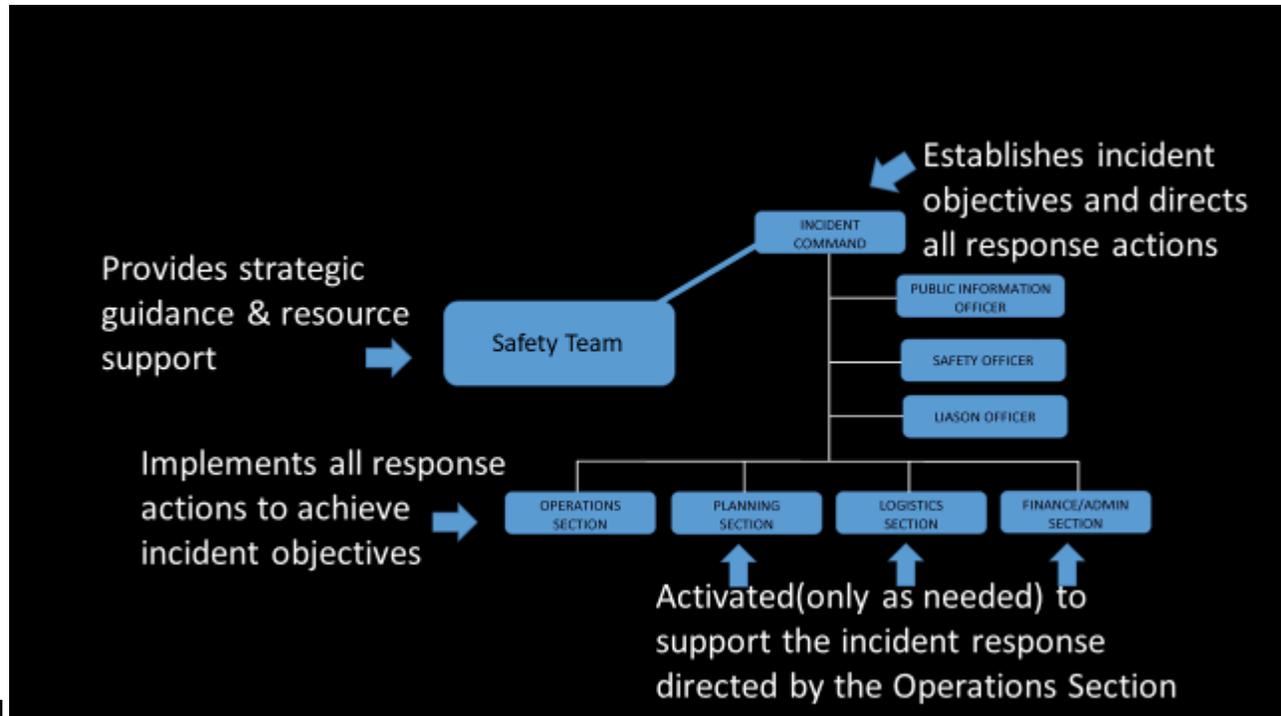
## IV. DIRECTION, CONTROL, AND COORDINATION

### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

**1. Incident Command:** Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the public information officer.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on Chronological Log of Activities.

**2. Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students,

first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities.

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

**Table 2 Operations Section Teams**

<b>Operations Team</b>	<b>Potential Responsibilities</b>
<b>Fire &amp; Rescue Team</b>	<p>Fire &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire &amp; Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> <li>● Identifying and marking unsafe areas.</li> <li>● Conducting initial damage assessment.</li> <li>● Obtaining injury and missing student reports from teachers.</li> <li>● Provide triage &amp; treatment services as needed.</li> <li>● Assessing and treating injuries.</li> </ul>
<b>First Aid/Health Team</b>	<p>First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> <li>● Setting up a first aid area for students.</li> <li>● Stop the bleed.</li> <li>● Completing master injury report.</li> </ul> <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
<b>Evacuation/ Shelter/Care Team</b>  <b>Reunification Team</b>	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> <li>● Establish an Incident Command.</li> <li>● Classroom evacuation.</li> <li>● Mobilize the reunification team.</li> <li>● Provide a secure assembly area, greeting area, check in table, reunification area.</li> <li>● Law Enforcement support and investigations.</li> <li>● Student/Staff Transport.</li> <li>● Proper unification paperwork.</li> <li>● Accounting for the whereabouts of all students, staff, and volunteers.</li> </ul>

	<ul style="list-style-type: none"> <li>Coordinating with the Logistics Section to secure the needed space and supplies.</li> </ul>
<b>Safety Team / Facility &amp; Security Response Team</b>	<p>The Facility &amp; Security Response Team is responsible for:</p> <ul style="list-style-type: none"> <li>Locating all utilities and turning them off, if necessary.</li> <li>Securing and isolating fire/HazMat.</li> <li>Assessing and notifying officials of fire/HazMat.</li> <li>Conducting perimeter control.</li> </ul>
<b>Psychological First Aid (PFA) Support Team</b>	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> <li>Assessing the need for onsite mental health support.</li> <li>Determining the need for outside agency assistance.</li> <li>Providing onsite intervention/counseling.</li> <li>Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.</li> </ul>
<b>Student Release Team Reunification Team</b>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> <li>Setting up a secure reunion area.</li> <li>Checking student emergency cards for authorized releases.</li> <li>Completing release logs.</li> <li>Coordinating with the Public Information Officer on external messages.</li> </ul>

**3. Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities.

**4. Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities.

**5. Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities.

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

## **B. Coordination With Safety Team**

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Arlington Public School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

## **C. Local Emergency Operations Plan (LEOP)**

The Washington County School District #24 maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Arlington Public School EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Dan Douglas, County Emergency Manager, Washington County Emergency Management Department.

## **D. Coordination With First Responders**

An important component of the Arlington Public School EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Arlington Public School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, emergency management, and fire/rescue departments. The agreements specify the type of communication and services provided by one agency to another. These agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

## **E. Source and Use of Resources**

Arlington Public School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

Security will be provided by: Washington County Sheriff's Office, School Resource Officer and whatever available deputy at time.

Counseling services will be provided by: Arbor Family Counseling.

Communication will be coordinated by: Superintendent's Office .

## V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Arlington Public Schools' communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

### A. Internal Communications

#### 1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Eagle Alert System:** EAS is a widely used system for notifying staff and families of an incident when they are not at school. Originates with the Superintendent, who records, and sends out a mass calling/text.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- **Email:** Email communication is utilized to disseminate information to internal staff members when appropriate. This is typically done to get basic information out quickly with follow up details provided at a later time.
- **PA Announcements:** Not specific to faculty and staff only, the PA system is used to communicate information to the stakeholders in the building as necessary. This is done automatically, such as our fire alert system, and manually using the district phone/PA system.

#### 2. Communication With the School District Office

The district office of Arlington Public Schools is located at the same location as the Elementary and High Schools. All communication with the district office is considered internal and will follow the guidelines under Communication Between Staff/Faculty Members.

### B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Arlington Public Schools about the incident, what is being done about it, and the safety of the children and staff.

#### 1. Communication With Parents

Before an incident occurs, Arlington Public Schools will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school's parent portal login.
- If applicable, identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training for certain situations.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Arlington Public Schools will:

- Disseminate information via text messages, mass telephone messages, emails, and social media posts (when applicable) to inform parents about exactly what is known to have happened and continue to provide updates.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents and students when and where school will resume.

After an incident, Arlington Public School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

## **2. Communication With Media**

Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All Arlington Public School employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed.

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Arlington Public School's external communications plans, including where parents and guardians can get more information and updates.

## **3. Handling Rumors**

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Arlington Public School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at local establishments, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel who will be answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

## **4. Communication With First Responders**

The Incident Commander will maintain communication with first responders during an incident. Joint command or transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Arlington Public School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

## **5. Communication After an Incident (Recovery Process)**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information, technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Washington County Office of Emergency Management.

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

### C. Communication Tools

Some common internal and external communication tools that Arlington Public School may use include the following:

- **Landline Phone:** Designate a school telephone number for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **App:** Class dojo (Elem), Remind, etc...If applicable.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website, [www.apseagles.org](http://www.apseagles.org)
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire, lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

## **VI. ADMINISTRATION, FINANCE, AND LOGISTICS**

### **A. Agreements and Contracts**

If school resources prove to be inadequate during an incident, Arlington Public Schools will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts will be included.

### **B. Recordkeeping**

#### **1. Administrative Controls**

Arlington Public Schools is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **2. Activity Logs**

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

### **C. Incident Costs**

#### **1. Annual Incident Management Costs**

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets.

#### **2. Incident Costs**

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

#### **D. Preservation of Records**

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g. paper records, electronic records, redundant backup, and offsite electronic backup). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

## **VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION**

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Arlington Public School EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

### **A. Approval and Dissemination of the Plan**

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan.

#### **1. Record of Changes**

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

#### **2. Record of Distribution**

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.

### **B. Plan Review and Updates**

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

### **C. Training and Exercising the Plan**

**Drill:** The primary objective of a drill is for participants to build muscle memory and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps. In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life skill.

**Exercise:** The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

**Tabletop Exercise:** is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

**Functional Exercises:** typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

**Full-scale Exercise:** is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for coaches and designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

Additional training can include drills, tabletop, and functional exercises. Drills will be conducted at least once per year. Exercises may occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

## VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

### Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties.(those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the

- Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
  - I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
  - J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
  - K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
  - L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
  - M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

# Functional Systems

**Note:**

**Functional Systems** address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.

# Standard Response Protocol (SRP)

## I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

## II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are four specific actions that can be performed during an incident.

**Secure:** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

**Lockdown:** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

**Evacuate:** is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

**Shelter:** is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

**Hold:** means to hold in your classroom or area. Clear the halls. (No threat involved)

## III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

#### **IV. SPECIALIZED PROCEDURES**

- When in emergency situations at other districts during activities, our staff/students/parents will adhere to the procedures established by the host district

# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Remain in the area until the "All Clear" is indicated

### **ADULTS**

Close and lock door  
Business as usual  
Account for students and adults



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return inside  
Business as usual  
Monitored entry or controlled release of students as information increases

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Business as usual  
Account for students and adults



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Account for students and adults  
Prepare to evade or defend



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Evacuate to specified location  
Bring your phone  
Instructions may be provided about retaining or leaving belongings

### **ADULTS**

Lead evacuation to specified location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

<b>Hazard</b>	<b>Safety Strategy</b>
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults

## **Standard Reunification Method (SRM):**

### **I. Purpose**

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

### **II. Scope**

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: <https://iloveguys.org/The-Standard-Reunification-Method.html>

### **The SRM Process in a Nutshell**

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at: <https://iloveguys.org/The-Standard-Reunification-Method.html#ROK-Bo>

# SRM Staging the

## STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



**Priorities:** Student and staff safety and wellbeing  
Student and staff whereabouts and condition  
Assemble affected school command staff  
Integrate with Unified Command  
Joint Information Center established

**Objectives:** Safe transport of students and staff to reunification site

**Strategy:** The Standard Reunification Method

**Tactics:** Will be determined by the environment

## STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

### STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



# SRM Actions and

## COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



## REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

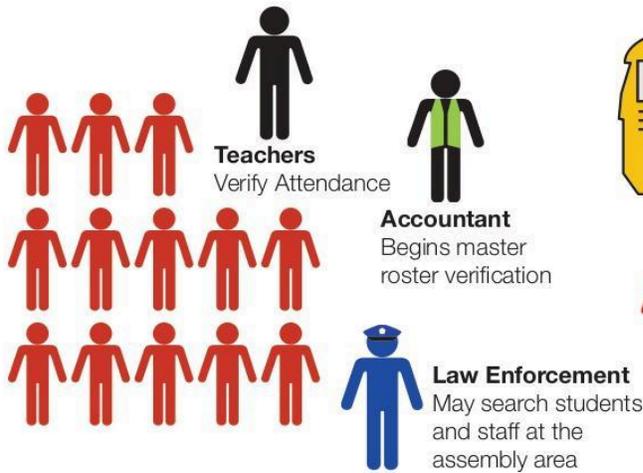
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



# School for Transport

## STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



## STEP 4 STUDENT AND STAFF TRANSPORT

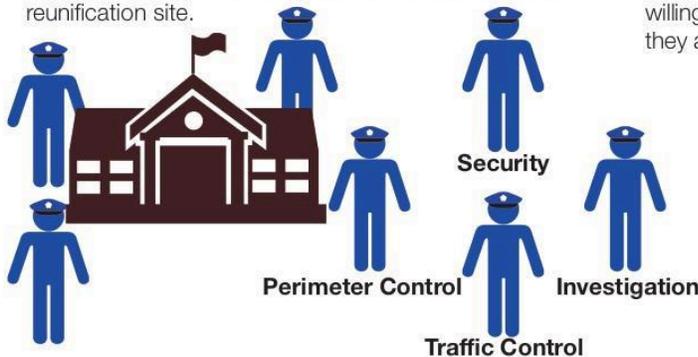
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



# Considerations

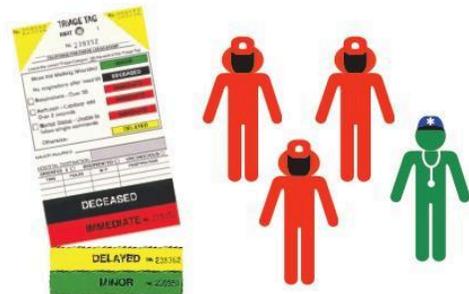
## LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



## FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



# CONTINUITY OF OPERATIONS (COOP) PLAN

## I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

## II. SCOPE

It is the responsibility of Arlington Public School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Arlington Public School, 705 N 9th Street, Arlington, NE 68002.

## III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Arlington Public School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

### Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
<b>Superintendent/ Principal</b>	<ul style="list-style-type: none"> <li>● Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>● Disseminate information internally to students and staff.</li> <li>● Communicate with parents, media, and the larger school community.</li> <li>● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> </ul>
Primary Person: Dawn Lewis	Phone/Email: <a href="mailto:dawn.lewis@apseagles.org">dawn.lewis@apseagles.org</a> ; 402-478-4173
Alternate: Aaron Pfingsten	Phone/Email: <a href="mailto:aaron.pfingsten@apseagles.org">aaron.pfingsten@apseagles.org</a> ; 402-478-4172
Second Alternate: Jacqueline Morgan	Phone/Email: <a href="mailto:jacqueline.morgan@apseagles.org">jacqueline.morgan@apseagles.org</a> ; 402-478-4121
<b>Assistant Principal and/or Department Heads</b>	<ul style="list-style-type: none"> <li>● Ensure systems are in place for rapid contract execution after an incident.</li> <li>● Identify relocation areas for classrooms and administrative operations.</li> <li>● Create a system for registering students. (out of district or into alternative schools)</li> <li>● Brief and train staff regarding their additional responsibilities.</li> </ul>

	<ul style="list-style-type: none"> <li>Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests)</li> <li>Reevaluate the curriculum.</li> </ul>
Primary Person: James Shada	Phone/Email: <a href="mailto:james.shada@apseagles.org">james.shada@apseagles.org</a> ; 402-478-4172
Alternate: Ashley Judkins	Phone/Email: <a href="mailto:ashley.judkins@apseagles.org">ashley.judkins@apseagles.org</a> ; 402-478-4173
Second Alternate: Holly Toft	Phone/Email: <a href="mailto:holly.toft@apseagles.org">holly.toft@apseagles.org</a> ; 402-478-4173
<b>Custodians/ Maintenance Personnel</b>	<ul style="list-style-type: none"> <li>Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)</li> </ul>
Primary Person: Lawrence Reed	Phone/Email: <a href="mailto:lawrence.reed@apseagles.org">lawrence.reed@apseagles.org</a> ; 402-478-4173
Alternate: Silvia Arias	Phone/Email: <a href="mailto:sivia.arias@apseagles.org">sivia.arias@apseagles.org</a>
<b>School Secretary/ Office Staff</b>	<ul style="list-style-type: none"> <li>Maintain inventory.</li> <li>Maintain essential records (and copies of records) including the school's insurance policy.</li> <li>Ensure redundancy of records is kept at a different physical location.</li> <li>Secure classroom equipment, books, and materials in advance.</li> <li>Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.</li> <li>Retrieve, collect, and maintain personnel data.</li> <li>Provide accounts payable and cash management services.</li> </ul>
Primary Person: Jennifer Arp	Phone/Email: 402-478-4121; <a href="mailto:jennifer.arp@apseagles.org">jennifer.arp@apseagles.org</a>
Alternate: Sara O'Connell	Phone/Email: 402-478-4172; <a href="mailto:sara.oconnell@apseagles.org">sara.oconnell@apseagles.org</a>
Second Alternate: Cindy Martens	Phone/Email: 402-478-4173; <a href="mailto:cindy.martens@apseagles.org">cindy.martens@apseagles.org</a>
<b>Counselors, Social Workers, Psychologists</b>	<ul style="list-style-type: none"> <li>Ensure all students have electronic access and equipment.</li> <li>Establish academic and support services for students and staff/faculty.</li> <li>Implement additional response and recovery activities according to established protocols.</li> <li>Maintain continual contact with families and students.</li> </ul>
Primary Person: Holly Toft	Phone/Email: <a href="mailto:holly.toft@apseagles.org">holly.toft@apseagles.org</a> ; 402-478-4172
Alternate: Elizabeth Fedde	Phone/Email: <a href="mailto:elizabeth.fedde@apseagles.org">elizabeth.fedde@apseagles.org</a> ; 402-478-4121

<b>School Nurses/Health Assistants</b>	<ul style="list-style-type: none"> <li>• Assist families with medical questions and concerns.</li> <li>• Connect families/students with medical services.</li> </ul>
Primary Person: Shirley Holck	Phone/Email: <a href="mailto:shirley.holck@apseagles.org">shirley.holck@apseagles.org</a> ; 402-478-4121
Alternate: Cindy Martens	Phone/Email: <a href="mailto:cindy.martens@apseagles.org">cindy.martens@apseagles.org</a> ; 402-478-4121
Second Alternate: Chris Burns	Phone/Email: <a href="mailto:chris.burns@apseagles.org">chris.burns@apseagles.org</a> ; 402-478-4121
<b>Food Service /Cafeteria Workers</b>	<ul style="list-style-type: none"> <li>• Determine how transportation and food services will resume.</li> <li>• Establish food security for any student.</li> </ul>
Primary Person: Julie French	Phone/Email: <a href="mailto:julie.french@apseagles.org">julie.french@apseagles.org</a> ; 402-478-4173
Alternate: Karen Toebben	Phone/Email: <a href="mailto:karen.toebben@apseagles.org">karen.toebben@apseagles.org</a> ; 402-478-4173
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Develop Continuity of Learning Plan for students.</li> <li>• Alternative Education (web-based, electronic) (I.T.)</li> <li>• Provide educational feedback on completed student work.</li> <li>• Maintain continual contact with families and students.</li> <li>• Continue the learning environment as best possible.</li> <li>• Communicate with counselors any concerns on the well-being of students.</li> </ul>
Primary Person: Aaron Pfingsten	Phone/Email: <a href="mailto:aaron.pfingsten@apseagles.org">aaron.pfingsten@apseagles.org</a> ; 402-478-4172
Alternate: Jacqueline Morgan	Phone/Email: <a href="mailto:jacqueline.morgan@apseagles.org">jacqueline.morgan@apseagles.org</a> ; 402-478-4121
Second Alternate: Tashia Wolf	Phone/Email: <a href="mailto:tashia.wolf@apseagles.org">tashia.wolf@apseagles.org</a> ; 402-478-4121
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Assist in the distribution of food/lunches.</li> <li>• Assist in transportation of people as needed.</li> </ul>
Primary Person: Jennifer Arp	Phone/Email: <a href="mailto:jennifer.arp@apseagles.org">jennifer.arp@apseagles.org</a> ; 402-478-4173
Alternate: Dawn Lewis	Phone/Email: <a href="mailto:dawn.lewis@apseagles.org">dawn.lewis@apseagles.org</a> ; 402-478-4173
<b>Emergency Management</b>	<ul style="list-style-type: none"> <li>• Assist the school with any needs. (i.e., state or federal agencies)</li> <li>• Coordinate using NIMS and ICS.</li> <li>• Coordinate personnel to assist in setting up structure.</li> </ul>

Primary Person: Officer Ashley Judkins		Phone/Email: <a href="mailto:ashley.judkins@apseagles.org">ashley.judkins@apseagles.org</a> ; 402-478-4173	
Alternate: James Shada		Phone/Email: <a href="mailto:james.shada@apseagles.org">james.shada@apseagles.org</a> ; 402-478-4172	
<b>Law Enforcement</b>	<ul style="list-style-type: none"> <li>• Maintain the security of off site location.</li> <li>• Set up traffic flow at an off site location.</li> <li>• Provide traffic control at the off site location.</li> </ul>		
Primary Person: Officer Ashley Judkins		Phone/Email: <a href="mailto:ashley.judkins@apseagles.org">ashley.judkins@apseagles.org</a> ; 402-478-4173	
Alternate: Dan Douglas		Phone/Email: <a href="mailto:emergencymgr@washingtoncountyne.gov">emergencymgr@washingtoncountyne.gov</a>	
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Support the educational Continuity of Learning Plan provided by schools.</li> <li>• Provide an environment at home conducive to learning.</li> <li>• Provide support and encouragement to children for their continued learning.</li> <li>• Procure food security if needed.</li> </ul>		
<b>Students</b>	<ul style="list-style-type: none"> <li>• Follow the educational Continuity of Learning Plan provided by the school.</li> <li>• Maintain communication with teacher(s).</li> </ul>		
<b>Others (Specific)</b>			

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

#### Order of Succession

Orders of Succession				
<b>Conditions for Succession</b>	<b>Key position holder(s) are unable to execute their duties for an extended period of time.</b>			
<b>Method of Notification</b>	<i>Successors will be notified by phone and/or email</i>			
<b>Succession by Position</b>	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational

				Limitations
	Superintendent	Secondary Principal	Elementary Principal	No known time or geographical limitations
	School Resource Officer	Washington County Sheriff	Washington County Deputy	May be in Blair or Fort Calhoun if needed in a moment's notice
	Principal	Assistant Principal	Guidance Counselor	No known time or geographical limitations
<b>Succession Revision Procedures/ Date Completed</b>	<i>Succession plans will be revised by committee every three years, or when key staff positions turn over.</i>			

Delegation of Authority

<b>Delegation of Authority</b>			
<b>Delegated Authorities</b>	<b>Position</b>	<b>Authority</b>	
	Superintendent	Communication, Coordination, Response Management	
	Principal	Student and Teacher management, etc.	
	Resource Officer	Emergency Response Protocol Management	
<b>Delegation Circumstances</b>	<p><b>Effective:</b> Principal (or other key position holders) out of contact/unable to execute duties, or authority is delegated by the Principal (or other key position holders).</p> <p><b>Termination:</b> Key position holder can assume duties once again.</p>		
<b>Assigned Authority</b>	<b>Authority</b>	<b>Primary (title)</b>	<b>Alternative (title)</b>
	<i>Add additional rows if needed</i>		
<b>Limitations</b>			

**A. Activation and Relocation**

The superintendent or principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation

may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

**B. Alert, Notification, and Implementation Process**

Each School Safety Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

<b>Alternative Communications</b>				
<b>Device type/name</b>	<b>Internal Capability (Y/N)</b>	<b>External Capability (Y/N)</b>	<b>Data/System/Services that can be accessed</b>	<b>Redundant (Y/N)</b>
Phone (landline)	Y	Y	Verbal Communication	Y
Two Way Radios	Y	Y	Verbal Communication	N
Personal Cell Phones	Y	Y	Internet, Email, Voice, Text	Y
Portable Computer	Y	Y	Internet, Email, Eagle Alert, Text	N

**C. Relocation Sites**

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

**D. Alternate Facilities and Strategy**

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be the Village of Arlington, 245 N Second Street, Arlington, NE. For a longer term arrangement, schools in the immediate vicinity of Arlington would be utilized if possible. Contingent alternative facilities are listed below:

<b>Facility/Site Name</b>	<b>Alternate Sites Name/Location</b>	<b>Alternate Site Contact Information</b>	<b>Existing or Prepositioned Assets &amp; Capabilities at Alternate Facility</b>	<b>Additional Resources Needed at Alternate Facility</b>
Arlington Public Schools	Washington County Fair Ground, 23656 US Highway 30, Arlington	402-478-4900	Large space, several buildings, restroom facilities, playground	Data, Wireless, Partitions for classrooms, phone lines
	Secondary Site: St Paul's Lutheran School, 8951 County Rd 9,	402-478-4278	Classrooms, restrooms, playground, data	Transportation to site, more classroom space, more restrooms, better

	Arlington, NE 68002			infrastructure (data, wireless, technology)
--	------------------------	--	--	--

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Arlington School's backup data.

#### Interoperable Communications/Backup Sites

As noted above, the Arlington Village Office will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, Washington County Fairgrounds is the first option for relocation. Currently the lines and services for telephones and computers at Arlington Public Schools are maintained, protected, and backed up offsite by the district office.

#### Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

<b>Vital Records: Emergency Operations Records</b>		
<b>Vital Record Name/Database</b>	<b>Location</b>	<b>Back-up/Alternate Record Location</b>
Staff Contact List	On server and eagle alert	esu3
Orders of Succession	Google Drive	Accessible anywhere via google drive
Delegation of Authority	Google Drive	Accessible anywhere via google drive

<b>Vital Records: Legal &amp; Financial Records</b>		
<b>Vital Record Name/Database</b>	<b>Location</b>	<b>Back-up/Alternate Record Location</b>
Personnel Records	APS business office	Some components accessible from ESU3 via backup
Payroll Records	APS business office	Accessed from anywhere via internet
Contracts	APS business office	Access from ESU3 via backup
Student Emergency Contact List	APS district office	Accessed from anywhere via internet
Student Medical Records	APS nurses office	Accessed via internet (record of paper copies)
Education Records	APS Guidance Office	Past access from ESU3 via offsite backup, current accessed from anywhere via internet

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- .Eagle Alert (phone text email)
- .All Staff listserv email
- .

Notifying Students and Parents/Guardians about the Continuity of Instruction

- Eagle Alert (phone, text and email)
- Social Media Posts
  
- Website information

Provisions and accommodations for students who have IEPs

- Personal contact from caseload manager
- Eagle Alert

Provisions and accommodations for eligible students to continue receiving medical and food service

- Eagle Alert
- Social Media Posts
- School Website

COOP training plan for staff

- Annual Training Pre-Service Workdays
- Specific Team training for Key Team Members
- Regular Review of Plan

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

Outline your devolution plan below by answering the questions below:

Who has the authority to order devolution and under what conditions?

- Superintendent has the authority when school essential functions “fail to operate”.
- Board of Education has the authority if the Superintendent is unable to make decisions
- Principals make recommendations to the board of education based on circumstances if the superintendent is unable to make decisions

What are the triggers to activate devolution? (What are the “fail to operate” triggers?)

- Facilities disaster makes it not plausible to maintain day to day operations
- Natural disaster makes it impossible to maintain day to day operations
- Act of terror against staff, students makes it impossible to maintain day to day operations

What resources are required should a devolution occur?

- Agreement with Washington County Ag Society for temporary relocation to fairground
- Agreements with surrounding schools districts (Fremont, Bennington, Fort Calhoun, Blair, Logan View) for long term closure
- Option paperwork for students to attend districts nearest their home location for long-term devolution

### Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

<b>Reconstitution Responsibilities</b>			
<b>Phase</b>	<b>Duties</b>	<b>Primary Responsible</b>	<b>Alternate Responsible</b>
<b>Relocation from alternate facility to primary (or replacement) facility</b>	Internal alert and notification	Superintendent	Principals
	External alert and notification	Superintendent	Principals
	Transfer equipment, vital records, data	Technology Director/Business Manager	Principals
	Transfer communications	Technology director	Facilities Director
	Deployment and departure from alternate facility	Transportation Manager	Principals
	Transition to primary operations	Superintendent	Principals
	Set up at primary or replacement site	Facilities Director/Resource officer	All Staff
<b>Operations</b>	Execution of essential functions	Superintendent/Facilities Director	All Staff
	Execution of non-essential functions	Principals	Teachers/All Staff
	Establishment of communications	Superintendent/Technol	Principals

		ogy Director	
	Procurement of equipment and supplies	Business Manager/Facilities Director	Superintendent and Principals
	Conduct a review of COOP execution and effectiveness (After Action Report)	EOP Team	All Staff

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

<b>COOP Maintenance</b>			
	<b>Person Responsible</b>		
<b>Activity</b>	<b>Primary</b>	<b>Alternate</b>	<b>Completion</b>
Schedule COOP maintenance meeting	Superintendent	SRO	
Review list of essential functions	School Resource Officer	Principals	
Identify essential employees and confirm their availability	Superintendent	Principals	
Update contact information, emergency call roster, and checklists	Secretaries	Business Manager	
Establish assistance/cooperative agreements with suppliers and vendors	Business Manager	Facilities Director	
Identify computer network interdependencies (such as servers connected to the district network)	Technology Director	Educational Technology Coordinator	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Safety Committee Members	All Staff/Employees	
Other:			
Other:			
Other:			

**Appendix M1** is a COOP Example and **Appendix M2** is a COOP form (Fillable).

# RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

## I. PURPOSE

These procedures have been developed to provide an emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

### A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

## B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

## C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

## D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to [www.NCTSN.org](http://www.NCTSN.org) for a review of evidence-based interventions and treatments.

## II. SCOPE

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

1. **Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
2. **Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. **Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.

4. **Information Gathering:** Current Needs and Concerns Goal: To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

### III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

### IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

#### **Immediately Following a Serious Injury or Death and/or Major Incident:**

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

#### **Hospital/Funeral Arrangements:**

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

**Post-Incident Procedures:**

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

## **Hazard- and Threat - Specific Systems:**

School Safety and Crisis Teams will provide Emergency Quick Reference Guides to all Staff, which are regularly reviewed and updated. SRP training is utilized by the district.

Refer to the following Appendices:

[\*\*Emergency Quick Reference Guide\*\*](#)

## GLOSSARY OF TERMS

**Command Staff:** A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

**COOP:** The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

**Drill:** A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

**Emergency Operations Center (EOC):** An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

**Emergency Operations Plan (EOP):** (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

**Exercise:** An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

**Evacuate:** is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

**Hazards:** Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

**Hold:** means to hold in your classroom or area. Clear the halls. (No threat involved)

**Incident:** An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

**Incident Management:** The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and

nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

**Local Emergency Operations Plan (LEOP):** The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

**Lockdown:** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

**Memorandum of Understanding (MOU) Agreement:** A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

**National Incident Management System:** A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

**Prevention:** The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.

**Psychological First Aid Team (PFA):** Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

**Psychological First Aid Team** The school team that assists in carrying out the PFA plan.

**Public Information:** Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

**Recovery:** The capabilities necessary to assist communities affected by an incident to recover effectively.

**Response:** The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

**Risk:** The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

**Section Chiefs:** The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

**Secure** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

**Shelter** is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

**SRM:** Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

**SRP:** Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

**Tabletop Exercises:** Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.

**Threat:** Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.