

Board of Education Regular Meeting
Monday, January 13, 2020 7:00 PM
HS CONFERENCE ROOM
705 N 9th St
Arlington, Nebraska 68002

1. OPENING PROCEDURES
 1. Call Meeting to Order
 2. Roll Call
 3. Pledge of Allegiance
 4. Approval of Regular Meeting Agenda
2. Annual Business
 1. Election of Officers
 2. Appointment of Board Committees
 3. Appoint KSB and PGH&G Law Firms as Official Legal Counsel to Board and Superintendent
 4. Appoint Two Rivers Bank as Official Depository for All District Funds
 5. Distribute Conflict of Interest Forms for Board Members
 6. Approve Arlington Citizen as Official Newspaper of the Board of Education
 7. Appoint Superintendent as District Non-Discrimination Compliance Coordinator
3. WELCOME TO GUESTS AND PUBLIC FORUM
4. CONSENT AGENDA
 1. Minutes of the Previous Board Meeting(s)
 2. Monthly Financial Reports
 3. Accept Resignation of Steve Johnson for the Purpose of Retirement
5. CURRICULUM/INSTRUCTION REPORTS
 1. Preschool Report
 2. Kindergarten Report
 3. Math Report
6. PRINCIPALS' REPORTS
 1. Mr. Pfingsten's January Report
 2. Mrs. Morgan's January Report
 3. Mr. Shada's January Report
7. SUPERINTENDENT'S REPORT
 1. Updated Leave Log
 2. NASB January Memo/Updates
 3. Enrollment Report
 4. Discussion of content for community meeting to be held on January 20, 2020 at 6:30.
8. COMMITTEE AND REPRESENTATIVE REPORTS
9. UNFINISHED BUSINESS
 1. Discuss, Consider and Approve 2018-19 Audit and Financial Statements
10. NEW BUSINESS

1. Discuss, Consider and Approve the Negotiated Master Contract with Arlington Education Association for 2020-2021.
 2. Discuss, Consider and Approve amended Related Services Agreement with ESU3 for the remainder of 2019-2020.
 3. Review Policies 6000-6290
 4. Discuss addition of policy on elementary class size
11. EXECUTIVE SESSION
 12. ACTION ON EXECUTIVE SESSION ITEMS
 13. ADJOURNMENT

ARLINGTON PUBLIC SCHOOLS' BOARD OF EDUCATION
COMMITTEE PURPOSE, ASSIGNMENTS, AND OPERATING PROCEDURES
2019

There are various benefits the board/district will realize as a result of committee work. Committee work enables board members, administrators, and other appropriate personnel to focus on a specific goal, objective, or education issue, and the ability to provide recommendations to the board through informational reports. The investment of time by board members in committee work is purposeful, requires less personal time toward board service, and allows the board member to serve in specific areas of interest and/or expertise.

Committee work is driven by the charge, information, and data supplied by the administration and the staff. The roles of administration and the roles of the board are sustained within committee work. Committees do not have the authority to take formal action. Committees instead, support informed decision-making of the board as a whole.

STANDING COMMITTEE ASSIGNMENTS 2019

<u>Curriculum/American Civics</u>	<u>Buildings and Grounds</u>	<u>Finance</u>	<u>Negotiations</u>
Board Members: Shanon Willmott - Chair Bruce Scheer Janet Warner	Board Members: Bruce Scheer -Chair Jason Arp Jessi Scheer	Board Members: Matt O'Daniel - Chair Janet Warner Shanon Willmott	Board Members: Matt O'Daniel-Chair Jason Arp Jessi Scheer
Staff Members: Dawn Lewis Aaron Pfingsten Jacque Morgan	Dawn Lewis Lawrence Reed	Dawn Lewis	Dawn Lewis

APPOINTED REPRESENTATIVES 2019

St. Paul's Lutheran Liaison

Board Members
Bruce Scheer
Jessi Scheer

Staff Member:
Dawn Lewis

COMMITTEE PURPOSE:

- A. The duties of the Curriculum/American Civics shall be those prescribed by law. The committee will assure the Board that, as required by law, American citizenship remains an important part of the District curriculum. The committee shall review any concerns to controversial education materials as stated in Policy #6300 (Review of Instructional Materials) that would be appealed beyond the Superintendent's level. In addition they shall review curriculum proposals and proposed programming changes or additions brought forward by administration.
- B. The Building, Grounds and Transportation Committee shall be responsible for the long-range planning of school facilities, grounds, and transportation. The committee will provide input or review to the superintendent on maintenance and repairs of facilities, grounds, and transportation and provide board input regarding building projects and major repair projects. The committee will have the additional responsibility of making recommendations for boundary changes as they relate to school attendance areas and any

potential changes to the District boundaries. Any recommendations related to transportation policies and procedures will be considered by committee before approval by the Board. The committee shall keep the Board informed of its activities and seek board approval of its recommendations.

- C. The Finance Committee shall be responsible for the review of all district claims and monthly/annual financial statements and shall have the responsibility of overseeing the long-range budget planning of the District. The committee will review the administration's proposed budget and recommend a budget for adoption to the Board.
- D. The Negotiation Committee shall undertake an annual review of the staffing of the schools. The committee shall make recommendations on salary schedule and benefits under consideration to the entire Board prior to the development of the annual district budget. As provided by various board policies and contracts, the committee shall review and make recommendations on negotiations with employees and other personnel grievance and contract matters.

OPERATING PROCEDURES:

- A. Committees will stay focused on the specific purpose of the committee and will follow the line of authority, both of which are outlined in the committee description.
- B. eMeetings will be used for sharing of agendas and documentation (as appropriate) for committee meetings.
- C. Agendas for the committee members will be developed by the superintendent with input by the chairperson.
- D. Minutes for all committee meetings will be prepared by the Superintendent then submitted to the committee members for their review via email. All committee members should execute an email "respond to all" within one week to indicate that they reviewed the minutes and to include any suggested corrections. Failure by a committee member to respond will be an indication of approval. Minutes will include a specific section that captures committee Recommendation for Action.
- E. Chairperson of each committee will provide general review of committee meetings at the monthly board meeting and superintendent will attach minutes to monthly board meeting agenda.

Internal Board PoliciesConflict of Interest—Other Than Contracts or Employment

1. Members of the Board of Education of this School District shall abstain from voting on matters on which they may have a conflict of interest. Any Board member who would be required to take any action or make any decision in the discharge of his or her duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (A) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict; and,
- (B) Deliver a copy of the statement to the Secretary of the Board of Education, who shall enter the statement into the public records of the School District.

The Board member shall take such action as the Commission shall advise or prescribe to remove himself or herself from influence over the action or decision in the matter.

2. The provisions of paragraph 1 above shall not prevent a Board member from making or participating in the making of a School District-related decision to the extent that the individual's participation is legally required for the action or decision to be made. In such event, the Board member shall report the occurrence to the Commission.

3. Except as defined in Nebraska statute and this policy, conflict of interest of a Board member shall not prevent a Board member from serving on the Board or restrict the hiring or purchasing practices of this School District.

4. The Superintendent, or the Superintendent's designee, shall provide:
- (A) Each Board member with copies of state statutes of Nebraska pertaining to conflicts of interest at the organizational meeting of the Board of Education held at the regular School Board meeting in January of each year. In addition, any newly appointed or elected Board member shall be provided such statutes.
 - (B) When possible, provide each Board member with a list of financial matters on the agenda to come before the Board of Education at the next regular meeting in sufficient detail to allow the Board member to identify potential conflicts of interest and report and receive advice from the Commission.

5. For purposes of this policy, immediate family member shall be defined as a child residing in the Board member's household, a Board member's spouse or an individual claimed by that Board member or the Board member's spouse as a dependent for federal income tax purposes.

Legal Reference: Neb. Rev. Stat. § 49-1425; § 49-14,101; § 49-14,102; § 49-14,103;
§ 49-14,103.01; § 49-14,103.02; § 49-14,103.03; § 49-14,103.04;
§ 49-14,103.05; § 49-14,103.06; § 79-818; § 79-544 and § 49-1499.

Date of Adoption: August 8, 2016

Reviewed: October 9, 2017

Internal Board Policies - Board MembersReporting Procedures

It shall be the policy of Arlington Public Schools that any school Board member who has a direct or indirect interest in a formal contract entered into with Arlington Public Schools, or an open account, shall provide the Superintendent of schools with the following:

1. Names of the contracting parties.
2. Nature of the interest of the school Board member.
3. Date that the contract was approved by the school Board.
4. Amount of the contract.
5. Basic terms of the contract.

The above information shall be provided to the Superintendent of schools no later than ten (10) days after the contract has been signed by both parties. Such information shall be kept on a ledger, and shall be retained in the ledger for five (5) years from the date of the last day in office of the school Board member. The ledger kept by the Superintendent of schools shall be available for public inspection during the normal working hours.

It shall further be the policy of Arlington Public Schools that in the case of open accounts, the above information shall be filed within ten (10) days after the account is opened and thereafter the interested officer shall file a revision to the statement within ten (10) days of each payment on the account specifying the date and amount of the payment.

Legal Reference: §49-14,103.02

Date of Adoption: April 12, 2010 and May 10, 2010

Reviewed: April 14, 2014, October 9, 2017

CHECK REGISTER FOR JANUARY 2020 BOARD MEETING

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Ace Hardware	Air and Fuel Filters	\$136.90
Airgas Inc	Ag Ed	\$51.62
Allied Appliance	Washing Machine Pump	\$52.31
Alpha Pro Solutions	Nurse Office	\$650.00
American Broadband	Telephone Service	\$486.60
ATI Physical Therapy	Ath Training Svcs for events	\$800.00
Bobcat of Omaha	Equip and Bucket for Maintenance	\$3,850.00
Border States	Led Bulbs for Maintenance	\$378.78
Border States	Electrical Supplies for Maintenance	\$168.51
Border States	Maintenance Supplies	\$379.05
Center Point	Natural Gas	\$2,220.51
Chem Tech Fumigation	Monthly Pest Control	\$92.64
Culligan	Salt Solar	\$655.05
CWD	Food order	\$2,908.55
Earthgrain Baking (Bimbo Bakeries)	Food order	\$486.88
Egan Supply	Custodial Cleaning and Bathroom suppli	\$127.88
Egan Supply	Old Gym Floor Resurfacing	\$3,775.14
Egan Supply	Maintenance Supplies	\$1,973.92
Elemental Fabrication	Ag Ed	\$80.40
Enterprise Publishing	Publish Board Minutes	\$111.37
Enterprise Publishing	Public Notice for Board Meeting, Help wa	\$533.20
ESU #2	Elem Psychology	\$9,531.27
Fifth Season	Winterize	\$599.25
Fort Calhoun Comm Schools	OT svcs for January	\$2,398.58
Getzchman Heating LLC	Maintenance Supplies	\$162.00
Getzchman Heating LLC	Diagnostic Services	\$200.00
Hiland	Dairy	\$1,975.64
Hometown Leasing	Printer Copier Lease	\$1,723.15
Hugh O'Brien Youth Leadership	Hoby Registration	\$225.00
Jackson Service	Kitchen Supplies	\$182.05
Journeyed	Microsoft Server	\$297.90
Knudsen Oil and Feed	Bus Fuel	\$75.96
Knudsen Oil and Feed	Bus Fuel	\$1,648.88
KSB School Law	Legal Advice for Sup't	\$2,488.50
LE Learn to Move	PT Services	\$618.16
Lincoln Journal Star	Help Wanted Ads	\$750.00
Lou's Sporting Goods	Board Member Jackets	\$76.00
Menards	Spray Paint	\$121.83
Menards	Maintenance Supplies	\$275.21
Menards	Roof Repair - patch	\$2,864.68
NASB	Laws Book	\$64.00
NCSA	Legislative Review for Dr Lewis	\$115.00
Nebraska Safety Center	Paul Krause Level 2	\$100.00
Omaha Truck Center	Bus Parts	\$189.77
One Source	Background Screening	\$186.00
OPPD	Electricity	\$8,370.17
O'Reilly Auto	Bus supplies	\$55.57
OWH	Library Renewal	\$59.80
P&H Electric	Lockerroom and Bathroom Supplies	\$850.34
Payflex	Payflex	\$120.00
Pearson Education	Language Fundamentals	\$624.75
Pegler / Sysco	Food	\$3,555.02
Pepper - JW and Sons	Music	\$112.45
Pepper - JW and Sons	Music	\$26.64
Plains Equipment Group	Maintenance Supplies	\$66.60
Post Office - Cash	Cash	\$131.41
Prairie fields	Driver Physicals	\$80.00

Prime Communications	10 Servers	\$7,414.82
School Nurse Supply	Nurse Office	\$509.50
Sid Dillon	Van 11 spare key	\$34.95
Sweetwater Sound	Media	\$1,500.00
Thermo King Christensen	Bus supplies	\$72.00
Toebben, Karen	Fuel reimbursement	\$67.19
Tred-Mark Communications	Erate contract	\$8,200.00
Tred-Mark Communications	Erate contract	\$4,750.00
Two Rivers Bank	Direct Deposit Fee	\$18.00
United Private Networks	Distance Learning	\$554.00
US Foods	Food order	\$3,193.92
Village of Arlington	Water	\$616.01
VISA	supplies	\$2,211.44
Walmart	supplies	\$26.92
Walmart	supplies	\$656.29
Waste Connections	Trash Service	\$378.00
Winnelson	Maintenance Supplies	\$35.76

Total Payables

\$91,079.69

HANDPAYABLES

Wex Bank (Shell)	Fuel Bill	\$ 1,964.23
Knudsen Oil and Feed	Fuel Bill	\$ 353.48
PayFlex	PayFlex	\$101.64

Total Handpayables		\$2,419.35
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Total General Fund		\$93,499.04
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SPECIAL FUNDS

Total Special Funds		\$0.00
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GENERAL FUND EXPENDITURES

December 2019

Accounts Payable \$ 93,499.04

Payroll \$ 447,574.13

Total General Fund \$ 541,073.17

December 15, 2019

Administration and Board of Education:

It is with mixed emotions that I submit to you this letter of resignation effective the end of this school year. I have been fortunate to have spent the last 38 years and all of my educational career at Arlington Public Schools. Thank you for the opportunity to serve the district as a coach and teacher. Not many people get the chance to have a J.O.B that they enjoy and want to be at every day but that has been my good fortune. In retirement, I am looking forward to spending more time with my wife and family.

Sincerely,

Steve Johnson

A handwritten signature in blue ink that reads "Steve A. Johnson". The signature is written in a cursive style with a large, prominent "S" at the beginning.

Preschool Board Report, January 2020

Specifics:

We currently have 26 student in the preschool program. 6 of those students are verified with a specific need while the other 20 are peer models. We have one student that will be turning 3 in early March so has started the transition process to attend center-based preschool by attending twice a week.

We also have 6 students who are receiving home-based services. We have received 5 referrals for home based students since October. There is a plan in place to have someone from ESU 3 help provide services and evaluation for any new referrals we receive for home based students since I have very little time now to see them effectively. The referral and evaluation process for home based students is very different and needs to be completed in 45 days which makes things even more difficult and require me to take time away from the preschool students in order to get evaluations done on time. All of these new referrals have made it challenging for myself and Mrs. Washburn as usually the Speech/Language teacher is involved with these evaluations too.

We have verified 5 students with a special need since the beginning of the school year. We have screened 4 others that did not qualify for special education.

I. Multi-Cultural Aspect:

Students in the preschool program have many opportunities to be exposed to different cultures and abilities. We read a variety of books and discuss different types of cultures. We also have dolls and other toys that represent different races that the children play with. Since many of the students in the preschool program have a verified disability all the students are exposed all the time to differences in learning. We also learn color names, counting and shape names in Spanish. We are also learning and using a lot of sign language in our classroom to facilitate language development in all students.

II. What do we want students to learn?

The primary goals of the preschool classroom involve:

- A. Develop language, social, pre-academic, fine motor, gross motor and self-help skills in all students.
- B. Develop skills to help students make a successful transition into Kindergarten.
- C. Encourage students to interact appropriately with their peers.
- D. Develop listening and following direction skills.

SLO GOAL for 2019-20

My smart goal for this year focuses on the area of letter identification. I chose this area as over the past few years, I feel that even for the typically developing students, it was an area of need. I am using the Teaching Strategies Gold Assessment to document and verify student progress. I will also track student progress quarterly and add the data to the school data site. I have attached charts that show student growth in the area of letter recognition for the first two quarters of the 2019-20 school year.

III. How do we know students are learning?

We know that students are learning by completing daily documentation. The results from the Teaching Strategies Gold rating scales and individual assessments are then used to assess what skills individual students need to work on so that activities can be developed to enhance those skills.

We make letter recognition a part of our daily routine throughout the day

- Calendar time
- Students have to practice writing their names daily and then state the letters and letter sounds for all letters in their name
- We use the curriculum “Hand writing without tears.” Students use manipulatives to create letters
- We have letter chants that we use when practicing letter recognition
- Students also associate letters with specific animal characters
- Having students practice letters during their free play and center time
- Working in small groups with various letter games
- We sing lots of songs with letters and make up rhyming letter games as this is another way students can learn letter names and sounds

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

When students are not having success at a skill, individual activities are developed to encourage and promote learning of the skills being addressed. Research has shown that students this age learn best through play. The adults in the classroom encourage students to seek toys that would help them develop skills that are more difficult for them. We also use small group time to address specific needs of individual students.

V. How do we extend learning for students?

Students that have learned the basic preacademic skills are still encouraged to go above and beyond what is typically asked of preschoolers. For example: we have some students that are learning how to read some sight words if they already know the letters and sounds. Students are always encouraged to seek out activities that encourage them to grow and learn new skills.

VI. Other Information

In February of 2019 we had an on-site evaluation. The evaluation focused on three different areas. The result of our evaluation is as follows: Scores can range between 1-7.

Emotional Support: **Arlington: 6.75**

State average: 5-6

Classroom Organization: **Arlington scored: 6.67**

State Average: 4-5

Instructional Support: **Arlington 4.5**

State Average 2.5-3

I have attached the charts showing how Arlington Preschool students fared in comparison to students across the state for the 2018-19 school year on the assessment used for all preschool students.

Students in the preschool room are always engaged in learning. If you were to visit us you would see that we are busy...and sometimes loud, but the students are learning and growing. It is so fun to watch the interaction between older and younger students and especially the interaction between students with higher needs and those typically developing students. The students have become great friends and cheer each other on when someone learns something new.

Submitted by Gail Barth, ECSE Teacher

2018-19 Teaching Strategies Gold Results:

Overall State Findings	Social-Emotional		Physical			Language	
	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded	
3 & 4 year olds	16793	87.20%	16777	93.10%	16778	83.44%	
Overall State Findings	Cognitive		Literacy			Mathematics	
	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded	
3 & 4 year olds	16773	86.40%	16722	85.15%	16683	82.41%	

School District- Arlington Public Schools	Social-Emotional		Physical		Language	
	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded
3 & 4 year olds	25	100.0%	25	100.0%	25	100.0%
	Cognitive		Literacy		Mathematics	
	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded	# of Children	% Met or Exceeded
3 & 4 year olds	25	100.0%	25	100.0%	25	100.0%

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Capital Letters

Student	1st	%	2nd	%	3rd	%	4th	%	COMMENTS
Student A*	25	96%	25	96%		0%		0%	
Student B*	0	0%	0	0%		0%		0%	
Student C*	23	88%	26	100%		0%		0%	
		0%		0%		0%		0%	

23 62% 26 65% 0 0% 0 0%

*Student has an Individualized Education Plan

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Capital Letters

Student	1st	%	2nd	%	3rd	%	4th	%	COMMENTS
Student A*	15	58%	16	62%		0%		0%	
Student B	14	54%	22	85%		0%		0%	
Student C	3	12%	6	23%		0%		0%	
Student D	23	88%	26	100%		0%		0%	
Student E	22	85%	24	92%		0%		0%	
Student F	19	73%	21	81%		0%		0%	
Student G	7	27%	8	31%		0%		0%	
Student H	0	0%	2	8%		0%		0%	
Student I	25	96%	26	100%		0%		0%	
Student J	19	73%	22	85%		0%		0%	
Student K	23	88%	25	96%		0%		0%	
Student L	8	31%	16	62%		0%		0%	
Student M	2	8%	9	35%		0%		0%	
Student N	9	35%	12	46%		0%		0%	
Student O	9	35%	18	69%		0%		0%	
Student P	22	85%	25	96%		0%		0%	
Student Q	8	31%	25	96%		0%		0%	
Student R	17	65%	24	92%		0%		0%	
Student S*	4	15%	8	31%		0%		0%	
Student T	26	100%	26	100%		0%		0%	
Student U	18	69%	26	100%		0%		0%	
Student V	11	69%	17	65%		0%		0%	
Student W	25	96%	26	100%		0%		0%	

234 56% 319 72% 0 0% 0 0%

*Denotes Student has an Individualized Education Plan

Kindergarten Board Report

January 2020

1. Multi-cultural Aspect:

Multi-cultural learning takes place in our kindergarten classrooms in many ways through-out the year. In our language arts and social studies, students are exposed to different cultures within our society and around the world. Holidays are also given special attention. Students learn the meaning and importance of holidays such as Thanksgiving, Chinese New Year and Cinco de Mayo. Holidays also teach the students about our country's history and importance of people from the past.

2. What do we want students to learn?

The kindergarten curriculum is aligned with the Nebraska State Standards. Instructional and learning goals in language arts are met using the Scott Foresman Curriculum: Reading Street.

Kindergarten SLO Goal: Sight Words

Students will demonstrate the ability to recall sight words quickly without sounding out the word. When the student has the ability to identify sight words when reading a book it provides them with confidence in their ability to read. By having a good base of sight words the students are able to shift their focus to the comprehension of what they are reading.

3. How do we know students are learning?

-Our students are being tested on grade level assessments 4-5 times a year.

Data from these assessments are used to drive instruction. We track the progress of each student. Students that are below proficiency are referred to Title I Reading and/or RTI.

- Title I Reading and Response to Intervention (RTI) is used to support students that are having difficulty in reading. Students are taken several times a week to work with a teacher or a trained paraprofessional on reading area weaknesses.

- Guided Reading is used to help the students become more fluent in their reading and improve their beginning 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.

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

Our language arts and math curriculum continues to review skills. We continually assess and regroup students based on individual needs. Instruction is differentiated and students who are not proficient in reading receive RTI and Title I services. Math remediation is done by our Math Specialist and paraprofessionals.

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

Students are continuously being challenged in our classrooms. Our language arts and math curriculum provide higher level options to challenge students with advanced skills. As teachers we are continuously creating materials based off our students' learning needs.

6. Other Information

As kindergarten teachers we have a strong belief in the importance of play within the early childhood setting. Students are given play based activities that promote social and emotional development and enhance their creativity and imagination. Some of the activities that we include during our purposeful play are: vet clinic, grocery store and building blocks.

1. **Multi-cultural Aspect:**

Students in the Accelerated Learning Program (grade 8) were introduced to a unit on the history of math. This included how civilizations represented numbers (i.e., ancient Egypt, Babylonia, Mesopotamia), counted, and solved problems. Students explored the principles of Archimedes, practiced computations using ancient Chinese Shang numerals, made their own abacus and learned how to compute using an abacus.

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

Mathematics curriculum is based upon the Nebraska Mathematics Standards and our mission statement to develop skills for lifelong learning. Students in grades 7, 8, and 11 were assessed in the spring through the state NSCAS test and ACT. In order to prepare students for this exam and to assess all students grades 7-12, mathematics teachers are using the following assessments:

- Fast Bridge test-Grades 7 and 8
- MAP tests-Grades 7 through 9
- John Baylor Test Prep (ACT.. required by all juniors in the spring)-Grade 11
- Pre-ACT tests-Grade 10

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

MAP tests are given to students grades 7-9 three times per year to analyze student growth.

Below is the data for the first two administrations of the MAP test for grades 7 through 9..

Grade Level	National Average RIT Score (Fall 2015)	APS Average RIT Score (Fall 2019)	National Average RIT Score (Winter 2015)	APS Average RIT Score (Winter 2019)	Average Student Growth by Grade Level
7th	222	226.5	226	231.7	5.2
8th	226	228.7	229	232.2	3.5
9th	230	239.2	232	241.6	2.4

Note: MAP Growth only has National Average RIT scores from 2015; they said they will have new National RIT scores in 2020.

The state of Nebraska adopted the ACT as the 11th grade statewide assessment. Below is a comparison of Arlington over a three year span. We are concerned that our most recent test showed a decline in math scores. To address this decline and our students' weaknesses in probability, statistics and data analysis, we have been discussing incorporating a more in-depth unit for this content into our Algebra I course.



ACT Results 2016-2017:		ACT Results 2017-2018:		ACT Results 2018-2019	
English	20.6	English	21.3	English	19.6
Math	20.5	Math	20.5	Math	19.7
Reading	19.9	Reading	21.5	Reading	20.9
Science	20.1	Science	22.4	Science	19.8
Composite	20.4	Composite	21.6	Composite	20.1
STEM	20.5	STEM	21.7	STEM	19.9
ELA	Not available	ELA	19.5	ELA	18.9

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

In the middle school, programs such as ESP and GRIP are utilized to give students an opportunity to work on missing work or work that is not deemed proficient. Middle school students also participate in the new intervention program, where small groups receive additional focused math instruction 25 minutes per day, Monday through Thursday.

In the high school, freshman who did not achieve proficiency as eighth graders on the NSCAS Math Test are placed into math lab. In math lab the students not only review basic math facts but are able to receive extra assistance for their current math class. Students also utilize the ALEKS program, which is tailored for their individual learning needs.

For the students that are sophomores and juniors, they also have the opportunity to take advantage of a math lab with a recommendation from the math teacher or if they choose to utilize the option. Students who fail to turn in homework or take the necessary steps to being successful in the classroom are then referred to after school GRIP or LUNCH GRIP.

Classes are offered to those students who struggle with math that are co-taught by a mathematics and a special education teacher. Students are placed in these classes by teacher recommendation. Currently, Math Topics, Basic Algebra I, Basic Geometry, and Math 8 are being offered as co-taught classes.

Students that exhibit sustained difficulty in math are referred to the secondary SAT team.

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

In the middle school, we offer advanced math courses for those students who excel in mathematics. We offer an Algebra I course to advanced 8th grade students and a Pre-Algebra course to advanced 7th grade students. Students are also given the opportunity to participate in the Accelerated Learning Program, which is a STEM-based class.

In the high school, we offer honors level courses to our advanced learners. We offer dual enrollment College Algebra, Trigonometry, and Calculus I. This year, we were able to offer Statistics as an online course through Metropolitan Community College. Though some of our former students took this course, this year the class is offered as high school credit along with college credit and students are able to have a dedicated class period with an Arlington math teacher to complete this course. This is a one semester course which is offered both semesters during the school year.

6. Other Information

Secondary Principal's Report

January 2020 Board Meeting

Planning for 2020-21

As an FYI...I am finishing up department meetings as we plan for the 2020-2021 school year.

Highlights from MAP Assessment - Interventions

7th Grade students receiving intensive Math interventions gained an average of more than 8 points on their Winter MAP assessment.

8th grade students receiving intensive Math interventions gained an average of more than 6 points on their Winter MAP assessment.

PTC

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

Community Service

FBLA members volunteered time to ring bells and set up the red kettle for the Salvation Army this Christmas season. They raised \$769 through their efforts!

Doane Honor Choir

Hannah Johnson was recognized for her musical talents as a member of the Doane Honor Choir!

January Elementary Principal Board Report

Elementary Math Action Plan

Student Learning: Students will increase overall achievement in the area of Math.

Professional Practice: Increase in Math marked by increase in proficiency rates in

FAST Bridge, MAP, Pre/Post Tests, and District Assessments.

Black Text - Fall Data

Red Text - Winter Data

Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)

Currently 52 % of students met or exceeded proficiency benchmarks on MAP Math. Desired outcome would be increased to 85 % of students meeting proficiency benchmarks on MAP Math.

Currently 68 % of students met or exceeded proficiency benchmarks on MAP Math. Desired outcome would be increased to 85 % of students meeting proficiency benchmarks on MAP Math.

Currently 73 % of students met or exceeded proficiency benchmarks on FAST Bridge Math. Desired outcome would be increased to 90 % of students meeting proficiency benchmarks on STAR Math.

Currently 81 % of students met or exceeded proficiency benchmarks on FAST Bridge Math. Desired outcome would be increased to 90 % of students meeting proficiency benchmarks on STAR Math.

Currently 62 % of students met or exceeded proficiency benchmarks on NSCAS Math. Desired outcome would be increased to 80 % of students meeting proficiency benchmarks on NSCAS Math.

Action Text:	Supports/ Resources:	Timeline (or) Frequency:
1. Interventions	Teachers; Paraprofessionals; Interventionalist	Daily
2. Supplemental materials	Teachers, Paraprofessionals, Principal, Curr. Director	Purchased Materials 19-20

3. Alignment and Fidelity of Curriculum	Teachers, Paraprofessionals, Principal, Curr. Director	Continue fidelity checks with teachers
4. Progress Monitoring	Teachers, Paraprofessionals	Year Round

Elementary Reading/Language Arts Action Plan

Student Learning: Students will increase overall achievement in the area of Reading and Language Arts.

Professional Practice: Increase in Reading and Language marked by increase in proficiency rates in FAST Bridge, MAP, Pre/Post Tests, and District Assessments.

<p>Student Learning Goal: (Using % describe the attainable/measurable goal you wish to achieve)</p> <p>Currently 64 % of students met or exceeded proficiency benchmarks on MAP Reading. Desired outcome would be increased to 85 % of students meeting proficiency benchmarks on MAP Reading.</p> <p>Currently 72 % of students met or exceeded proficiency benchmarks on MAP Reading. Desired outcome would be increased to 85% of students meeting proficiency benchmarks on MAP Reading.</p> <p>Currently 62 % of students met or exceeded proficiency benchmarks on FAST Bridge Reading. Desired outcome would be increased to 90 % of students meeting proficiency benchmarks on STAR Reading.</p> <p>Currently 77 % of students met or exceeded proficiency benchmarks on FAST Bridge Reading. Desired outcome would be increased to 90 % of students meeting proficiency benchmarks on STAR Reading.</p> <p>Currently 63 % of students met or exceeded proficiency benchmarks on NSCAS ELA. Desired outcome would be increased to 80 % of students meeting proficiency benchmarks on NSCAS ELA.</p>		
Action Text:	Supports/ Resources:	Timeline (or) Frequency:
1. Alignment and Fidelity of Curriculum	Teachers, Paraprofessionals,	Review curriculum and re-align with state standards and grade levels

	Principal, Curr. Director	
2. Interventions	Teachers; Interventionists; Paraprofessionals	Daily, Bi-Weekly, Weekly
3. Increased Reading Opportunities	Teachers, Paraprofessionals, Principal, Curr. Director	Leveled Library, Battle of Books, Literature Unit Development, Book Buddies
4. Progress Monitoring	Teachers, Paraprofessionals	Year Round

Weekly Newsletter Update: We have been tracking our weekly sightings of the Arlington Digital Newsletter. We are recording on average 644 views weekly. We have found this to be a better form of communication than past options.

James Shada
January
Board Report

Wrestling Invite

On January 18, 2020 we host the Arlington wrestling invite. It is an eleven team tournament, hosting mainly schools from the area. Running the event takes a lot of work from our staff and our community. I see this meet as a great opportunity for our district to show what a wonderful place Arlington is, and how great the people are that live and work with the school district.

NCPA ACADEMIC ALL-STATE AWARDS

Since 2006 this NSAA Award Program has recognized students who meet the criteria for nomination by their school in the season of their activity. Each year the NSAA and the NCPA recognize students during fall, winter, and spring seasons who are nominated by their schools for their individual academic excellence, leadership, and significant contributions in their NSAA activity. The criteria are as follows:

1. A nominated student must be a varsity player or organizational leader who has played a significant role on the team or in the organizational activity during the seasons for which nominations are accepted.
2. A nominated student must have a minimum cumulative grade point average, in all curricular subjects, of 93% or 3.7 on a 4.0-point scale or the equivalent.
3. NSAA high schools or their cooperative sponsorship may nominate a maximum of two students per NSAA activity program.

Fall 2019 Nebraska Chiropractic Physicians Association (NCPA) Academic All-State Awards winner from Arlington winners were:

Boys Cross-Country Noah Hoffschneider, Noah Kubat
Girls Cross-Country Jordyn Hancock
Football Joshua Miller, Tanner Pittman
Girls Golf Ema Horner, Mackenzie O'Flaherty
Play Production Bailey Bracht, Mary Helms
Softball Jaidyn Spoon, Sarah Theiler
Volleyball Lauren Clapper, Megan Green

NSAA Proposed Bylaws

1. Girls wrestling as an official NSAA sponsored sport. If this passes the representative assembly and board of directors it will become an official NSAA sport.
2. Bowling proposal as an official NSAA sponsored sport. If this passes the representative assembly and board of directors it will become an official NSAA sport.
3. Sub district host sites. In the past finding a neutral host site at a Class B or Class A school has been tough for the NSAA. There are proposals for basketball and volleyball to be at the highest seed or a seed that would like to host in that particular district.

Superintendent Leave Log 2019-2020

Starting Balance	Date	Description	Sick Days	Bereavement Days	Vacation Days	Floating Holidays
	9-13-2019	Stokely Arm	0.5			
	11/21/19	sick	1			
	12/24/19, 12/31/19	floating holiday				1.5
	01/02/2020	vacation			1	
Ending Balance			8.5	1-4	14	1
Professional Activities						
	7/31-8/2/2019	Admin Days	Lincoln	2 Full Day		
	8/21/2019	NASB Area Membership	Fremont	Evening Event		
	9/12/2019	NASBO Labor Relations	Lincoln	Full Day		
	10/2/2019	Washington Co Supt Lunch	Blair	2 Hours		
	10/11/2019	NCTE Meeting	Lincoln	Full Day		
	10/21/2019	NRCOSA District Meeting	Pender	10:00-1:00		
	11/6/2019	Presenter: Emerging Supts	Lincoln	8:00 (back by 10:30)		
	11/7/2019	NRCOSA REL Teacher Mobility	Lincoln	10:30-2:00		
	11/20/19	NRCOSA Exec Board/Leg Board	Omaha	9-3:00		
	12/13/19	ESU3/Region 2 Supt Meeting	Omaha	10:00-1:00		
	01/09/2020	NRCOSA Closing Achievement Ga	Omaha	2:00-4:00		

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

“NASB Update”

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

- Hold an annual Leadership Team Planning Retreat
- District Report Card
- Approve superintendent contract. Note: For current superintendents or ESU Administrators, before approval of contract/amendment, board must publish a copy of the proposed contract/amendment three days before approval along with estimate and description of all costs. Neb. Rev. Stat. § 79-2402(1). For new superintendents or ESU Administrators, the board must publish a copy of the contract two days after the meeting at which the contract was approved, along with estimate and description of all costs. Neb. Rev. Stat. § 79-2402(2).
- Review and revise superintendent evaluation instrument
- Develop new superintendent goals
- Appoint superintendent as the district’s Non-discrimination Compliance Coordinator
- Negotiations mandatory mediation if no agreement; Due February 8 – § 48-818.01
- Review Board Code of Conduct
- Sign and file Conflict of Interest form with Board Secretary
- Board must notify the Secretary of State, County Clerk/Election Commissioner of the number of officers to be elected, the length of terms of office, the vacancies to be filled by election and length of remaining term, and the number of votes to be cast by a registered voter for each office in the statewide primary election <https://nebraskalegislature.gov/laws/statutes.php?statute=32-404>
- Elect board officers

Networking & Events for 2020:

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

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

- **President’s Retreat** | Jan 26-27 in Nebraska City | Feb 16-17 in Sidney | Feb 16-17 in Kearney
- **Budget & Finance Workshop** | Jan 29 in Norfolk | Feb 5 in Kearney
- **Legislative Issues Conference** | Feb 9-10 in Lincoln
- **School Board Member Week in Nebraska** will be February 9-15 ... Thank You School Boards!

Advocacy/2020 Legislative Session:



The 2020 legislative session began Wednesday, January 8th. Stay engaged during the Session. The 2020 NASB Advocacy Handbook is now posted at <http://members.nasbonline.org/index.php/advocacy-handbook> This includes all of the items approved by YOU at this year's Delegate Assembly.

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

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

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

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



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

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

THIS
WEEK!

106th Legislature, 2nd Session Begins THIS Wednesday, January 8

Day 1 of this year's 60-day session will begin Wednesday at 10:00 AM for the second half of the 106th Legislature. Bills not passed in 2019 are still in play, along with all new bills that will be introduced during the Session's first 10 days. Throughout the session, look to NASB to keep you informed on pertinent information regarding key bills and topics important to your schools, public education, advocacy, and local school governance through these *Legislative Notes* updates, on social media at our Twitter and Facebook pages, and always online at www.NASBonline.org! Please download and utilize the 2020 NASB Advocacy Handbook as well which is now posted at <http://members.nasbonline.org/index.php/advocacy-handbook> This includes all of the items approved by YOU at Delegate Assembly.

KEY DATES OF NOTE:

- Senators are allowed to introduce new bills for the first 10 working days (January 23)
- The NASB Legislation Committee meeting is scheduled for February 9
- The annual NASB Legislative Issues Conference is February 9-10 in Lincoln ... join us!
- Priority bills are announced by February 25
- Committee hearings start January 21, end February 27
- Full day debate begins March 3
- The final day of the 106th Legislature, 2nd Session is currently scheduled for April 23

President's Retreat | January 26 - 27 | Nebraska City

President's Retreat | February 16-17 | Sidney & Kearney

Budget & Finance Workshop | January 29 | Norfolk

Budget & Finance Workshop | February 5 | Kearney

NSBA Advocacy Institute | February 2-4 | Washington, D.C.

School Board Member Week in Nebraska | February 9-15

Legislative Issues Conference | February 9-10 | Lincoln | Finishing Strong ...

FINISHING STRONG IN THE SECOND HALF!

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

LEADERSHIP

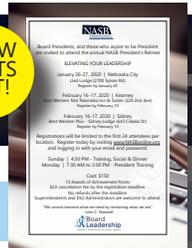
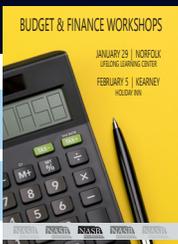
INNOVATION

VISION

ENGAGEMENT

#liveNASB

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



APS 2019-2020
STUDENT ENROLLMENT SUMMARY

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

**Educational Service Unit #3
Special Education**

2019-2020 Contracted Services

This contract is entered into by and between the parties for contracted Special Education services for the 2019-2020 school year. Educational Service Unit #3 (NDE Service Provider Code: 95-0003) shall be responsible to provide said services based upon availability of appropriate staff.

The effective date of said contract is for a period of one year running from August 1, 2019, to July 31, 2020.

School District: Arlington

Special Education services to be provided to the school district:

2018-2019 FTE:	.00	2019-2020 FTE:	.00	School Psychologist (Service code: 1002)
2018-2019 FTE:	.00	2019-2020 FTE:	.00	Speech Language Pathologist (Service Code: 4001)
2018-2019 FTE:	.00	2019-2020 FTE:	.00	Physical Therapist (Service code: 4005)
2018-2019 FTE:	.00	2019-2020 FTE:	.00	Occupational Therapist (Service code: 4006)
2018-2019 FTE:	.00	2019-2020 FTE:	.00	O & M/Vision Resource Teacher (Service code: 4030)
2018-2019 FTE:	no	2019-2020 FTE:	no	Early Childhood Program (Service code: 4021) (Birth to Age 5 Community Based)
2018-2019 FTE:	no	2019-2020 FTE:	no	Brook Valley BD (Service code: 4021)
2018-2019 FTE:	no	2019-2020 FTE:	no	Brook Valley CDC (Service code: 4021)
2018-2019 FTE:	no	2019-2020 FTE:	no	Brook Valley RTS (Service code: 4021)
2018-2019 FTE:	no	2019-2020 FTE:	no	Brook Valley OutREACH

If the total amount of revenue is not sufficient to cover the budgeted expenditures, school districts will be assessed the additional monies on a pro-rated basis to cover those costs for each program.

If revenue exceeds expenditures in all account areas above, all excess revenue will be placed in a carryover account to be used to pay unexpected expenses and program costs associated with staff, building maintenance, instructional equipment/materials, office supplies and other costs relevant to the appropriate programs listed above.

ESU #3 will submit statements to the school districts each calendar month during the contract term for services provided during the preceding calendar month. Payment is due within thirty days after submission of the statement.

This contract shall be binding upon the parties hereto and their successors. The persons executing this contract on behalf of the respective parties specifically acknowledge and represent that they have value authority to bind the party to whose benefit this contract has been executed.

Dated this _____ day of _____, 2019

School District Representative: Arlington

By: _____

Title: _____

Educational Service Unit #3 Representative:

By: _____

Title: Director of Student Services

InstructionGeneral Policy Statement

The Board of Education delegates to the Superintendent the responsibility of maintaining the program of instruction and extracurricular activities.

The instructional program and extracurricular activities shall meet the accredited school system standard of the State Board of Education through the Nebraska Department of Education, Federal regulations, Nebraska School Activities Association regulations and the policies of the Board of Education.

The professional staff is responsible for the development of educational and activities programs which meet the objectives of Arlington Public Schools.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

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InstructionScope of Instructional Program

- A) The District shall provide instruction suitable to the needs of all who are legally eligible to attend school in the District.
- B) Except for special types of instruction, the instructional program may be arranged in units commonly designated as grades, each grade approximately the work of one (1) year. Such a program of instruction shall be organized into schools or other administrative units as follows:
 - 1. The elementary school shall provide for the instruction of children kindergarten through sixth grade.
 - 2. The secondary school shall provide for the instruction of children in grades seven (7) through twelve (12). Within the secondary school grades seven (7) and eight (8) may be treated as separate from grades nine (9) through twelve (12).
 - 3. Instruction appropriate to the needs of the community and individuals may be provided for adults and others beyond the age required to attend school.
 - 4. Departures from the above noted organizational plan for instruction may be made by the Superintendent of Schools upon approval of the Board of Education.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

Instruction

The Program of Instruction

The minimum program of instruction in the schools shall be that prescribed by the statutes. The statutory curriculum may be augmented and extended to provide for the educational needs of individual pupils and differing areas in the School District.

Legal Reference: Rule 10: ESSA

Date of Adoption: February 13, 2017

InstructionSchool Calendar

The superintendent will develop a calendar that will accommodate all the planned experiences and activities the school district provides and fulfill the intent of Board Policy, Administrative Regulation, State Statute, and Rules and Regulations of the Nebraska State Board of Education.

No later than March board meeting of the preceding year, the Board of Education shall approve the school calendar. Arlington Public Schools will have a school year consisting of at least (a) for grades up through grade eight, the time equivalent to 1,032 hours and (b) for grades nine through twelve, the time equivalent to 1,080 hours.

In addition, school shall be in session for students in kindergarten through grade twelve for a minimum of 178 days per school calendar year. The superintendent will develop a contingency plan for making up lost days in session if such days are lost to inclement weather or other reasons that cause school to be cancelled. Exceptions to the school calendar or days in session may be approved by the Board, but any deviations to instructional hours or days in session shall not conflict with laws of the State of Nebraska nor with rules and regulations of the State Board of Education or Department of Education.

The school calendar shall include, but need not be limited to, days for student instruction, staff development, in-service days, or teacher conferences.

Date of Adoption: February 13, 2017

InstructionSchool Day for Students

The school day shall be scheduled in such a way that students are given the best opportunity for their educational growth and development. The Board of Education recognizes that the instructional program includes academic classes, Teacher Advisement Period or similar time allotments, athletics, activities, contests, assemblies, clubs, recess, field trips, passing time and other planned instructional activities. The Board of Education further recognizes from time to time these compete for the attention of individual students and professional staff. It is the intent of the Board of Education that the first priority be given to the regular instructional program during the hours that school is in session. Therefore, effort should be made to limit, as much as possible, students and teachers missing school for participation in activities other than the academic program. Within this framework, the superintendent should try to maintain a balanced program of academic studies and other instructional activities within the total instructional program. The length of the day, and the arrangement of time segments within it, need not be uniform for all grade levels.

- A) The length of the school day shall not conflict with laws of the State of Nebraska nor with rules and regulations of the State Board of Education or Department of Education.
- B) The hours of opening and closing each type of school shall be determined by the Superintendent of Schools. The superintendent is authorized to modify these hours and/or suspend operation of schools when, in his judgement, disruptions, weather, act of God or any other conditions dictate the he do so for emergency reasons to protect the health and safety of students and staff members. The superintendent may authorize changes to daily school schedule to accommodate special events or other circumstances that may occupy a portion of the day.
- C) In designing the student day, the following considerations are to be met:
 - 1. The learning activities of each student are carefully guided and supervised.
 - 2. Each student has opportunities to receive individual assistance from teachers outside of the regular school day.
 - 3. Parents shall be informed of late starts or early dismissal.
 - 4. Early dismissal for student employment shall be tied to the curriculum and subject to approval of the building administration. Early dismissal of other students shall be reasons of health, etc., and must be validated by the student's parent or guardian.
 - 5. Principals may also approve requests to reduce the school day for individual students within the following guidelines:
 - a) An unusual set of circumstances, which would prevent the student from continuing his or her education.

- b) Prolonged illness, physical or psychological disability, or other disability, which would prevent the student from educationally benefitting from a regular school day.
 - c) The existence of unusual circumstances, which indicate the program of the school, can no longer meet the needs of the student.
 - d) Severe financial hardship of the family requiring a secondary student to be employed or to provide childcare for a sibling.
 - e) Instructional time requirements as documented in the verified handicapped student's Individual Education Program (I.E.P.).
6. Changes in the school day shall be subject to the approval of the Superintendent.

Date of Adoption: February 13, 2017

Instruction

School Day for Staff

Unless otherwise specified by the Superintendent, members of the professional staff shall be on duty during contracted hours to plan and to carry out their individual professional responsibilities as determined by the Superintendent and the building principals.

Teachers shall make arrangements to be available to students during duty hours.

Date of Adoption: February 13, 2017

Instruction

Emergencies

All employees of the school system are responsible for promoting the safety of students.

Procedures for fire, civil defense, and other emergencies shall be maintained.

Legal Reference: §79-706

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

InstructionFire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded

Crisis Plans

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Legal Reference: Neb. Rev. Stat. §79-706

Date of Adoption: August 10, 2015

Reviewed: February 13, 2017

Instruction

Emergency Dismissal or Cancellation

Except for those dates designated on the school calendar, school shall not be dismissed or canceled except by action of the Board of Education or in emergency situations as determined by the Superintendent.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

InstructionCeremonies, Observances, and the Pledge of Allegiance

Appropriate exercises may be held for the following: Veterans' Day, Martin Luther King Day, Presidents' Day, Flag Day, Memorial Day, and State Fire Day (the Friday before the Fire Recognition Day, which is the second Saturday in May). An educational program on the United States Constitution shall be held on September 17 every year, or in the preceding or following week if September 17 falls on a weekend or a holiday.

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Each of the District's schools shall establish a period of time during the school day, when a majority of the students are scheduled to be present, during which time students will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Student participation in the recitation of the Pledge of Allegiance shall be voluntary. Students not participating in the recitation of the Pledge of Allegiance shall be permitted to silently stand or remain seated but shall be required to respect the rights of those students electing to participate.

Legal Reference: Neb. Rev. Stat. § 79-705; § 79-707 and 79-708; NDE Rule 10
70 Federal Register 55507 (Constitution Day)

Date of Adoption: October 8, 2012

Reviewed: February 11, 2013, February 13, 2017

InstructionSafe Schools Policy

It is the mission of Arlington Public Schools to provide a safe, secure, drug-free and welcoming environment for all students, staff and community members. The administration is authorized and directed to adopt such regulations and take such actions as determined appropriate by the board of education to advance the mission of providing safe schools. Such regulations and actions may include, but not be limited to, school security measures, such as use of metal detectors, surveillance, searches and seizures, and security officers, as well as staff training and student educational programs.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

Instruction

Curriculum Review Cycle

	BUSINESS & INDUSTRIAL TECH/AGRICULTURE	MATH	SOCIAL STUDIES	FINE ARTS & FOREIGN LANGUAGE	SCIENCE	FAMILY & CONSUMER SCIENCE, HEALTH AND PHYSICAL EDUCATION	LANGUAGE ARTS
Research & Development	2021-22	2022-23	2023-24	2024-25	2018-19	2019-20	2020-21
Adoption (Budget Year for Purchasing)	2022-23	2023-24	2024-25	2018-19	2019-20	2020-21	2021-22
Implementation	2023-24	2024-25	2018-19	2019-20	2020-21	2021-22	2022-23
Refinement	2024-25	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24

Date of Adoption: February 13, 2017

InstructionObjectives of the Instructional Program

Arlington Public Schools has designated as its objectives the following:

Our school shall enable each student to react to his environment as a total being by:

- A. Aiding each student in acquiring fundamental skills and knowledge that will engender in each student a sense of personal worth and direction most beneficial to himself and society. This shall be accomplished through:
 - 1. Selection and using subject matter and facilities appropriate to the development of specific skills and knowledge.
 - 2. Setting standards of achievement so that every student can experience some degree of success.
 - 3. Providing equal opportunities for all students, fully realizing that not all students have the same talents and capacities for learning.
 - 4. Finding relationships which exist among the curricular studies.
 - 5. Finding relationships which exist between the curricular studies and the extra curricular activities.
 - 6. Aiding the student to recognize the value of the past as a developmental influence on aesthetic, humanistic and creative ideals for the future.
 - 7. Recognizing scholastic achievement and marks of improvement.
 - 8. Recognizing social and civic contributions made by students.
- B. Providing an environment in which freedom is regarded as a responsibility for administrators, teachers, and students. This shall be accomplished through:
 - 1. Providing direction and substantial meaning whereby respect for each other shall be paramount and reciprocal.
 - 2. Emphasizing the necessity of respect for public and private property as well as dignity of all work.
- C. Maintaining an environment conducive to good physical and mental health. This shall be accomplished through:
 - 1. Providing activities which have as their goal the development of physical fitness.

2. Providing activities in which all students can experience some measure of success.
 3. Allowing for creative response through music, art, dramatics and physical education.
 4. Providing programs of specialization to meet specific needs of the student; such as speech therapy, remedial reading, guidance counseling and student health.
- D. Providing a means of public relations. This shall be accomplished through:
1. Keeping the public informed as to current happenings in all phases of the school's activities.
 2. Allowing the public to participate in the development of the school policies and programs.
 3. Making available to the public opportunities to discuss current educational interest.
 4. Attempting to develop good relationships among students, teachers, administrators, parents and the community at large.
- E. Selecting for employment, administrators and teachers who have the inspiration, dedication and factual competence to put into effect the philosophy and objectives of Arlington Public Schools. This shall be accomplished through the auspices of the administration and the Board of Education as designated by the procedures set forth in the Board Policies of the Arlington Public Schools.
- F. Establishing a program of continuous evaluation of the entire school system that it might determine the measure of success of the philosophy and the objectives of Arlington Public Schools. This will be accomplished through coordinating the evaluative efforts of the students, teachers, administrators, specialists, and the entire community.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

Instruction

Curriculum - Development and Adoption

All major program adoptions and/or major course revisions shall be subject to the approval of the Board of Education.

Major program adoptions and/or major course revisions may be proposed by district-wide curriculum committee and/or building curriculum committees and approved, rejected or revised and approved by the Superintendent before being submitted to the Board of Education for final approval.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

InstructionCurriculum – Assessments (Policy No. 6211)1. State Assessments.

The Arlington Public School District has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

- ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

- iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.

- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.

- e. Assistance During Assessments.
 - i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).

 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.

- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

All employees are to adhere to the Nebraska Student-Centered Assessment System (NSCAS) Security Procedures and report breaches in security to Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Date of Adoption: August 12, 2019

InstructionAssessments—Academic Content Standards

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

- Language Arts standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in September, 2015;
- Science standards that were adopted by the State Board in September 2017; and
- Social Studies standards that were adopted by the State Board in December, 2012.

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

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

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

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

Date of Adoption: August 13, 2018

InstructionReading Instruction and Improvement

The District shall develop its curriculum to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. In doing so, the District will ensure that all teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement. Each student and his or her parents or guardians will be informed of the student's reading progress. It is the District's intent that each student in the District be able to read at or above grade level by third grade.

For school year 2019-20 and each school year thereafter, the District shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan, and any student receiving services under a plan pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act, for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment for each such school year shall occur within the first thirty days of the school year.

Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act shall prohibit the District from identifying any other student as having a reading deficiency.

The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program shall:

- (a) Be provided to any student identified as having a reading deficiency;
- (b) Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- (c) Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. Such summer reading

program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

The supplemental reading intervention program may also include:

- (a) Reading intervention techniques that are based on scientific research and best practices;
- (b) Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- (c) Intensive intervention using strategies to match the weaknesses identified in the diagnostic assessments;
 - (i) Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - (ii) Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - (iii) Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- (d) Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- (e) Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

The school of any student who is identified as having a reading deficiency shall notify such student's parents or guardians either in writing or by electronic communication no later than fifteen working days after the identification of the reading deficiency that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Any student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than thirty days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant to this Policy. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to this Policy until the student is no longer identified as having a reading deficiency.

Legal Reference: Nebraska Reading Intervention Act

Date of Adoption: August 13, 2018

Instruction

Experimental/Innovative Program

The professional staff of the school system is encouraged to seek improvement of the educational program of the schools.

Experimental programs and "pilot studies" must have the approval of the Superintendent.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

Instruction

Curriculum Guides

Curriculum guides shall be prepared in harmony with the legal requirement of the state and the purposes of the program of instruction adopted by the board.

The Superintendent shall have general coordinating authority over the formation of all courses of study and curriculum guides.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

InstructionHomework

Homework is a learning activity related to the experience within the school. Its purposes are to supplement and to enrich work done in the classrooms; to provide for individual interests; and to promote competency in skills; to use resource materials; to integrate learning and to teach the proper budgeting of time. Homework should be assigned at the discretion of the classroom teacher.

Date of Adoption: December 14, 2009 and January 11, 2010

Reviewed: February 11, 2013, February 13, 2017

InstructionPurpose of Homework

No hard and fast rules concerning homework can be made. Some generally accepted principles should govern the teacher in the assignment of homework.

1. There should be flexibility and differences in the assignment to individual students. These should stem from real needs and the consideration of the total education background of the individual student.
2. Homework should serve a definite purpose, to provide drill or practice on a principle or skill already taught; to provide real-life application of the matter in hand; to develop appreciation for or knowledge of community resources; or to develop the personal culture of the student.
3. Homework should be used as a technique for learning, not as "busy work."
4. Homework should not be assigned as punishment.
5. Homework should not be used to replace or reduce supervised study, which should take place during school hours. This type of study usually achieves better results than homework.
6. The teacher is encouraged to foster positive communication with parents/guardians so they may understand the purpose of homework and improve their role in learning through homework.
7. There should be a cooperative effort on the part of teachers to coordinate homework assignments so students are not overburdened with excessive quantities of homework.
8. Each teacher should teach students what to study and how to study.

Date of Adoption: February 13, 2017

InstructionGuidance

The classroom teacher is a key figure in the guidance of youth in both the elementary and secondary schools. The counselor and teachers, by pooling their knowledge and resources, accept the students where they are and help them go as far as their potentialities permit. The students are helped to know and develop their abilities and to recognize and accept their limitations, and in this way to better understand themselves.

The guidance program includes five (5) basic services:

1. Inventory Service. Emphasis is placed upon a system of accurate and complete student records that accentuate the uniqueness of the individual students.
2. Informational Service. Information and services in the areas of occupational, educational and vocational guidance is made available to teachers, students and parents.
3. Counseling Service. For an effective program, all students are encouraged to know when to seek individual counseling.
4. Placement Service. This service assists students in the selection of appropriate occupations, educational institutions and work experiences.
5. Follow-up Service. A continuing follow-up of former students through surveys should be pursued in order to evaluate and improve the effectiveness of the school program.

Date of Adoption: February 13, 2017

InstructionField Trips

All student activities shall be established as an integral part of the broad instructional program of the school, and, as such, shall contribute to the overall effectiveness of the educational program.

It shall be the responsibility of the superintendent of schools and the administrative staff to guide and control the functions of the student activity program.

Field trips are permissible and authorized by the board of education. All field trips must have the approval of the principal and be reported to the superintendent of schools or his or her designee prior to the activity. Each field trip will come within the policies of the school district and of the administrative rules and regulations established here.

1. All field trips and school activities must be approved the building principal prior to publicity or development of plans for the trip.
2. Teachers must complete a field trip request at least three weeks in advance of planned trip and they must communicate to building principal and/or other teachers and concerned program leaders a list of who will be absent one week prior to the field trip.
3. It is the responsibility of the building principals and the teachers involved to see that the safety and conduct of pupils follow the same policies, rules and procedures as for regular school activities. During the trip, the teacher is responsible for the activities, safety and behavior of students just as if the activity were conducted at school.
4. Notification of parents is required for all field trips which take students off the school premises.
5. All trips will be generally limited to normal school hours and will begin and end at the school site.
6. Appropriate instruction shall precede and follow each field trip.
7. The principal shall approve or disapprove the request and notify the teacher of the determination. If approval is given, the principal shall forward the request for the school bus to the appropriate personnel and notify the office of the superintendent of school five (5) days in advance of the date requested.
8. Certified personnel on a bus shall see that all bus rules and regulations are enforced. The bus driver shall assist in this process. Parent supervisors should be informed of the bus rules and regulations by the certified teacher/sponsor.
9. The utilization of any mode of transportation other than approved public carrier or school owned/leased vehicles shall require written parental permission.

Long Distance and Over Night Travel

At least two weeks prior to departure the following items shall be presented to the Superintendent of Schools by the building principal. No sponsor will travel with any student group unless final approval has been granted by the Superintendent. Items to be submitted will include:

- A) An itinerary for the trip
- B) Summary of costs and funding source(s)
- C) Identification of mode of transportation

- D) List of students traveling including emergency contact information for students
- E) List of sponsors including emergency contact information for sponsors
- F) Plan for supervision
- G) Eligibility standard for participation

The following conditions must be met prior to departure.

- A) All necessary arrangements shall have been made and confirmed.
- B) All necessary funds shall be raised.
- C) Only public transportation will be used. Travel in private vehicles must be approved by the Superintendent.
- D) Adequate student to sponsor ratio will be provided. This varies based on the event and age of the student(s). Generally speaking, it is recommended not to exceed the ratio of one sponsor for every twenty (20) students but final determination is made by building principal based on specific situation.
- E) At least one school employee will sponsor and the school employee will be designated as the primary sponsor.
- F) A careful plan of supervision will be made and the primary sponsor will review that plan with the other sponsors.
- G) A minimal disruption of instructional time will take place.

District Funding for National Competition

Participants who have qualified for competing at national competitions by virtue of their performance at state and/or regional level competition will receive up to, but not to exceed \$650 toward nationals. The expenses that qualify for District funding include cost of registration, lodging, and travel (land and air). The District will fund the cost of sponsor travel and expenses in accordance with other policies pertaining to the same.

Date of Adoption: June 11, 2018

InstructionField Trips

Field trips shall be considered as instruction and planned as such with definite objectives determined in advance. All field trips must have approval of the principal and be reported to the superintendent of schools or his or her designee prior to the activity. Each field trip will come within the policies of the school district and of the *administrative rules and guidelines established by the superintendent*. The superintendent shall inform the board of all extended field trips.

District funding for competitive or participatory activities for students qualifying for national competition will be addressed in an equitable manner with participants receiving 'up to but not to exceed' a predetermined amount of money per participant established by the Superintendent on an annual basis. District funds can only be applied to registration, lodging and transportation (land/air).

Teachers or other certified personnel shall accompany pupils on all field trips and shall assume responsibility for their proper conduct.

When a field trip is made to a place of business or industry, the teacher shall insist that an employee of the host company serve as facilitator.

Appropriate education experience and proper supervision shall be supplied for any pupils whose parents do not wish them to participate in a field trip.

Date of Adoption: June 11, 2018

InstructionActivity Funds Management

School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safe-guarding, accounting and auditing of all monies received and derived therefrom are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

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

Reviewed: February 11, 2013, February 13, 2017

Instruction

Activities

School Colors

The official colors of Arlington Public Schools shall be maroon and white. An additional color or colors may be used for trim, but the predominant colors shall remain maroon and white.

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

Reviewed: February 11, 2013, February 13, 2017

InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: February 9, 2015, February 13, 2017

InstructionInitiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such prohibited hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person or the coercing of any such activity. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society, or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

Legal Reference: Neb. Rev. Stat. §§ 79-2,101 to 79-2,103
 Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296
 Reference Neb. Rev. Stat. §§ 28-311.06 to 28-311.07

Date of Adoption: August 8, 2016, February 13, 2017

Instruction

Activities

Return to Learn From Cancer

The Superintendent or designee shall make available training on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Legal Reference: Neb. Rev. Stat. §§ 79-2,148

Date of Adoption: August 8, 2016, February 13, 2017

Instruction

Dedications and Commencement

Traditions are a cherished part of the community life and Arlington Public Schools expresses an interest in maintaining those traditions which have a significance to the community.

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

Reviewed: February 11, 2013, February 13, 2017