

Board of Education Regular Meeting  
Monday, August 13, 2018 7:00 PM Central

HS CONFERENCE ROOM  
705 N 9th Street  
Arlington, NE 68002

John Neary: Present

Matt O'Daniel: Present

Bruce Scheer: Present

Jessi Scheer: Present

Luanne Sundberg: Present

Shanon Willmott: Absent

Present: 5, Absent: 1.

Shanon Willmott: Present

Present: 6.

## 1. OPENING PROCEDURES

### 1.1. Call Meeting to Order

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

### 1.2. Roll Call

Motion to excuse absence of Shanon Willmott Passed with a motion by Jessi Scheer and a second by John Neary.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea

John Neary, Matt O'Daniel, Bruce Scheer, Jessica Scheer, Luanne Sundberg. Also present were Superintendent Lynn Johnson, High School Principal Aaron Pfingsten, High School AD James Shada, Elementary Principal Jacqueline Morgan, Cheryl Keeler, recording secretary, and Jennifer Hansen, new recording secretary. Shanon Willmott was absent and the absence was excused.

Move to approve the absence of Shanon Willmott passed with a motion by Jessica Scheer and a second by John Neary.

John Neary: Yea. Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Jessica Scheer Yea

### 1.3. Pledge of Allegiance

### 1.4. Approval of Regular Meeting Agenda

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

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea

## 2. BUDGET PRESENTATION TO PATRONS WITH PATRON INPUT

Matt O'Daniel, representing the finance committee, presented the proposed 2018-19 budget to the patrons and invited their input. Budget is developed around the district's core mission, goals and summative needs list. Tax levy will be close to last year's. The final budget will be adopted at the September board meeting. The proposal calls for a 2.08% increase. With 67% of our budget wrapped up in 'people' the increase is mostly an investment in employees. The levy into the Special Building Fund reflects the boards continued discussion about facility planning as this (and bond funds) are capable of funding any new land/buildings, etc. One patron, Kathy Rhea, commented on the budget expressing her concerns that in this challenging agricultural environment the levy should be lower.

Shanon Willmott entered the meeting at 7:30 p.m.

## 3. WELCOME TO GUESTS AND PUBLIC FORUM

Kathy Rhea addressed the Board. She would like comments from patrons be allowed at the end of each agenda item, as is done at other meetings she attends. She presented her concerns with adding classrooms. She does not want to pay for classrooms for option students. The community meeting discussion she attended centered on adding classrooms. She referred to a previous bond issue and public discussions that it would add a wrestling space. Lynn Johnson offered to share the information on file for the bond. Building a dedicated wrestling room was not a condition of the bond she is referring to.

Jennifer Schiemann addressed the Board regarding doing a co-op with Fremont High School for swimming. Cost to district would be \$806 per participant. She requested a comparison of that cost to other activities offered through the district. If we do not co-op now for swimming she has concerns the opportunity will be lost. She would like to see a survey taken to see how much interest there would be in adding swimming. Matt O'Daniel, after Board discussion, requested James Shada and Lynn Johnson gather more information from Fremont High School regarding the swimming coop, participation inquiries and any deadline issues.

## 4. REVIEW OF ANNUAL DISTRICT PLAN

Lynn Johnson reviewed the annual district plan.

## 5. PRINCIPALS' REPORTS

### 5.1. Mr. Pfingsten's Report

Aaron Pfingsten reported on the new social-emotional curriculum, instructional model implementation and MAP testing.

5.2. Mrs. Morgan's Report

Jacque Morgan reported on the HOUSE system, donations from AEF for games, classroom libraries and action chairs.

5.3. Mr. Shada's Report

James Shada reported on concussion training, impact testing, scrimmages

6. SUPERINTENDENT'S REPORT

6.1. Staffing Update

Johnson announced the hiring of paraprofessionals Lexi Meier, Kayla Cushman, Sue Wolfe. Jennifer Foreman resigned.

6.2. Enrollment Figures August 2018

Preschool - 12th grade total students 688.

6.3. Review of Summer Projects

Johnson reported the only project that is not 'nearly' completed is the preschool poured surface. That is scheduled for Sept. 1.

6.4. School year 18-19 focus areas

Updated the board on the campus focus on growing together in a positive culture.

6.5. School Resource Officer

Updated the board on the status of adding another resource officer in Washington County to provide full-time SRO for each school district with Arlington and Fort Calhoun sharing equally in 75% of the cost of that employee. The board is 'generally' on board with this idea IF we have involvement/control over who is in that position. Fort Calhoun is still in discussion phase. Arlington has not made any commitments and waiting to hear more about how this develops.

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Americanism/Education Evaluation

No Report

7.2. Buildings and Grounds Committee

The B&G committee shared information about the updates to the bus barn that were discussed and advanced for action later in this agenda.

7.3. Finance Committee

The Finance Committee met and developed the proposed budget that is being presented to patrons.

7.4. Negotiations Committee

No report.

7.5. St. Paul's Lutheran Liaison Representatives

St. Paul's Liaison representatives met with administration and board members from St. Paul's. We advertised and executed the nonpublic consultation annual meeting and discussed the normal annual topics.

7.6. Professional Development Sharing

The board briefly discussed the dates for NASB Regional Meetings and plan to make determination on which meeting to attend at the regular board meeting in September.

8. UNFINISHED BUSINESS

8.1. Discuss, Consider and Take Necessary Action to approve the following revised policies on second reading: Policy 3131 Procurement Plan - School Food Authorities; Policy 3570 ESSA; Policy 4003 Anti-discrimination, Anti-harassment, and Anti-retaliation; Policy 5101 Student Discipline; Policy 5401 Anti-discrimination, Anti-harassment, and Anti-retaliation; Policy 5402 Child Abuse and Neglect; Policy 5406 Search and Seizures; Homeless Policy 5418 HEP Form; Policy 6212 Assessments-Academic Content Standards; Policy 6213 Reading Instruction and Improvement; Policy 6410 Title I Parental and Family Engagement; Policy 8231 Coffee Act Policy.

Moved to approve the following policies on second reading: Policy 3131 Procurement Plan - School Food Authorities; Policy 3570 ESSA; Policy 4003 Anti-discrimination, Anti-harassment, and Anti-retaliation; Policy 5101 Student Discipline; Policy 5401 Anti-discrimination, Anti-harassment, and Anti-retaliation; Policy 5402 Child Abuse and Neglect; Policy 5406 Search and Seizures; Homeless Policy 5418 HEP Form; Policy 6212 Assessments-Academic Content Standards; Policy 6213 Reading Instruction and Improvement; Policy 6410 Title I Parental and Family Engagement; Policy 8231 Coffee Act Policy Passed with a motion by Shanon Willmott and a second by Jessi Scheer.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

All of the modifications to policy were a result of updated laws or state/federal requirements and recommended by our lawyers.

8.2. Discuss, Consider and Take Necessary Action to adopt Policy 1102 Recording of Others on second reading.

Motion to adopt Policy 1102 Recording of others on second reading Passed with a motion by Matt O'Daniel and a second by Bruce Scheer.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

8.3. Discuss and Consider date and format for board workshop to continue Facility Planning  
The board discussed potential dates for a facility planning workshop. They settled on Wednesday, Sept. 26. They charged Lynn to reach out to Dr. Larry Dlugosh to provide facilitation for this meeting.

## 9. NEW BUSINESS

9.1. Discuss, Consider and Take Necessary Action to approve the rate for substitute teachers for the 2018-19 school year.

Motion to approve the substitute teacher rate for the 2018-19 school year to be \$140 daily rate and \$155 for long term substitute rate Passed with a motion by John Neary and a second by Jessi Scheer.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

9.2. Discuss, Consider and Take Necessary Action to approve adult breakfast and lunch prices for the 2018-2019 school year.

Motion to set the adult lunch price at \$3.65 and the adult breakfast price at \$2.20 for the 2018-2019 school year Passed with a motion by Jessi Scheer and a second by Shanon Willmott.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

Rates being recommended are the state recommended rates for adults.

- 9.3. Discuss, Consider and Take Action to purchase an 11 passenger 2017 GMC savana 4 door van from Sid Dillon Chevrolet-Fremont.

Motion to purchase an 11 passenger 2017 GMC Savana 4 door van from Sid Dillon Chevrolet-Fremont in the amount of \$31,799 Passed with a motion by Matt O'Daniel and a second by Jessi Scheer.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

- 9.4. Discuss, Consider and take Necessary Action to accept a bid from Fremont Builders Supply for replacement overhead doors for the bus barn.

Motion to accept the bid from Fremont Builders Supply for replacement doors for the bus barn in the amount of \$10,772.20 Passed with a motion by John Neary and a second by Bruce Scheer.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

- 9.5. Discuss, Consider and Take Necessary Action to accept a bid from Americom for an Avigilon Video Surveillance System at the bus barn.

Motion to accept the bid from Americom for an Avigilon Video Surveillance System in the amount of \$5,188 Passed with a motion by Jessi Scheer and a second by Matt O'Daniel.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

Security for the bus barn was a priority from B&G committee. Board discussed purchase of an outdoor security system for the bus barn consisting of four cameras. Will have capability to be monitored from the school.

- 9.6. Discuss and Consider other improvements to bus barn including paint, signage and gas storage.

Board discussed updates and improvements to newly purchased bus barn.

- 9.7. Discuss, Consider and Take Necessary Action to approve the purchase of a John Deere XUV825M and 6' V Blade.

Motion to approve the purchase of a John Deere XUV825M and 6' V Blade in the amount of \$22,335 from Plains Equipment Group. Failed with a motion by Matt O'Daniel and a second by Jessi Scheer.

John Neary: Nay, Bruce Scheer: Nay, Shanon Willmott: Nay, Matt O'Daniel: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea

Board discussed purchase of John Deere ATV type vehicle to be used to clear sidewalk.

Motion failed. Board requested additional information.

10. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Jessi Scheer and a second by Matt O'Daniel.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Jessi Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

10.1. Minutes of the Previous Board Meeting(s): July 9, 2018 Regular Board Meeting Minutes

10.2. Monthly Financial Reports

10.3. Claims (Check Register)

10.4. Special Fund Transfers

10.5. Hot Lunch Report

10.6. Activity Report

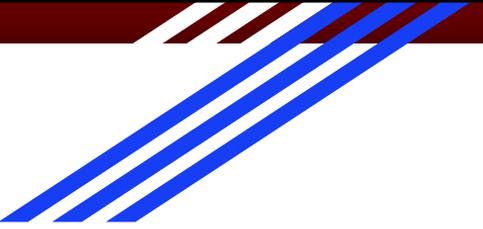
10.7. Hire Lexi Meier, Kayla Cushman and Sue Wolfe as special education paraeducators.

11. EXECUTIVE SESSION

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

There being no further business meeting was adjourned at 9:21 PM



# Patron Budget Workshop

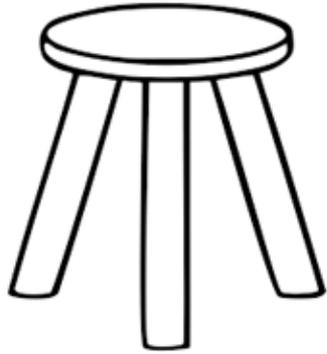
Budget Year 2018-19





# Arlington Public Schools Mission Statement

***The mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.***



# Three Primary Board Responsibilities



1. Hire / Fire and Evaluate the superintendent
2. Set district policy
3. Pass an annual operating budget

# HOW IS THE BUDGET DEVELOPED?

The budget is developed by the Superintendent while working closely with the Finance Committee.

John Neary

Matt O'Daniel

Shanon Willmott

# Budget Goals

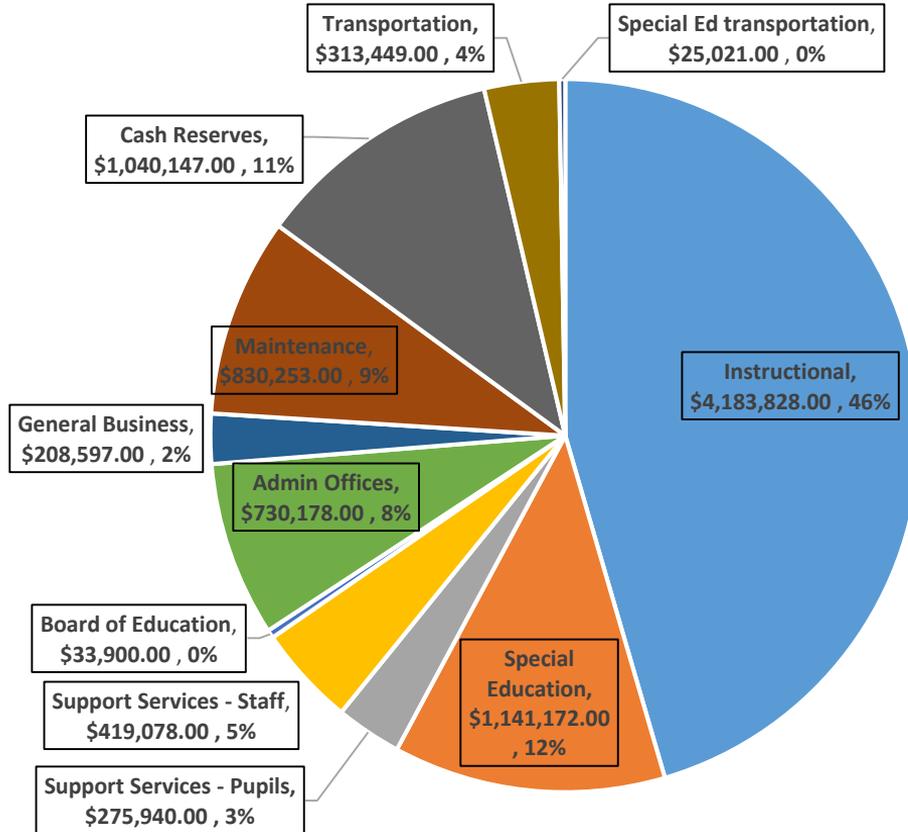
1. Meet the educational needs of our students
  - Attract and retain quality staff
  - Build and maintain quality programs
  - Provide a safe and appropriate learning environment
2. Accumulate and reserve necessary cash resources to address items that are identified in the summative needs
3. Sustain adequate reserves in the general fund and the bond fund(s)
4. Sustain cash balance in the general fund account equivalent to 3-6 months of operating expenses
5. Avoid significant levy swings as feasible

# 2018-19 Proposed Budget Aligned to Goals

The budget proposed for 2018-19 is designed to:

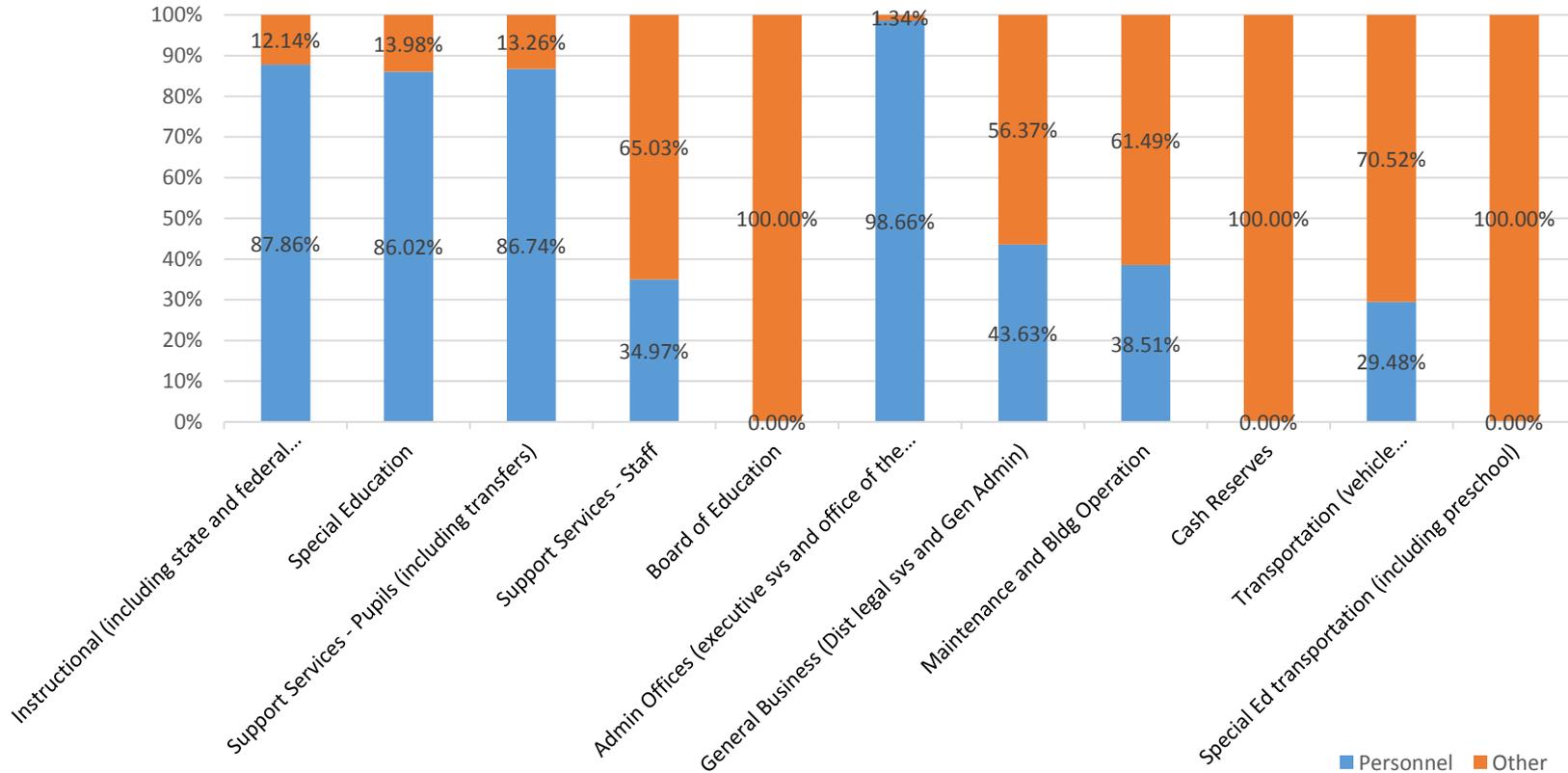
1. Meet current educational needs and end the fiscal year with a balance approximating 5 months of operating expenses (\$3,055,000). GOALS: #1, #3, #4
2. Maintain budget authority to optimize future budget planning. GOAL: #1
3. Sustain and/or grow Series 2017 Refunding Bond Reserves in preparation for increased principal payment that was built into the schedule and define 'adequate reserves' to be equivalent to the next year's payment (at a minimum). GOAL: #3
4. Address identified summative needs by growing the special building fund. GOAL: #2
5. Retain a levy that closely approximates the levy from last year. GOAL: #5

# GENERAL FUND BY CATEGORY



General Fund Budget  
\$9,201,563.00  
Increase of 2.08%

# Percentage of Personnel in General Fund – 68.11%



# GENERAL FUND - BUDGET AND RESOURCES

	2018-19 Budget	2017-2018 Budget	% change from 2017-18
Total General Fund Budget of Disbursements and Transfers:	\$9,201,563.00	\$9,013,743.00	2.08%
Necessary Cash Reserves:	\$1,806,593.69	\$1,522,773.00	18.64%
Total Requirements:	\$11,008,156.69	\$10,536,516.20	4.48%
Total Available Resources Before Property Tax:	\$5,223,894.69	\$4,309,059.60	21.2%
Personal and Real Property Tax Requirements (with 1% Commission):	\$5,842,688.83	\$6,290,360.14	-7.1%

# Series 2017 Refunding Bond

<b>Date</b>	<b>Bonds due</b>	<b>Interest due</b>	<b>Total due</b>
December 15, 2018	\$300,000.00	\$84,676.25	\$384,676.25
June 15, 2019		\$82,951.25	\$82,951.25
<b>TOTALS</b>	<b>\$300,000.00</b>	<b>\$167,627.50</b>	<b>\$467,627.50</b>
Requirements:			
Total bonds and interest	\$467,627.50		
Add necessary cash balance	\$496,883.66		
Deduct beginning cash balance	\$355,560.16		
Total Requirements:			\$608,951.00
Equals Property Tax requirement			\$609,000.00
Add 1% County Treasurer			\$6,150.90
Equals 2018-2019 property tax requirement			\$615,150.90
Estimated District Valuation			\$676,955,811.00
2018-2019 Bond Redemption Fund Levy			0.090870

**\$7,130,000**

WASHINGTON COUNTY SCHOOL DISTRICT 0024 (ARLINGTON PUBLIC SCHOOLS)

Series 2017 Refunding Series 2012 - Aa3

FINAL

**Debt Service Schedule**

Part 1 of 2

Payment  
Schedule for  
Series 2017  
Bond  
Refunding

Date	Principal	Coupon	Interest	Total P+I
06/15/2017	-	-	42,863.13	42,863.13
12/15/2017	210,000.00	1.000%	85,726.25	295,726.25
06/15/2018	-	-	84,676.25	84,676.25
12/15/2018	300,000.00	1.150%	84,676.25	384,676.25
06/15/2019	-	-	82,951.25	82,951.25
12/15/2019	320,000.00	1.300%	82,951.25	402,951.25
06/15/2020	-	-	80,871.25	80,871.25
12/15/2020	340,000.00	1.500%	80,871.25	420,871.25
06/15/2021	-	-	78,321.25	78,321.25
12/15/2021	355,000.00	1.650%	78,321.25	433,321.25
06/15/2022	-	-	75,392.50	75,392.50
12/15/2022	375,000.00	1.800%	75,392.50	450,392.50
06/15/2023	-	-	72,017.50	72,017.50
12/15/2023	400,000.00	2.000%	72,017.50	472,017.50
06/15/2024	-	-	68,017.50	68,017.50
12/15/2024	420,000.00	2.150%	68,017.50	488,017.50
06/15/2025	-	-	63,502.50	63,502.50
12/15/2025	445,000.00	2.350%	63,502.50	508,502.50
06/15/2026	-	-	58,273.75	58,273.75
12/15/2026	470,000.00	2.500%	58,273.75	528,273.75
06/15/2027	-	-	52,398.75	52,398.75
12/15/2027	500,000.00	2.750%	52,398.75	552,398.75
06/15/2028	-	-	45,523.75	45,523.75
12/15/2028	530,000.00	2.850%	45,523.75	575,523.75
06/15/2029	-	-	37,971.25	37,971.25
12/15/2029	565,000.00	3.000%	37,971.25	602,971.25
06/15/2030	-	-	29,496.25	29,496.25
12/15/2030	595,000.00	3.000%	29,496.25	624,496.25
06/15/2031	-	-	20,571.25	20,571.25
12/15/2031	635,000.00	3.050%	20,571.25	655,571.25
06/15/2032	-	-	10,887.50	10,887.50
12/15/2032	670,000.00	3.250%	10,887.50	680,887.50
06/15/2033	-	3.250%	-	-
<b>Total</b>	<b>\$7,130,000.00</b>	<b>-</b>	<b>\$1,850,334.38</b>	<b>\$8,980,334.38</b>

2017-18: \$380,402.50  
2018-19: \$467,627.50  
2019-20: \$483,822.50  
2020-21: \$499,192.50  
2021-22: \$508,713.75  
2022-23: \$522,410.00

# QCPUF Bonds

Dec 15, 2018	\$250,000.00	\$22,776.25	\$272,776.25
June 15, 2019		\$21,213.75	\$21,213.75
<b>TOTALS</b>	\$250,000.00	\$43,990.00	\$293,990.00
Requirements:			
Total bonds and interest	\$293,990.00		
Add necessary cash balance	\$191,479.00	(75% of Principal for 2019)	
Deduct beginning cash balance	\$138,915.00		
Total Requirements:			\$346,554.00
Equals Property Tax requirement			\$346,554.00
Add 1% County Treasurer			\$3,500.20
Equals 2018-2019 property tax requirement			\$350,054.20
Estimated District Valuation			\$676,955,811.00
2018-2019 Bond Redemption Fund Levy			0.051710

# Special Building Fund

2018-2019 Beginning Balance			\$85,000.00
Requirements:			
Equals Property Tax requirement			\$412,916.00
Add 1% County Treasurer			\$4,170.86
Equals 2017-2018 property tax requirement			\$417,086.86
Estimated District Valuation			\$676,955,811.00
2018-2019 Bond Redemption Fund Levy			0.061612

# Depreciation

Current Est. Balance	\$1,226,017.00	
Transfer 8/31/2018:	\$600,000.00	
2018-2019 Beginning Balance		\$1,826,017.00

# NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)	Total Personal and Real Property Tax Requirement For Bonds
	2016-2017 (1)	2017-2018 (2)	2018-2019 (3)					
General	\$ 7,530,943.70	\$ 8,416,568.00	\$ 9,201,563.00	\$ 1,806,593.69	\$ 5,223,894.69	\$ 58,426.83	\$ 5,842,688.83	
Depreciation	\$ 65,425.00	\$ 200,000.00	\$ 1,239,924.42		\$ 1,239,924.42			
Employee Benefit	\$ -	\$ -	\$ -	\$ -	\$ -			
Contingency	\$ -	\$ -	\$ -		\$ -			\$ 615,151.51
Activities	\$ -	\$ -	\$ -	\$ -	\$ -			
School Nutrition	\$ -	\$ -	\$ -	\$ -	\$ -			
Bond	\$ 7,637,946.72	\$ 667,627.50	\$ 667,676.50	\$ 296,883.66	\$ 355,560.16	\$ 6,151.51	\$ 615,151.51	Total Personal and Real Property Tax Requirement for ALL Other
Special Building	\$ 14,716.01	\$ 481,000.00	\$ 509,274.80		\$ 96,358.80	\$ 4,170.86	\$ 417,086.86	
Qualified Capital Purpose Undertaking	\$ 1,505,287.00	\$ 1,022,327.38	\$ 485,469.26	\$ -	\$ 138,915.26	\$ 3,500.54	\$ 350,054.54	
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 6,609,830.23
Student Fee	\$ -	\$ -	\$ -	\$ -	\$ -			
	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>TOTALS</b>	<b>\$ 16,754,318.43</b>	<b>\$ 10,787,522.88</b>	<b>\$ 12,103,907.98</b>	<b>\$ 2,103,477.35</b>	<b>\$ 7,054,653.33</b>	<b>\$ 72,249.74</b>	<b>\$ 7,224,981.74</b>	

# LEVY COMPARISON 2011-2018

	for 2011-2012	for 2012-2013	for 2013-2014	for 2014-2015	for 2015-2016	for 2016-2017	for 2017-2018	for 2018-2019
<b>Property Valuation</b>	\$436,293,993	\$479,769,161	\$534,987,693	\$ 573,737,756	\$635,224,744	\$691,939,625	\$697,111,889	\$676,955,811
General Fund Levy	1.049137	1.049869	1.049892	1.028529	0.950034	0.9508920	0.902346	0.863083
Building Fund Levy	0	0	0	0.020202	0.025252	0.0000000	0.020286	0.061612
Bond Fund	0.090908	0.091584	0.090061	0.088940	0.076616	0.0656910	0.092735	0.09087
QCPUF	0	0	0	0	0.05168	0.0463980	0.045218	0.05171
<b>Total Tax levies</b>	<b>1.140045</b>	<b>1.141453</b>	<b>1.139953</b>	<b>1.137671</b>	<b>1.103582</b>	<b>1.0629810</b>	<b>1.060585</b>	<b>1.067275</b>
<b>Property Tax Request:</b>								
General Fund	\$4,577,323	\$5,036,945	\$5,616,798	\$5,901,056	\$6,034,848	\$6,565,656	\$6,290,360	\$5,842,689
Building Fund	\$0	\$0	\$0	\$115,906	\$160,410	\$0	\$141,414	\$417,086
Bond Fund	\$396,630	\$439,393	\$481,818	\$510,282	\$486,685	\$454,545	\$646,464	\$615,151
QCPUF	\$0	\$0	\$0	\$0	\$328,283	\$321,044	\$315,218	\$350,055
<b>Total Tax Request</b>	<b>\$4,973,953</b>	<b>\$5,476,338</b>	<b>\$6,098,616</b>	<b>\$6,527,244</b>	<b>\$7,010,226</b>	<b>\$7,341,245</b>	<b>\$7,393,457</b>	<b>\$7,224,981</b>

## ANNUAL DISTRICT GOALS

February 2018

(Updates 5/14/2018)

(Updates 8/13/18)

### **GOAL AREA: BUDGET**

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

#### OBJECTIVES:

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

#### STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.  
*Eagle Golf Classic is obtaining corporate sponsors.*  
*DEQ Grant for Track resurfacing and playground.*
2. Assist the Arlington Education Foundation in developing alternative funding sources.  
*Worked with Midland College students to create marketing tools for foundation. Foundation has committed to funding for grades 1 and 2 classroom tablets and wireless interactive whiteboard systems.*  
*At the AEF Banquet they created an opportunity for Alumni to support a "WISH LIST" item for the school. This realized \$943 in donates for identified items of calculators, core chairs, classroom library books, and board games.*

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

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

#### OBJECTIVES:

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

#### STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).  
*Finalizing Community Engagement with NASB*
2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.  
*Utilizing Dr. Larry Dlugosh to lead Facility Planning process with community*  
*Planned and executed Facility Planning Meeting. Follow-up activities being planned.*
3. Provide education and training for parents and guardians to promote school readiness.  
*Jacque has met with a team of teachers to begin discussions of what components to consider in the training.*

4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.

Jacque has met with a team of teachers to begin discussions of what supports may look like.

5. Increase the social media presence of the district.

Focus on increased presence by engaging more internal committees and leaders in the process.

Exploring programs (STRIV and Class Intercom) to enhance our presence and provide desired information to clients.

Purchased STRIV and developed extra duty position to support its utilization.

### **GOAL AREA: FACILITIES**

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

#### OBJECTIVES:

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

#### STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.

Implementing increased intruder drills.

Changed a door from mag lock to electronic strike.

Ordered additional interior cameras.

Created a 'control center' room in office area.

2. Examine existing transportation program and plan for future comprehensive needs.

Bus Barn Committee in the process of identifying and addressing bus barn needs.

Bus Barn was purchased.

Improvements (doors, overhead doors, cameras) in progress.

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

Upgraded HS computer room to efficient lighting.

### **GOAL AREA: STUDENT PERFORMANCE**

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

#### OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of identified schools\* at each grade level in reading, math, and science utilizing a 5-year average.
2. Maintain interest and increase participation in career and college ready courses as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrollment).
3. Maintain cohort graduation rates of 94% or higher.

4. APS will assist students in transitioning from secondary education into careers and/or post-secondary studies.

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

#### STRATEGIES:

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

Social Studies curriculum committee has aligned with state standards and brought forth recommendations for resource adoption

2. Incorporate the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* into all courses.

These are considered as a part of our curriculum adoption process (social sciences this year, science has already begun discussions about these and will begin the process next year).

Students working with Vocational Rehab to help set post secondary goals and action plans.

3. Practice data-informed program and instructional planning in the implementation of Multi-Tiered Support System.

MS/HS - We now have established which standardized assessments we will use at each grade level as one piece of our decision making process. (7th-9th grade - MAP, 10th grade - Pre-ACT, 11th grade - ACT)

4. Continue to implement the Arlington Instructional Model based on the Marzano Framework.

Training on and implementation of iObservation.

5. Implement a revised evaluation tool aligned to the Arlington Instructional Model.

The instructional model committee has recommended and the district has moved forward with utilizing iObservation for classroom walkthroughs. This is directly aligned to our instructional model.

Training on and implementation of iObservation.

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

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

All classrooms have a laptop cart in their room or share one between two classrooms.

Elementary using DOJO uniformly to communicate with parents.

8. Develop, articulate, and deliver a comprehensive secondary curriculum to assist students in transitioning from secondary education into careers and/or post-secondary studies.

#### **9. Identify social, emotional, and behavioral support systems for students and staff.**

Committee met with Arbor Family Counseling about SAP and EAP. Making a recommendation to the board.

Finalized implementation of Mighty Me program for K-6 girls

A four person team developing a comprehensive social-emotional guidance curriculum for grades 7-12

Teacher team developed social-emotional curriculum for MS/HS.

Elementary implementing HOUSE to compliment social-emotional learning.

SAP and EAP in place. All staff and parents introduced to programs.

# **Secondary Principal's Report**

## **For the August 2018 Board Meeting**

### **Social/Emotional Curriculum**

To support the social and emotional development of students in the MS/HS, staff members have created curriculum based on the American Counseling Society's goals that will be incorporated into our teacher advisory time for the 2018-19 school year.

### **Instructional Model**

We are in year three of an instructional model adoption and will be utilizing tools that reference a common language and strategies to benefit student learning. The instructional model is based on over 40 years of research compiled by Dr. Robert Marzano and his colleagues.

### **MAP Testing**

Students will complete MAP (Measurement of Academic Progress) testing in Math, Reading, and Science at the beginning of the year. MAP results will be used as one piece of data when working with students and will be administered in the fall, winter, and spring. Results will be used to assess growth and make informed decisions.

## Elementary Board Report August 2018

- **House System** - We will be kicking off our House System this year with eighteen colored houses. Each house has three adults and 20-25 students from K-6. Houses will meet weekly to develop relationships and work on the eight essential character skills. These skills are being zesty, gritty, honest, respectful, responsible, intellectual risk taker, cooperative, and kind. These skills will be the focus on cross grade level lessons and interactions.
- **Donations** - Huge thank you to the Arlington Education Foundation for their generous donations. With their donations we were able to purchase core stabilization chairs, recess board games, and classroom books.

Looking forward to welcoming back our returning families and welcoming in our new families.

James Shada  
August  
Board Report

### **Concussion, Heat Illness Prevention, and Sudden Cardiac Arrest Training**

According to LB 260 all coaches must complete concussion training prior to their sport season. Our coaching staff has completed an on line training course. Our coaches also completed Heat Illness Prevention and Sudden Cardiac Arrest Training on line.

### **Impact Testing**

The impact test is a test that has and will be given to all Arlington High School athletes prior to their sports season. This test will give our trainers base line data on each student athlete. In the event one of our athletes sustains a concussion we will have data that will guide our trainers in helping these young men and women get back to practice. Students are tested in their 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade. This allows us to have current baseline data.

### **Fall Sports Begin**

According to NSAA guidelines all Fall sports began on Monday August 6<sup>th</sup>. Football, Softball, Girls Golf, Volleyball, Cross Country. Please go to [apseagles.org](http://apseagles.org) and on the right hand side you will find the activities calendar. From that link you can find our sports schedule for the 2018-2019 season.

### **Booster Club Scrimmages**

In conjunction with the Booster Club, the Food for the Food Bank Scrimmage will be on August 17, 2018:

Cross Country at 4:15pm  
Softball at 5pm  
Volleyball at 6pm  
Football at 7pm

On August 11th we had our fall sports media day at 8am in the main gym.

APS 2018-2019  
STUDENT ENROLLMENT SUMMARY

Grades	8/10/17	11/1/17	1/5/2018	3/5/18	5/24/18	8/10/18
PS	26	27	28	28	29	26
KG	48	44	45	45	47	46
1ST	39	36	36	37	38	46
2ND	48	48	48	48	49	40
3RD	51	52	52	52	52	52
4TH	48	49	51	51	50	52
5TH	42	40	39	39	39	53
6TH	48	45	46	46	46	42
<b>PS-6 TOTAL</b>	<b>350</b>	<b>341</b>	<b>345</b>	<b>346</b>	<b>350</b>	<b>357</b>
7TH	49	47	47	47	47	57
8TH	53	53	55	56	55	51
9TH	55	53	55	56	54	58
10TH	65	65	65	65	65	52
11TH	44	43	44	45	44	67
12TH	54	54	54	53	54	46
<b>7-12 TOTAL</b>	<b>320</b>	<b>315</b>	<b>320</b>	<b>322</b>	<b>319</b>	<b>331</b>
<b>PK-12 TOTAL</b>	<b>670</b>	<b>656</b>	<b>665</b>	<b>668</b>	<b>669</b>	<b>688</b>
<b>OPTION ENROLLMENT</b>						
IN/OUT		IN/OUT	IN/OUT	IN/OUT	IN/OUT	IN/OUT
KG		10/2	9/2	9/3	9/3	7/2
1ST		8/3	7/2	7/2	6/1	9/3
2ND		6/2	6/2	6/2	6/2	7/1
3RD		9/5	8/5	8/5	6/5	5/3
4TH		9/3	9/3	9/3	8/2	7/4
5TH		9/5	9/5	9/5	9/5	8/2
6TH		10/2	10/2	10/2	10/2	11/5
7TH		12/7	11/8	11/8	10/8	16/2
8TH		10/5	10/5	10/4	10/3	13/8
9TH		9/4	9/4	9/4	9/4	12/3
10TH		19/4	18/3	18/3	18/3	10/5
11TH		13/5	13/5	13/5	13/4	19/3
12TH		14/2	13/2	13/2	13/2	14/6
<b>TOTAL</b>		<b>138/49</b>	<b>132/48</b>	<b>132/48</b>	<b>127/44</b>	<b>138/47</b>

Buildings and Grounds Committee  
Meeting  
Thursday, July 12, 2018 1:30 PM Central

HS CONFERENCE ROOM  
705 North 9th Street  
Arlington, NE 68002-0580

1. Roll Call

Members present include: Bruce Scheer, Jessica Scheer, Luanne Sundberg, and Lynn Johnson.

Members absent: Lawrence Reed

2. Review Summative Needs List

The committee spent time reviewing the summative needs list and made modifications to the list.

3. Discuss updates to the bus barn

The committee discussed updates that would be needed at the bus barn and the priority of those items. Lynn shared that Lawrence will be able to update some interior and exterior lighting to enhance safety and security and that this is a priority 1 item. The committee prioritized replacing four of the older garage doors with new power garage doors and just adding power to the two newer doors. Wireless camera security was identified as a priority 1 item. The committee identified paint for the exterior and signage for the building as priority 2 items. They tasked Lynn with obtaining quotes on all of these items for further review. The committee also discussed adding a fuel tank to the premises as a priority 2 item.

4. Discuss purchase of 11 passenger van

Lynn shared that there is a need to add an 11 passenger van to the fleet this year rather than the minivan that we had identified in the summative needs list and the budget. It is hoped that quotes can be obtained, reviewed, and recommendations made for approval at the August board meeting. The purchase of a minivan will be planned as part of the 2018-19 budget.

5. Recommendation to the board as a result of this meeting:

The committee may be making recommendations on bus barn renovations and the purchase of a 11 passenger van at the next board meeting.



Finance Committee Meeting  
Tuesday, July 17, 2018 6:15 PM Central

HS CONFERENCE ROOM  
705 North 9th Street  
Arlington, NE 68002-0580

1. Roll Call

Members Present Include: Matt O'Daniel, Shanon Willmott, John Neary, Lynn Johnson

2. Review Board Budget Goals

The committee reviewed the Budget Target Goals that were identified last year and did not make any modifications or changes to them.

3. Review Monthly Disbursements and Balances

The committee reviewed the monthly disbursements and balances, made comparisons to previous years, compared the current balances to the budget goals from this fiscal year, and discussed how the balance will impact the current budget planning.

4. Review Budget Factors

The committee did a general review of the budget factors and restrictions as well as the manner in which TEEOSA works.

5. Discuss General Fund Budget and Resources

The committee discussed the general fund budget including comparisons to current year budget and they discussed and identified resources pertaining to the general fund.

6. Review Bond Fund, Special Building Fund, QCPUF Fund, and Depreciation Fund

The committee reviewed the current status of these funds and then development of this budget year in regards to budget goals and local economics.

7. Patron Presentation

The committee discussed the format, the content, and the delivery of the patron presentation which will be part of the August board meeting.

8. Recommendation to the board as a result of this meeting:

The committee is recommending this as a 'preliminary' budget based upon the information currently on hand, to be reviewed by the board and patrons of the community.



St. Paul's Liaison Representative Meeting  
Monday, July 23, 2018 7:00 PM Central

HS CONFERENCE ROOM  
705 North 9th Street  
Arlington, NE 68002-0580

## 1. Roll Call

Members Present: Luanne Sundberg, Lynn Johnson

Also Present: Craig Hegemann, Dr. Larry Wooster

Not Present: Bruce Scheer

## 2. Nonpublic Consultation - Special Education

Lynn Johnson made note that this will serve as our nonpublic consultation meeting and that is was advertised as such. It was acknowledged that there were proportionate share monies that were unspent noting that there were no nonpublic students who needed additional services. These funds will be used for services to school age public school students as allowed by law. We discussed special education services, procedures, and processes. Both parties are pleased with the current services and management of services. We made note of two different students with potential needs that Lynn and Dr. Wooster will continue to research.

## 3. Review public school calendar

Both parties have shared their calendars with each other and we noted that there have been no changes to the public school calendar since it was originally presented.

## 4. Discuss shared federal Title programs

The representatives present discussed how St. Paul's intends to use their portion of the funds from the Title IIA program and that the application and final notice of award amounts will be announced around January.

## 5. Transportation - Shuttle and Routes

The committee members discussed the current shuttle bus arrangements and potential changes in route drivers. We also briefly discussed continuing to transport students to confirmation. All parties agreed that the current arrangement is working well for us.

## 6. Textbook Loan Program - Rule 4

Those present briefly discussed our current practices including the record keeping. It was noted that we may try to be more particular in completing our paperwork to meet NDE guidelines. We exchanged books to meet the requests for this year.

## 7. Inclement Weather - Eagle Alert

Lynn shared that the software that we are currently using, Blackboard Connect, was bought out by another company. They have announced only one minor change to software at this time. Dr.

Wooster and Superintendent Johnson both felt that the current system of shared communication is working well.

#### 8. Communications - Daily Announcement, Green Sheet

Dr. Wooster shared that they appreciate the communications (bulletins, green sheet, etc) that they are receiving noting no changes to these procedures for this year.

#### 9. Technology Support

Those present briefly discussed that Mr. Sanders is available to assist with technology as needed.

#### 10. MSU Screening

Dr. Wooster and Lynn have been working together to complete forms and provide information for the upcoming MSU (Mobile Screening Unit) health screening that is sponsored by the local Lion's Club as a service to our schools.

#### 11. Other

The participants discussed trying to better coordinate the dates and times of the 'shadow' visitation that the public school provides for the St. Paul's Lutheran students who will be coming to APS the following year.

#### 12. Recommendation to the board as a result of this meeting:

There are no recommendations to the board of education as a result of this consultative meeting.

## Business Operations

### Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

### **Procurement Policy**

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$150,000 (small purchase threshold) ~~per year~~ per procurement event or in aggregate purchases this organization will follow the informal Small Purchase Procedures.
- When the annual total for food service program related items is greater than \$150,000 (small purchase threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

### Micro-Purchase Procedures

Micro-Purchases may be used for ~~annual transactions~~ single purchases under \$3,500 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

### Small Purchase Procedures

For purchases made below the small purchase threshold, Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this organization will take the following steps:

1. Contact a ~~minimum of three potential vendors~~ reasonable number of qualified vendors.
2. Write specifications for goods and services.
- ~~23.~~ Document each vendor's quoted price. (ex. log sheet)
3. Select the company that provides the lowest, most responsive, and responsible bid.
4. ~~Inform all bidding companies in writing of the final decision made by the sponsor~~ Document supplier who was awarded the quote.
5. ~~Write contract for meal service between the sponsor and the winning bidder.~~ Manage orders by confirming product and prices match quotes.

### Formal Competitive Solicitation Procedures

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
  - a. Include detailed specifications
  - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
  - b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.**
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
  - b. At least two weeks before program operations begin
  - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the ~~bid~~ small purchase threshold established in the sponsor’s procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

### Procurement Summary

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)/7 CFR 3016.36(e)(3)(i)/7 CFR 3019.44(a)(3)(iv)]
- C. Documentation: We shall maintain for the current year and the preceding three years all ~~menus, production records, invitations to bid, bid results, bid tabulations or any other~~

significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)/7 CFR 3016.36(9)]

- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)/7 CFR 3016.36(3)(1-1 v)]
- E. ~~Procurement Review Process: This procurement plan shall receive an internal program review on an annual basis by a staff person who is not associated with food service procurement process. This review shall be summarized in written form and kept with the other required program documentation.~~
- F. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)] [7 CFR Part 3016.36(b)(2)]
- G. General Requirements:
1. Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
  2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
  - 2-3. A cost or price analysis in connection with every procurement action in excess of the ~~Simplified Acquisition~~ Small Purchase Threshold including contract modifications. [2 CFR 200.323(a)]
  - 3-4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. ~~To work with staff and clients in developing acceptable menus for breakfast and lunch.~~ Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
  2. ~~To compile market orders or requisitions for purchases which accurately reflect the total quantities of required foods to be ordered per (day, week or month).~~ Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
  3. ~~To place and confirm orders with vendors, or make plans to purchase the required items.~~ Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.

4. ~~To keep program menus up to date by testing and using new products and seeking feedback from staff and clients.~~  
Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
5. ~~To send out bid quotation forms to vendors who have expressed an interest in doing business with the sponsor.~~  
Place and confirm orders with vendors or make plans to purchase the required items.
6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
7. To work with vendors on a fair and equal basis.
8. ~~To develop a list of acceptable brands. (Multiple brands per bid item when possible.)~~
9. To conduct an in-house procurement review once per year.

Date of Adoption: July 10, 2017

Business OperationsESSA

It is the policy of the District to comply with the Every Student Succeeds Act (“ESSA”) and federal grant programs in which the District participates.

1. Authority to Sign Applications. The Superintendent is authorized to sign applications for any of the ESSA formula grants on behalf of the District and may delegate such authority to other administrators in the Superintendent’s discretion. The Superintendent shall submit such applications as determined appropriate so long as acceptance of the funds does not include conditions contrary to the policies of the Board of Education.
2. Supplement not Supplant. Federal funds shall be used to supplement, not supplant the amount of funds or services available from non-federal sources, in compliance with the requirements of federal law. ESSA funds shall not be used to provide services otherwise required by law to be made available.
3. Equitable Allocation. Federal funds shall be used in a manner to ensure equitable allocation of resources. Staff are to be assigned and curriculum materials and instructional supplies are to be distributed to the schools in such a way that equivalence of personnel and materials is ensured among the schools in compliance with the requirements of federal law.
4. Maintenance of Effort. The District shall maintain fiscal effort related to ESSA programs in compliance with the requirements of federal law.
5. Resources. The procurement of resources related to the ESSA programs, including contracts and purchase or service agreements for such program, shall be in accordance with the District’s written procedures for purchasing and contracting. Purchase orders and invoices shall indicate an appropriate record of expenditures. All equipment purchased with federal funds, including those used in nonpublic and other facilities, shall be appropriately identified, inventoried, and when no longer useful to the program, properly disposed. Resources such as staff, materials and equipment funded by Title I and IDEA shall be used only for children participating in the program.
6. Maintenance of Records. Records of all federal financial and program information shall be kept for a minimum of 5 years after the start date of the project.
7. Identification of Eligible Children. The Superintendent and the designees shall implement an appropriate process to identify children eligible for services provided under federal programs.

8. Coordination of Services. Title I and IDEA services shall be coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.
9. Standards and Expectations. Students receiving services in Title I are held to the same standards and expectations as all other students.
10. Assessments. Students receiving services in Title I are assessed with the regular population without accommodations.
11. Parents Right to Know. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
  - (A) Whether the student's teacher—
    - (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - (iii) is teaching in the field of discipline of the certification of the teacher.
  - (B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
12. Testing Opt-Out. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:
  - (A) the subject matter assessed;
  - (B) the purpose for which the assessment is designed and used;
  - (C) the source of the requirement for the assessment;
  - (D) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
  - (E) the time and format for disseminating results.
13. Language Instruction Programs. At the beginning of each school year, if the District receives Title I funding, the District will implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—
  - (A) be involved in the education of their children; and
  - (B) be active participants in assisting their children to—
    - (i) attain English proficiency;

- (ii) achieve at high levels within a well-rounded education; and
- (iii) meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.
15. Certification Regarding Debarment, Suspension and Ineligibility. The District will endeavor to ensure that all contracts and purchase orders reimbursed using federal funds will include the following “suspension and disbarment” language:

To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current “LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS” published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

Notwithstanding anything to the contrary, all persons or entities contracting with the District with any reimbursement using federal funds shall be bound by this certification and shall fully abide by and comply with the same.

Legal Reference: ESSA

Date of Adoption: [Insert Date]

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

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

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

Students: ~~Secondary Principal~~ [Name of Director], Director of Student Services [or other title], ~~105 North 9th PO Box 581~~ [Street Address], ~~Overland Park~~ [City], NE ~~66207~~ [Zip Code] ~~913-478-4174~~ (\_\_\_\_) \_\_\_\_-\_\_\_\_ ([Email Address]).

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

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

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

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

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

~~age, sex, or other protected category~~, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

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

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

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

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

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

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

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

## **2. Anti-retaliation:**

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

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

## **3. Grievance (or Complaint) Procedures:**

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

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

~~District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.~~

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

*i. Level 1 (Investigation and Findings):*

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

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

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation,

or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. ~~Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation.~~ If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, ~~when appropriate if necessary.~~

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

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

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

- a. A summary of the facts,
- ~~b. An analysis of the appropriate legal standards applied to the specific facts,~~
- ~~e.b.~~ Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- ~~d.c.~~ If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made ~~(see the Remedies section,~~

~~below, for additional information about remedies).~~ The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within ~~ten-one (101) working days~~ after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed ~~(victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.~~

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within ~~ten-five (105) working days~~ after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten-five (105) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at ~~a the next scheduled~~ Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by both the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) working days** after the party addresses the Board, receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Remedies:**

~~If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.~~

~~The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.~~

~~If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:~~

- ~~a. — Providing an escort to ensure the complainant can move safely between classes and activities.~~
- ~~b. — Ensuring the complainant and alleged harasser do not attend the same classes.~~
- ~~c. — Moving the alleged harasser to another school or work area within the District.~~
- ~~d. — Providing counseling services or reimbursement, if appropriate.~~
- ~~e. — Providing medical services or reimbursement, if appropriate.~~
- ~~f. — Providing academic support services, such as tutoring.~~
- ~~g. — Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.~~

~~The District may provide remedies for the broader student population as well, including but not limited to:~~

- ~~a. — Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.~~
- ~~b. — Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.~~

- ~~e. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.~~
- ~~d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.~~
- ~~e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
  - ~~i. Know the school's prohibition against discrimination, harassment, and retaliation.~~
  - ~~ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.~~
  - ~~iii. Understand how and to whom to report any incidents of discrimination.~~
  - ~~iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.~~
  - ~~v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.~~~~
- ~~f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.~~
- ~~g. Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.~~

~~In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.~~

**54. Confidentiality:**

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

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a

complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

~~At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.~~

**65. Training:**

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. ~~Training for appropriate supervisors will include the following areas:~~

- ~~a. — The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.~~
- ~~b. — The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.~~
- ~~c. — Identification of the District's designated compliance coordinators and their job responsibilities.~~
- ~~d. — Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.~~
- ~~e. — Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.~~
- ~~f. — Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.~~

~~g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.~~

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**76. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

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

**87. Preventive Measures:**

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

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

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)  
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.  
Neb. Rev. Stat. § 79-2,115, et seq

Date of Adoption: [Insert Date]

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
  - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
  3. Expulsion:
    - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
    - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
    - c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

- d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
  - e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
  - f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
  - b. If the student’s conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

45. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.

3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.

14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
  - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
  - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
  - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants, etc.) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
  - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
  - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
  - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
  - e. Head wear including hats, caps, bandannas, and scarves.
  - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double.
  - g. Clothing or jewelry that is gang related.
  - h. Students must wear shoes.
  - i. Visible body piercing (other than ears), body art, or body alterations that are disruptive to the learning environment or pose a safety risk.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code. The student will be asked to change the offensive clothing or turn it inside out. If this is not possible, they will be asked to call home for new clothing or return home to correct the problem. Time missed will be made up in detention. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

- (1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
  - (2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
  - (3) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
  - (4) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
  - (5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- (1) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - (2) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements

- of the present course or program without notifying the instructor to whom the work is presented.
- (3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
  - (4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
  - (5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
    - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
    - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
  - (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to

report a known act of cheating or plagiarism to the instructor or administration.

- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
  - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension, or expulsion or removal from class with loss of credit and/or a failing grade. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices. Although Arlington Public Schools encourages the use of individual student devices but expects all student to adhere to school policy regarding technology use regardless of the device being used. Arlington Public School is not responsible for lost or stolen personally owned devices.
- b. Definitions.
- (1) "Electronic devices," include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

- (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
  - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
  - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
  - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
  - (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
  - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time in the cafeteria, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
  - (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
  - (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student’s parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent’s condition).
- d. Violations
  - (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices at any time or place for: (a) activities which

disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) .) or **otherwise transmitting images and/or sounds of another person or persons** without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school’s main office to be identified, placed in a secure area, and returned to the student and/or the student’s parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school’s main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student’s parent/guardian personally comes to the school’s main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student’s

parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iv) Subsequent Violations: Students who are repeat offenders of this policy shall be subject to the imposition of any appropriate disciplinary action, which may include suspension and expulsion from school.

(3) Penalties for Prohibited Use of Electronic Devices: Students who send or encourage another to send a "sexting" message shall be subject to disciplinary action. Students who receive a "sexting" message are to report the matter to a school administrator and then follow the protocol outlined by administration or law enforcement agency. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion.

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified. Disciplinary action may be taken.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. ~~Cases of law violations or suspected law violations by students~~ Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement ~~the police and to the student's parents or guardian~~ as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made. The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the

principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

3. ~~In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the District's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:~~
- ~~(a) — Knowingly possessing illegal drugs or alcohol.~~
  - ~~(b) — Aggravated or felonious assault.~~
  - ~~(c) — Vandalism resulting in significant property damage.~~
  - ~~(d) — Theft of school or personal property of a significant nature.~~
  - ~~(e) — Automobile accident.~~
  - ~~(f) — Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.~~

~~When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.~~

Legal Source: Neb. Rev. Stat. Sections §79-254 to §79-296

Date of Adoption:

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

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

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

Students: **Secondary Principal**, Director of Student Services, **Arlington**, NE 68002 (402) 478-4173 (~~{Email Address}~~).

~~Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_\_ ({Email Address}).~~

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

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

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or

- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

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

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

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

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt

and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

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

**2. Anti-retaliation:**

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

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

**3. Grievance (or Complaint) Procedures:**

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

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

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

*i. Level 1 (Investigation and Findings):*

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

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

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

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

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

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

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

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

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board’s next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board,

designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

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

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

**5. Training:**

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

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

Date of Adoption: [Insert Date]

StudentsChild Abuse and Neglect

School employees shall promptly report to the appropriate law enforcement agency and the principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. The principal will ensure that the report has been made ~~the matter~~ to the proper law enforcement agency or other agency as required by law.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur competition. The term “promptly” means “within a 24-hour period.”

Legal Reference: Neb. Rev. Stat. §28-711  
34 U.S.C. § 20341

Date of Adoption:

StudentsMarried/~~Pregnant~~ Students

Married students shall have the same educational opportunities in this school system as unmarried students. There shall be no discrimination on the basis of sex, marital status of any person, or the condition of being a parent. To enforce this prohibition, aggrieved persons shall use the District's anti-discrimination policies.

~~Further, school-age children who are pregnant, whether married or unmarried, shall be allowed to remain in school, and services for them shall be made a regular part of the school system. Any variation from their continuing in regular school classes shall be based upon their assessed needs. A pregnant girl may remain in her regular school program as long as her physical and emotional condition permits.~~

Legal References: Neb. Rev. Stat. §§ 79-2,114 to 79-2,124  
20 U.S.C. § 1681 (Title IX)

Date of Adoption: [Insert Date]

StudentsSearch and Seizures

When it is determined based on searches that a person has violated a Board policy, administrative regulation, building rule, student conduct rule or personnel expectation, or the law, the person shall be subject to appropriate disciplinary action and a report to law enforcement may be made.

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted in the discretion of the administration.

The following rules shall apply to the search and the seizure of items in a student's possession or control.

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted in the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that: a) the student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent), b) the testing actually be random, c) that the testing procedures limit any intrusion on student privacy, and provide for an appropriate level of confidentiality and accuracy, and d) that the response to positive tests take into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. Searches of the District's computer system may be conducted in the discretion of the administration at any time.

The following procedures will be used for the removal of personal property:

1. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be seized by school officials. Any illegal drugs, firearm or dangerous weapon shall be confiscated and delivered to law enforcement as soon as practical.

2. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process may be removed from student possession.

The District is not responsible for the security or safety of personal property which employees, students, or other building users may bring to school.

Legal Reference: Neb. Rev. Stat. § 28-1204.04 (firearms)

Date of Adoption: [Insert Date]

Homeless Education Program

HOMELESS STUDENT ENROLLMENT INFORMATION & PLACEMENT REQUEST

Child's Name: (Last Name) (First Name) (M.I.) Birth Date: Grade

Parent/Guardian Name (Last Name) (First Name) (M.I.) Unaccompanied Youth ("Yes" or "No")

Current Address

Telephone Number: (If phone # not available, phone number of someone who can be contacted and their relationship, if any).

Information provided on this form is confidential.

1. Homeless Status

a. Do you live in any of these following situations?

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.)
in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations
in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing shelter or agency
have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans
in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
None of the above.

b. How long do you anticipate living in current location?

2. School Most Recently Attended

School: (School Name) (City) (State)

Dates of Attendance: to

Grade level when last attended:

3. Eligible for any of these educational and school related activities and services?

Special Education (IDEA) If yes, please identify disability and special education services previously provided :

- English Language Learners (ELL)  Gifted  Vocational Education
- Other \_\_\_\_\_

4. Possible Barriers to Education

- No Birth Certificate  No immunizations or other medical records
- No School Records  Transportation  School Selection
- Other issues/barriers \_\_\_\_\_

5. Requested Services and Activities to be Provided by Homeless Student Program

- Obtaining or transferring records necessary for enrollment
- Emergency assistance related to school attendance
- Expedited evaluations
- Transportation  Clothing to meet a school requirement  School supplies
- Early childhood program  Tutoring or other instructional support
- Before/after-school, mentoring, summer programs
- Referrals for medical, dental, or other health services
- Referral to other programs/services
- Assistance with participation in school programs
- Parent education related to rights/resources
- Coordination between schools and agencies
- Counseling  Addressing needs related to domestic violence
- Staff professional development/awareness
- Other \_\_\_\_\_

6. Placement

a. School placement requested by parent/guardian or unaccompanied youth:

\_\_\_\_\_

b. Reason(s) for Request: \_\_\_\_\_

\_\_\_\_\_

c. Name of "School of Origin" \_\_\_\_\_

(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled).

Enrollment Date \_\_\_\_\_

Has student been withdrawn? \_\_\_\_\_

If so, what was the withdraw date? \_\_\_\_\_

d. Distance from:

i. Residence to the school of origin (miles): \_\_\_\_\_

ii. Residence to the school requested (if not school of origin): \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian or Unaccompanied Youth's signature

\_\_\_\_\_  
Date

Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act. Please contact the Homeless Coordinator with any questions.

**WRITTEN NOTIFICATION OF ENROLLMENT/PLACEMENT DECISION FOR HOMELESS STUDENT**

Child's Name: \_\_\_\_\_

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_  
( Name) (Name)

After reviewing your request to enroll the child, the determinations are as follows:

**Homeless student program eligibility:**

- \_\_\_\_\_ Child does not qualify under the homeless student program.
- \_\_\_\_\_ Child qualifies under the homeless student program. This determination was based upon: \_\_\_\_\_

**Placement** (if enrolled under the homeless student program) was made based on best interest of the student. The placement will be at: \_\_\_\_\_  
( Name)

Explanation for this determination (if not school of origin or the choice of parent/guardian or unaccompanied youth, give detail): \_\_\_\_\_

If you are not satisfied with the determinations, you have the right to use the dispute resolution process. Contact the Homeless Coordinator and complete a Dispute Resolution Form.

Notices:

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the ~~state coordinator:~~ Nebraska Commissioner of Education  
~~Education Specialist & Homeless Education / NCLB Programs~~  
Nebraska Department of Education  
[matt.blomstedt@nebraska.gov](mailto:matt.blomstedt@nebraska.gov)  
Telephone: (402) 471-~~1419~~ ~~Faeximile:~~ (402) 742-2371/5020
- You may seek the assistance of advocates or attorneys.

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

Written Notification Form was given to parent/guardian or unaccompanied youth on \_\_\_\_\_ (Date).

**Homeless Education Program  
DISPUTE RESOLUTION FORM**

This form should be completed when a dispute arises over school enrollment/placement.

Child's Name: \_\_\_\_\_

Person completing form: \_\_\_\_\_  
(Name) (Relation to Student)

I may be contacted at (address/phone/e-mail): \_\_\_\_\_

I wish to dispute the following decision: \_\_\_\_\_

The decision I am disputing was wrong because (give detailed information in support of your position and use an attachment if necessary): \_\_\_\_\_

Persons who have information to support my position (include contact information): \_\_\_\_\_

I request that the following action be taken on this dispute: \_\_\_\_\_

Parent or Guardian or Unaccompanied Youth's signature \_\_\_\_\_

Date \_\_\_\_\_

**-----For School Use-----**

Date received by Homeless Coordinator \_\_\_\_\_

**-----Determination of Homeless Coordinator-----**

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_  
(Name) (Name)

After reviewing the information relevant to your dispute my determination is as follows:

Explanation for this determination: \_\_\_\_\_

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The appeal is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact ~~the state coordinator~~:

Nebraska Commissioner of Education  
~~NCLB Programs~~

~~Specialist & Homeless Education /~~

Nebraska Department of Education

[matt.blomstedt@nebraska.gov](mailto:matt.blomstedt@nebraska.gov)

Telephone: (402) 471-~~1419~~ Facsimile: ~~(402) 471-0117~~5020

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

The Determination of the Homeless Coordinator on this dispute was given to parent/guardian or unaccompanied youth on \_\_\_\_\_ (Date).

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 ~~November, 2010~~ 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:

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.

(2) 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 ~~selected from the following list~~ to match the weaknesses identified in the diagnostic assessment:
  - (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, section 24 of this act to remedy such reading deficiency.~~ Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to ~~this Policy, section 24 of this act~~ until the student is no longer identified as having a reading deficiency.

Legal Reference: Nebraska Reading Intervention Act

Date of Adoption: [Insert Date]

InstructionParental and Family Involvement in Title I Programs

Arlington Public Schools commits to meeting all requirements of the ESSA as they apply to all Title I programs conducted within the District. This Policy and all procedural steps included in the implementation of this Policy have been developed jointly with parents and family members and will be reviewed, evaluated regarding its effectiveness, and updated annually at a scheduled meeting for this purpose, held at a convenient time for staff, parents, and family members. Parents and family members are encouraged to provide input into such review, evaluation and possible revisions. This Policy will be distributed to all parents and family members annually, in a language that parents and family members can understand.

The District recognizes the unique needs of students who are being served through the Title I Program and stresses the importance of parental and family member involvement in the academic success of their children. Opportunities will be provided for parent and family member involvement in their child's education in the following manner:

1. Parents and family members will be involved in the planning, review, and improvement of the Parental and Family Involvement Policy and School/Parent Compact through at least one annual meeting held at a convenient time.
  - An annual meeting will be held with parents and family members to inform them about the child's participation in the Title I Program, explaining what Title I is and the requirements associated with it. This meeting is held each fall.
2. The District will strive to increase opportunities that will help build the capacity for strong parental and family member involvement in all aspects of the District's programs.
  - The school district will build capacity through workshops, meetings, volunteer opportunities within the school and materials providing assistance to parents and family members of children served by the school(s).
3. Parents and family members will be provided timely information regarding the District's curriculum, academic assessments used, and proficiency levels expected of all students through a variety of communication methods utilized by the District to inform and involve parents and family members as a partners in the participating child's academic success.
  - This will be done through the student handbook, curriculum nights, parent teacher conferences, report cards and progress reports along with frequent newsletters.

4. Parents and family members will be provided opportunities to participate, as appropriate, in decisions relating to the education of their children regarding such matters as curriculum, assessments and student performance standards as well as the planning of effective parental and family member involvement activities.
  - This will include the development of the District's School Improvement Plan, Title I Targeted Assistance Self-Review document, as well as participating in the Parent and Family Member Advisory Board, PTA and completing an annual climate survey. Activities are specific to the elementary building and designed to accommodate family needs. These may include activities such as; math night, reading night, workshops for parents, family members, etc.
5. The District will coordinate and integrate parental and family member involvement programs and activities with other community programs.
  - These may include programs such as: Title III and Migrant programs, Home Instruction Programs for Preschool Youngsters, YMCA, public library, public preschools, etc.
6. Parents and family members will be provided assistance, opportunities, and/or materials to help them understand the topics relating to their children's academic achievement in a format, and when feasible, in a language they can understand. This includes participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children.
  - These opportunities will be provided by the school staff through a variety of means of communication such as parent-teacher conferences, handbooks, progress reports, newsletters and other school publications.
7. The District will conduct an annual evaluation of the content and effectiveness of the parental and family member involvement policy.
  - A survey of parents and family members is conducted to determine if their needs have been met and barriers prohibiting their participation in their child's education have been identified and reduced.

Date of Adoption: August 8, 2016

Reviewed: March 13, 2017

InstructionTitle I Parental and Family ~~Involvement~~Engagement Policy

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

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

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)

Date of Adoption: [Insert Date]

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

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

- C. Since it is hereby determined to be important and in the best interest of this school district to recognize service by Board members, employees and volunteers, the school Board hereby authorizes the President, Superintendent or the Superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted provided that no such plaque, certificate, flowers or other item of value to be awarded shall cost more than \$50.00. With the exception of retirement gifts to employees of 20 years or more service who are given a gift card of \$100.
- D. School Board members are not paid members and when appropriate because of the timing, length or other factors, sandwiches or meals may be provided to School Board members, employees and volunteers attending public meetings or in other appropriate or necessary situations such as joint meetings with other governing bodies.
- E. That non-alcoholic beverages, cookies or other similar items may be provided to individuals attending public meetings, private meetings, discussions or public or private conferences as determined necessary or appropriate by the Superintendent or the Superintendent's designee to be in the best interest of this school district.
- F. Non-alcoholic beverages and meals may be provided for individuals while performing or immediately after performing relief, assistance or support activities in emergency situations or during or immediately following their participation in any activity approved by the School Board.
- G. In addition to the other matters covered and allowed by this policy, one recognition dinner each fiscal year may be held for Board members, employees or volunteers provided the maximum cost per person, which is hereby established for such dinner shall not exceed ~~\$25.00~~ **\$50.00** and further provided that such annual dinner may be held separately for employees of each department or separately for volunteers or any of them in combination.
- H. The authority necessary to carry out the provisions of this policy should be and is hereby delegated from the School Board to the designated officials so indicated herein.
- I. Nothing in this policy shall authorize the expenditure of public funds to pay for any expenses incurred by a spouse of a Board member, employee or volunteer unless the spouse is also a Board member, employee or volunteer.

Legal Reference: §§13-2201 to 13-2204

Date of Adoption:

Community RelationsRecording of Others

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Legal Reference: Neb. Rev. Stat. § 86-290  
Letter to Anonymous, 40 IDELR 70 (OSEP 2003)

Date of Adoption: [Insert Date]

Board of Education Regular Meeting Minutes  
Monday, July 9, 2018  
7:00 p.m. Central

HS Conference Room  
705 North 9<sup>th</sup> Street  
Arlington, NE 68002

## 1. OPENING PROCEDURES

### 1.1 Call Meeting to Order

President Matt O'Daniel called the meeting to order at 7:00 p.m.

### 1.2 Roll Call

Board Members Present: Matt O'Daniel, Bruce Scheer, Luanne Sundburg, Shanon Willmott. Also present were Superintendent Lynn Johnson, and Cheryl Keeler, recording secretary. Jessica Scheer was absent and the absence was excused.

Move to approve the absence of Jessica Scheer passed with a motion by Bruce Scheer and a second by Matt O'Daniel.

Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

### 1.3 Pledge of Allegiance

1.4 Discuss, Consider and Take Necessary Action to accept the resignation of Teri O'Flaherty as board of education member effective immediately.

Move to accept the resignation of Teri O'Flaherty as board of education member effective immediately passed with a motion by Matt O'Daniel and a second by Shanon Willmott.

Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

### 1.5 Discuss, Consider and Take Action to appoint new board member.

Move to appoint John Neary as a member of the board of education to fill the position vacated due to the resignation of Teri O'Flaherty; said appointment is effective immediately and shall continue for the remainder of the unexpired term passed with a motion by Luanne Sundberg and a second by Shanon Willmott.

Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

### 1.6 Administer and Collect Oath of Office

John Neary signed the oath of office and was seated on the board.

### 1.7 Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as presented passed with a motion by Matt O'Daniel and a second by Bruce Scheer.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

## 2. WELCOME TO GUESTS AND PUBLIC FORUM

Merrit Gilmore addressed the board. She would like to see an area designated for wrestling and wanted to make sure it was communicated to the public that this area can be used by other groups such as cheerleaders and for PE classes for tumbling, cartwheels, and somersaults. She asked the board to move toward that goal even if it is a five or ten year plan.

## 3. SUPERINTENDENT'S REPORT

### 3.1 Update on Staffing

Superintendent Johnson updated the board on staffing. Alexandria Kolpin Gill as kindergarten teacher and Jenny Hansen as business manager. New hires will be approved in the consent agenda. Farrah Buckley will change from part-time to a full-time bus route.

### 3.2 Budget Workshop for Patrons

The board agreed there should be a public presentation of the budget to patrons. The August board meeting will have a 10 to 15 minute presentation of the budget for patrons with public comments allowed following the presentation.

### 3.3 Welcome Back on Thursday, August 9, 2018

Board members are invited to attend the 'Welcome Back' for staff.

## 4. COMMITTEE AND REPRESENTATIVE REPORTS

### 4.1 Americanism/Education Evaluation: No report

### 4.2 Buildings and Grounds Committee: No report

### 4.3 Finance Committee: No report

John Neary will fill the position vacated by Terri O'Flaherty. Finance committee will consist of Neary, O'Daniel, and Willmott.

### 4.4 Negotiations Committee: No report

### 4.5 Professional Development Sharing

Lynn Johnson shared updates with the board and requested to schedule our annual beginning of the year meeting with St. Paul's Lutheran representatives.

## 5. UNFINISHED BUSINESS

### 5.1 Discuss and Consider Policy on Residency.

Proof of Residency A presented to the board had several options of documentation that could be presented to show residency. It was decided the rental agreement should not be listed.

Move to adopt 5005 admission, contracting and residency policy as amended by striking the rental agreement document option passed with a motion by Matt O'Daniel and a second by Shanon Willmott.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

### 5.2 Discuss and Consider information from Facility Planning Meeting and determine potential next steps.

Board discussed history of how we got where we are in the facility planning process that was moved to a priority position based upon concerns from parents regarding wrestling space. This discussion included noting that the purpose of the facility planning process was to gain feedback from patrons to help identify the priorities of the district as these priorities would drive facility needs. It was also discussed that all board members had previously expressed that the current physical education/weights, and music programming spaces needed to be maintained rather than reconfigured to create a designated wrestling room. The priority needs identified as a result of the facility planning meeting on June 10 and summarized by facilitator, Dr. Larry Dlugosh, were reviewed. The board plans to schedule a retreat to spend time identifying the priorities and create more definite plans. The board decided not to use a facilitator for this next retreat but to possibly pull the facilitator back in later. Lynn Johnson will begin e-mail inquiries with the board as to what time and date works best for a planned retreat.

### 5.3 Discuss, Consider and Take Action to approve quote for casework in elementary classroom.

Due to the addition of a third kindergarten classroom, casework needs to be added to the existing space.

Motion to approve the purchase of casework for one classroom in the amount of \$16,000 from Cartwright Construction as presented passed with a motion by Bruce Scheer and a second by Matt O'Daniel.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

## 6. NEW BUSINESS

6.1 Discuss, Consider and Take Necessary Action to approve the interlocal agreement with Fort Calhoun to share school psychologist services.

It is recommended we continue this contract. This is the fourth year we've done this.

Motion to approve the interlocal agreement with Fort Calhoun to share school psychologist services as presented passed with a motion by Matt O'Daniel and a second by Shanon Willmott. John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

6.2 Discuss, Consider and Take Necessary Action to pass a resolution which authorizes the district to enter into an interlocal agreement to share occupational therapist services with Fort Calhoun and Blair.

The contract will save the school money and the services will be provided by a person who is familiar with our students and whose services we value.

Motion to approve the resolution which authorizes the district to enter into an interlocal agreement to share occupational therapist services with Fort Calhoun and Blair as presented passed with a motion by Matt O'Daniel and a second by John Neary.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

6.3 Discuss, Consider and Take Necessary Action to approve 2018-2019 student breakfast and lunch prices.

It is recommended to increase our prices minimally to stay close to the federally required minimum. We are exempt from the requirement at this time but that could always change. In addition, we have been very conservative with our lunch prices and the increases.

Motion to approve the following prices for the 2018-2019 school year:

Breakfast \$1.40 for Elementary/Middle School/Senior High Students

Lunch \$2.25 for Elementary Students and \$2.50 for Middle School/Senior High Students passed with a motion by John Neary and a second by Shanon Willmott.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

6.4 Discuss and Consider the 2017-2018 Annual Transportation Report.

Expenses are down this year compared to last year because we had a lot less repair issues, which will decrease costs of the shuttle bus agreement with St. Paul's. Luanne Sundberg requested an update on the bus cameras. Bruce Scheer shared that the B&G Committee had discussed that cameras will be placed on new buses as they are replacing old buses.

6.5 Discuss, Consider and Take Necessary Action to approve the 2018-2019 shuttle bus agreement with St. Paul's Lutheran School.

Move to approve the 2018-2019 shuttle bus agreement with St. Paul's Lutheran School at a cost of \$1.10 per mile and according to all other terms set forth in the agreement passed with a motion by Luanne Sundberg and a second by Bruce Scheer.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

6.6 Discuss and Consider the following revised policies: Policy 3131 Procurement Plan - School Food Authorities; Policy 3570 ESSA; Policy 4003 Anti-discrimination, Anti-harassment, and Anti-retaliation; Policy 5101 Student Discipline; Policy 5401 Anti-discrimination, Anti-harassment, and Anti-retaliation; Policy 5402 Child Abuse and Neglect; Policy 5406 Search and Seizures; Homeless Policy 5418 HEP Form; Policy 6212 Assessments-Academic Content Standards; Policy 6213 Reading Instruction and Improvement; Policy 6410 Title I Parental and Family Engagement; Policy 8231 Coffee Act Policy.

Lawyer is recommending these policy changes or additions.

6.7 Discuss and Consider adoption of Policy 1102 Recording of Others.

This policy will be added to the student handbook.

7. CONSENT AGENDA

Motion to approve the consent agenda as presented passed with a motion by Matt O'Daniel and a second by Shanon Willmott.

John Neary: Yea, Matt O'Daniel: Yea, Bruce Scheer: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

7.1 Minutes of the Previous Board Meeting(s): June 10, 2018 Board of Education Workshop and June 11, 2018 Board of Education Regular Meeting.

7.2 Monthly Financial Reports

7.3 Claims (Check Register)

7.4 Special Fund Transfers

7.5 Hot Lunch Report

7.6 Activity Report

7.7 Hire Alexandria Kolpin Gill as kindergarten teacher for the 2018-2019 school year.

7.8 Hire Jenny Hansen as business manager.

8. EXECUTIVE SESSION

9. ACTION ON EXECUTIVE SESSION ITEMS

10. ADJOURNMENT

President Matt O'Daniel adjourned the meeting at 8:29 p.m.

\_\_\_\_\_  
Matt O'Daniel, Board President

\_\_\_\_\_  
Lynn Johnson, Board Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**BUDGET MONITORING 2017-2018**

Comparison of receipts and disbursements between 2016-2017 and 2017-2018 reveals the following.

<b>Receipts</b>	<b>2016-2017</b>	<b>2017-2018</b>
September	1,902,860.95 (Levy 1.103582(Gen. Fd. .950034/	2,065,094.42 (Levy 1.062981(Gen. Fd. .950892/
October	298,682.47 Bond 0.076616/QCPPUF .051680/	374,807.35 Bond 0.065691/QCPPUF .046398)
November	169,750.93 Special Bld. .025252)	255,213.52
December	192,216.89	196,542.06
January	937,892.06	1,001,169.50
February	589,278.44	601,707.55
March	362,400.77	458,610.93
April	609,008.44	466,808.35
May	2,213,495.17	2,309,718.83
June	792,629.57	689,235.01
July	124,246.59	98,789.52
August		
<b>RECEIPTS TO DATE</b>	<b>8,192,462.28</b>	<b>8,517,697.04</b>

<b>Disbursements</b>	<b>2016-2017</b>	<b>2017-2018</b>
September	571,223.06	580,898.73
October	575,720.26	637,800.24
November	601,164.90	599,653.50
December	583,279.63	558,332.24
January	531,329.90	572,346.33
February	569,782.82	579,818.38
March	559,606.91	572,236.03
April	654,923.33	606,839.92
May	670,637.50	593,671.19
June	616,157.52	585,219.44
July	601,857.09	549,271.11
August		
<b>DISBURSEMENT TO DATE</b>	<b>6,535,682.92</b>	<b>6,436,087.11</b>

<b>BUDGET</b>		
Gen. Minus SpEd/Grants	7,614,127	7,711,030 66.12% Expended
General SpEd	927,483	1,014,574 73.50% Expended
Gen. SpEd Transportation	28,511	28,512 11.84% Expended
General Grants	256,878	259,627 116.53% Expended
Sub Total	8,826,999	9,013,743
Total Lunch Fund Expend.	408,107	410,400 74.42% Expended
<b>Total</b>	<b>9,235,106</b>	<b>9,424,143</b>

<b>PERCENTAGE OF TOTAL BUDGET</b>		
<b>EXPENDED TO DATE</b>	<b>70.77%</b>	<b>68.29%</b>

JULY 2018 MONTHLY SUMMARY REPORT

SITE	BUDGET	MTD	YTD	BUDGET BALANCE	% SPENT
100 ELEMENTARY					
1110 REGULAR INSTRUCTION	\$1,399,820.00	108,067.28	1,202,403.93	\$197,416.07	85.90%
1210 SPECIAL EDUCATION	\$685,954.00	11,505.95	538,885.48	\$147,068.52	78.56%
1290 PRE-SCHOOL	\$10,818.00	1,207.76	3,620.86	\$7,197.14	33.47%
2120 GUIDANCE	\$82,922.00	10,647.85	65,820.71	\$17,101.29	79.38%
2210 STAFF DEVELOPMENT	\$14,100.00	670.00	2,922.32	\$11,177.68	20.73%
2212 CURRICULUM	\$21,885.00	1,369.00	15,339.98	\$6,545.02	70.09%
2220 LIBRARY SERVICES	\$72,223.00	4,453.07	66,529.17	\$5,693.83	92.12%
2410 PRINCIPAL	\$162,089.00	9,207.91	119,643.91	\$42,445.09	73.81%
2760 SPECIAL ED TRANSPORTATION	\$12,302.00	0.00	1,419.91	\$10,882.09	11.54%
TOTAL ELEMENTARY	\$2,462,113.00	147,128.82	2,016,586.27	\$445,526.73	81.90%
SECONDARY					
1110 REGULAR INSTRUCTION	\$2,321,492.00	174,099.79	1,898,835.64	\$422,656.36	81.79%
1210 SPECIAL EDUCATION	\$328,620.00	13,865.70	206,804.64	\$121,815.36	62.93%
2120 GUIDANCE	\$117,294.00	8,776.15	104,676.40	\$12,617.60	89.24%
2210 STAFF DEVELOPMENT	\$3,000.00	40.00	2,187.87	\$812.13	72.93%
2212 CURRICULUM	\$28,971.00	1,369.00	15,339.98	\$13,631.02	52.95%
2220 LIBRARY SERVICES	\$50,063.00	4,396.44	43,995.90	\$6,067.10	87.88%
2410 PRINCIPAL	\$309,562.00	20,519.53	237,134.36	\$72,427.64	76.60%
2760 SPECIAL ED TRANSPORTATION	\$7,000.00	0.00	0.00	\$7,000.00	0.00%
TOTAL SECONDARY	\$3,166,002.00	223,066.61	2,508,974.79	\$657,027.21	79.25%
300 DISTRICT WIDE					
1111 TECHNOLOGY	\$188,716.00	28,774.67	187,310.68	\$1,405.32	99.26%
1160 POVERTY PLAN/LEP	\$45,378.00	4,984.92	50,001.85	-\$4,623.85	110.19%
2130 HEALTH SERVICES	\$58,911.00	6,626.28	67,931.58	-\$9,020.58	115.31%
2150 SAFETY & SECURITY	\$6,000.00	161.10	7,019.35	-\$1,019.35	116.99%
2310 BOARD OF EDUCATION	\$34,600.00	1,297.02	23,299.20	\$11,300.80	67.34%
2320 SUPERINTENDENT	\$325,516.00	22,380.48	244,983.73	\$80,532.27	75.26%
2330 LEGAL	\$25,342.00	309.50	6,667.50	\$18,674.50	26.31%
2510 GENERAL BUSINESS SUPPORT	\$36,797.00	2,922.83	30,197.84	\$6,599.16	82.07%
2520 OTHER VEHICLES	\$46,108.00	57.31	12,736.49	\$33,371.51	27.62%
2610 OPERATION OF PLANT	\$603,045.00	34,215.64	418,104.79	\$184,940.21	69.33%
2620 MAINTENANCE	\$1,397,084.00	9,091.53	68,956.69	\$1,328,127.31	4.94%
2750 REGULAR TRANSPORTATION	\$321,294.00	6,322.97	193,137.22	\$128,156.78	60.11%
TOTAL DISTRICT WIDE	\$3,088,791.00	117,144.25	1,310,346.92	\$1,778,444.08	42.42%
300 GRANTS DISTRICT WIDE					
3121/3504/3500 STATE PROGRAMS	\$14,682.00	21,433.10	33,528.99	-\$18,846.99	228.37%
4200 TITLE I/III/ACCTOUNTABILITY	\$70,600.00	8,184.67	67,622.75	\$2,977.25	95.78%
2765 Preschool Transportation	\$9,210.00	713.34	1,956.05	\$7,253.95	21.24%
4402/04-06-12-10 IDEA GRANT	\$145,196.00	29,255.89	131,880.96	\$13,315.04	90.83%
4990/4992 KICKS/PERKINS/ED/WALK/CORP/REA	\$29,149.00	5,600.19	69,522.81	-\$40,373.81	238.51%
5000 Transfer	\$10,000.00	0.00	10,000.00	\$0.00	100.00%
6000 Summmer School	\$18,000.00	0.00	0.00	\$18,000.00	0.00%
TOTAL GRANTS DISTRICT WIDE	\$296,837.00	65,187.19	314,511.56	-\$17,674.56	105.95%
GENERAL FUND TOTAL	\$9,013,743.00	\$552,526.87	\$6,150,419.54	\$2,863,323.46	68.23%
400 HOT LUNCH					
TOTAL BUDGET	\$410,400.00	\$4,769.60	\$305,406.52	\$104,993.48	74.42%

MONTHLY GENERAL FUND BANK RECONCILIATION  
7/31/2018

BALANCE AS OF 6/30/2018		\$4,919,593.21
UNIT MADE AND ELECTRONIC DEPOSITS	State Aid	\$0.00
Receipts:		
Wash Co. Taxes	\$50,196.56	
Dodge Co. Taxes	\$1,748.80	
Douglas Co. Taxes	\$6,028.52	
Douglas Co Fines	\$69.57	
ESU #3 Perkins	\$2,402.15	
Insurance Refund	\$159.16	
Ag Grant Transportation	\$71.88	
Title I	\$10,134.00	
Title I Accountability	\$2,426.00	
State Grant	\$579.53	
REAP	\$17,180.33	
	Receipts	\$90,996.50
Non-Program Receipts		
Hot Lunch Transfer	\$4,769.60	Total transf \$4,769.60
MONTHLY INTEREST		
Sweep interest	\$3,021.83	Rate increase
Bank checking	\$1.59	
	Total Interest	\$3,023.42
TOTAL MONTHLY RECEIPTS		\$98,789.52
MONTHLY DISBURSEMENTS		
Accounts Payable	\$126,740.53	
Fica Taxes EFT	\$88,601.28	
Payroll	\$251,235.41	
State Taxes EFT	\$14,248.76	
Retirement	\$68,445.13	
	Total Disbursements	\$549,271.11
		\$0.00
ENDING BANK BALANCE 6-30-2018 (Sweep account bal & GF account bal)		\$4,469,111.62
CD Balance		\$0.00
Total to account for		\$4,469,111.62

**MONTHLY SPECIAL BUILDING FUND RECONCILLIATION**

7/31/2018

Balance as of 6/30/2018		\$93,949.77
DEPOSITS		
Property Taxes Washington Co.	\$536.14	
Property Taxes Douglas Co	\$64.75	
Property taxes Dodge Co	\$33.80	
	Total receipts	\$634.69
RECEIPTS		
Account interest	\$332.15	
	Total Interest	\$332.15
		\$0.00
TOTAL MONTHLY RECEIPTS		\$966.84
DISBURSEMENTS		
	\$0.00	
	\$0.00	
	Total Disburse	\$0.00
ENDING BUILDING BALANCE		\$94,916.61

**MONTHLY DEPRECIATION FUND RECONCILLIATION**

7/31/2018

Balance as of 6/30/2018		\$1,426,017.25
MONTHLY INTEREST		
ACCOUNT INTEREST	\$920.98	
	Total Interest	\$920.98
TOTAL MONTHLY RECEIPTS		\$0.00
MONTHLY DISBURSEMENTS		\$0.00
	\$0.00	
	\$0.00	
	\$0.00	
	Total Disburse	\$0.00
ENDING DEPRECIATION BALANCE		\$1,426,938.23

**2007 BOND FUND RECONCILLIATION**

7/31/2018

Balance as of 6/30/2018		\$531,903.44
MONTHLY INTEREST		
ACCOUNT INTEREST	\$196.27	
	Total Interest	\$196.27
TOTAL MONTHLY RECEIPTS		\$196.27
Bond Money Wash Co.	\$2,450.88	
Bond Money Douglas Co.	\$295.92	
Bond Money Dodge Co.	\$154.63	
	Total receipts	\$3,097.70
MONTHLY DISBURSEMENTS		\$0.00
	\$0.00	
	Total Disburse	\$0.00
ENDING BOND BALANCE		\$535,001.14

**EMPLOYEE BENEFIT FUND**  
7/31/2018

Balance as of 6/30/2018				\$20,385.49
TOTAL MONTHLY RECEIPTS				
General Fund Transfer		\$0.00		
MONTHLY DISBURSEMENTS				
July & Aug Blue Cross Blue Shield	Admin Health	\$17,627.16		
			Total Disburse	\$17,627.16
ENDING BENEFIT BALANCE				\$2,758.33

**CONSTRUCTION/QCPUF**  
7/31/2018

Balance as of 6/30/2018				\$0.00
MONTHLY INTEREST				
			Total Receipts	\$0.00
MONTHLY DISBURSEMENTS				
			Total Disburse	\$0.00
ENDING CONSTRUCTION BALANCE				\$0.00

**QPUF BOND FUND RECONCILIATION**  
7/31/2018

Balance as of 5/31/2018				\$230,125.44
Balance as of 6/30/2018				
MONTHLY INTEREST				
ACCOUNT INTEREST		\$60.39		
			Total Interest	\$60.39
TOTAL MONTHLY RECEIPTS				\$60.39
Bond Money Wash Co.		\$1,195.86		
Bond Money Douglas Co.		\$144.29		
Bond Money Dodge Co.		\$75.38		
			Total receipts	\$1,475.92
MONTHLY DISBURSEMENTS				
			Total Disburse	\$0.00
ENDING BOND BALANCE				\$231,601.36

**SUMMARIES OF BALANCES**

<b><u>SPECIAL FUNDS CHECKING ACCOUNT BALANCE</u></b>		<b><u>\$2,291,215.67</u></b>
<b>SUB ACCOUNTS:</b>		
BUILDING FUND BALANCE	\$94,916.61	
DEPRECIATION FUND BALANCE	\$1,426,938.23	
2007 BOND FUND BALANCE	\$535,001.14	
EMPLOYEE BENEFIT FUND	\$2,758.33	
CONSTRUCTION/QCPUF	\$0.00	
QPUF BOND BALANCE	\$231,601.36	

JULY 2018 PAYROLL DEDUCTIONS/RETIREMENT

	DATE	PAYEE NAME	AMOUNT	DESCRIPTION
	07/16/18	TSA/DUES/DEDUCTIONS	\$11,458.04	EMPLOYEE DEDUCTIONS
	07/16/18	MADISON NATIONAL	\$857.79	LTD/LIFE INSURANCE
	07/16/18	BLUE CROSS	26,400.34	INSURANCE
<b>TOTAL</b>			<b>\$38,716.17</b>	

Electronic Pays	\$88,601.28	Internal Revenue Service	FICA
	\$68,445.13	Nebr. Retirement System	Retirement
	\$14,248.76	Nebr. State Taxes	State

**Total**                    **\$171,295.17**

JULY PAYROLL

Certified Staff	\$310,058.53
Non-Certified	\$33,501.94
Administration	\$34,100.23

**Total**                    **\$377,660.70**

## CHECK REGISTER FOR AUGUST 2018 BOARD MEETING

PAYEE NAME	DESCRIPTION	AMOUNT
Ace	Hose/Shutoff Valve	\$189.95
American Broadband	Phone Service	\$412.59
Arbor Family Counseling	Health Services	\$4,340.00
Atlas Pen & Pencil	Art Supplies	\$49.38
Awards Unlimited	Name Plate	\$15.46
Border States	LED Flat Panel	\$1,431.00
Campus Agenda	Agendas	\$488.25
Carolina Biological	Science Supplies	\$2,834.89
Carson-Dellosa	Classroom Supplies	\$24.22
Centerpoint	Gas Service	\$294.02
Chem-Tech	Pest Control	\$92.64
Constructive Playthings	Supplies	\$69.93
Delta Education	Science Supplies	\$1,689.84
DH Pace Company	Bus Barn Door	\$4,518.00
Enterprise	Minutes/Notices	\$507.97
Follett	School Books	\$476.75
Follett School Solutions	Library Books	\$4,202.93
Follett Software Company	Library License	\$885.00
Fremont Lock Shop	Rekey Doors Bus Barn	\$165.07
Fremont Sanitation	Trash Removal	\$327.73
Hampton Inn	Admin Days Lodging	\$1,149.50
Hansen Tire	Bus 2011 Repairs	\$1,396.28
Heinemann	Third Grade Reading System	\$5,395.50
Home Town Leasing	Copier Lease	\$1,723.15
Hyvee	Cupcakes	\$27.56
Kimball Midwest	Bus Parts	\$91.42
Lakeshore Learning	School Supplies	\$213.85
Lindy Glass	Replace Screen	\$22.00
Lou's Sporting Goods	Football Pants/Jerseys	\$1,500.00
Midwest Alarm	Sprinkler Inspection	\$750.00
Miskie, Stacey	Refund	\$13.25
NACIA	Membership Dues	\$15.00
NASB	Registration	\$155.00
NCSA	Registration	\$1,115.00
Northwest Evaluation	Map Growth	\$2,062.50
NRCSA	Membership Dues	\$850.00
Odey's	Paint/Field Chalk	\$534.01
Omaha Truck	Bus Repairs	\$467.84
Omaha World Herald	Ad	\$16.00
One Source	Background Checks	\$164.00
OPPD	Electricity	\$8,562.44
O'Reilly Auto Parts	Air Filter	\$54.52
Oriental Trading	Classroom Supplies	\$26.89
Palos Sports	PE Supplies	\$269.22
Pave The Way Concrete	Prep and Pour Concrete	\$3,900.00
Plains Equipment	Bus Parts	\$66.05
Play With A Purpose	Classroom Supplies	\$303.03
Playtime Equipment	Instructional Supplies	\$99.98
Prairie Fields	Physicals	\$240.00
Prestwick House	Books	\$104.28
Quill	Elementary Supplies	\$127.50
Really Good Stuff	Classroom Supplies	\$318.62
Renaissance Learning	Annual Subscription AR	\$5,916.25
Resources for Educators	Subscription	\$239.00
Rochester	Communication Folders	\$500.00
S2 Roll-Offs	Remove Construction Debris	\$412.00
Scheels All Sports	Medicine Ball	\$300.00
Scheer, Connor	Refund	\$9.30
Scholastic Inc	Classroom Supplies	\$331.78
School Datebooks	Planners	\$1,285.37
School Health	Nurse Supplies	\$86.00
School Specialty	Cumulative Records	\$58.44
Shell	Gas	\$1,130.41
Sherwin Williams	Paint	\$181.35
Staples	Misc Office Supplies	\$394.79

Striv	Education Platform	\$1,975.00
Teacher Direct	Boom Box	\$99.88
Teacher Discovery	Classroom Supplies	\$108.95
Teaching Strategies	Gold Portfolios	\$343.50
Thermo King	Bus Parts	\$355.90
Tred-Mark	Technology Licenses/Supplies	\$2,692.41
Trophy Case	Plaques	\$10.00
Unite	Internet	\$554.00
United Rent-All	Graduation Stage Rent	\$838.59
Village of Arlington	Water	\$765.53
Virco	Table/Chairs	\$1,469.17
Visa	Misc Supplies	\$12,139.67
VP Striping	Stripe Parking Lot	\$900.00
Walmart	Misc Supplies	\$158.34
Weldon Parts	Bus Parts	\$140.60
Winnelson	Unit	\$333.18

Total Check Registers \$88,479.42

Handpayables July 2018

Lease Finance Group	Annual Lease Payment	\$6,585.99
Edhelper	Subscription	\$69.97
Flocabulary	Membership	\$96.00
Holiday Inn	Conference Rooms	\$391.80
Kelvin	Hovercraft Kits	\$115.50
News Bowl	Interactive News Brain	\$309.00
Payflex	Admin Fees	\$100.00
Plan Services	Admin Annual Fee	\$100.00
Sid Dillon	Oil Change	\$21.23
Two Rivers	ACH Fees	\$36.00
US Post Office	Bulk Mailing	\$400.00
Virco	Industrial Tech Supplies	\$1,125.52
Washington Co Treasurer	Title Fee	\$10.00
Fremont Lock Shop	Keys/Service Call	\$87.85

Total Handpayables \$9,448.86

**SUMMARY OF VISA**

Amazon	Monitors	\$179.98
Walmart.com	Classroom Supplies	\$43.89
Walmart.com	Body Ball	\$27.62
Amazon	Computer Cleaning Cloths	\$143.89
Amazon	Toshiba Hard Drive Server	\$199.96
Teacher Pay Teacher	Subscriptions	\$53.00
Walmart.com	Cube Organizer	\$68.00
Paypal	Postage	\$9.09
TTR Shipping	Shipping Computers Back	\$557.00
Meals	Meals for FBLA Advisor	\$169.00
Amazon	Batteries	\$85.61
Amazon	Memory Chips for Camera	\$51.90
Amazon	Video Card	\$25.48
Amazon	Toshiba Hard Drive Server	\$255.24
Amazon	Books	\$50.72
Display stands 4you	Keyboarding Book Stand	\$66.33
Amazon	Microsoft Surface Pro Latest Version	\$6,014.95
Amazon	Classroom Supplies	\$37.74
Estes Industries	Sky Launch Set	\$419.88
Amazon	Classroom Supplies	\$125.26
New Start Book Store	Classroom Supplies	\$82.66
Amazon	Laptop System Board	\$39.99
Pioneer	Long Distance	\$87.39
Laptopkey	Laptop Key	\$8.63
Amazon	Camera Memory Upgrade	\$44.00
Computerrec	Return tape drive	-\$212.50
Paypal	Technology Supplies	\$3,386.15
Amazon	Books	\$118.81

Total \$12,139.67

SCHOOL LUNCH ACCOUNT - July 2018  
August 13, 2018 Board Meeting

Cash balance as of June 30, 2018:		Expenditures to date thru 7/31/2018	\$304,420.59
	\$98,719.25		

<u>July Receipts:</u>		<u>July 2018 Bills/August 2018 Expenditures for Approval</u>	
Lunches	75.00	Stacey Miskie/refund	13.25
Federal Reimbursement		Conner Scheer/refund	9.30
State Reimbursement			
Interest	0.86		
Expenditure Reim. from GF/other	3,052.56		
Other	119.24		
	\$ 3,247.66		\$ 22.55

TOTAL CASH: \$101,966.91

July Expenditures:

Food	20.72		
Salaries/July	649.40		
Other	4,099.48		
	\$ 4,769.60		

BALANCE ON HAND: \$97,197.31

Bank Balance			
Checking	\$97,197.31		
CD's			
TRANSFERS TO GF	\$ 304,420.59		
MINUS EXPEND. FROM GF	(\$304,420.59)	(July \$4,769.60)	
TOTAL:	\$97,197.31		

Bank balance does not reflect unpaid July bills presented for approval.

Working Balance 7/31/18: \$97,197.31

JULY 2018 ACTIVITY BALANCE

Account	Beginning Bal	Expenditures	Revenues	Balance
		YTD	YTD	
One School One Team	4,383.38	\$20,826.92	\$18,276.00	\$1,832.46
Always For Kids	\$6,539.29	\$14,896.18	\$35,478.02	\$27,121.13
Art Class	\$7,778.88	\$2,705.59	\$809.65	\$5,882.94
Art Club	\$1,198.43	\$16.56	\$0.00	\$1,181.87
Athletics	\$483.91	\$71,714.35	\$66,611.01	-\$4,619.43
Band	\$3,491.44	\$2,891.25	\$2,099.23	\$2,699.42
Band Fund Raising	\$1,558.98	\$1,341.77	\$1,056.00	\$1,273.21
Baylor/ACT	\$4,429.09	\$2,392.00	\$667.00	\$2,704.09
Book Club	\$271.46	\$195.91	\$195.00	\$270.55
Cheerleading	\$2,648.33	\$31,724.95	\$28,672.99	-\$403.63
Class of 2016	\$249.89	\$249.89	\$0.00	\$0.00
Class of 2017	\$79.86	\$79.86	\$0.00	\$0.00
Class of 2018	\$2,751.34	\$1,297.43	\$0.00	\$1,453.91
Class of 2019	\$4,614.37	\$4,830.06	\$1,830.00	\$1,614.31
Class of 2020	\$2,759.50	\$286.00	\$2,464.26	\$4,937.76
Class of 2021	\$1,295.18	\$438.23	\$1,430.02	\$2,286.97
Class of 2022	\$0.00	\$0.00	\$1,253.83	\$1,253.83
Class of 2023	\$0.00	\$0.00	\$618.75	\$618.75
SKILLS	\$511.85	\$4,431.55	\$4,342.15	\$422.45
Library Fund Elem/HS	\$5,919.04	\$6,311.94	\$4,713.78	\$4,320.88
Concessions	\$5,234.91	\$27,839.71	\$23,727.59	\$1,122.79
Dance Squad	-\$446.51	\$8,003.47	\$9,438.51	\$988.53
Drama	\$311.91	\$723.29	\$598.98	\$187.60
Elem Lounge	\$1,219.66	\$322.02	\$108.00	\$1,005.64
FBLA	\$8,045.50	\$27,117.60	\$30,633.03	\$11,560.93
FFA	\$6,247.05	\$13,846.78	\$18,103.61	\$10,503.88
Floor Fund	\$427.95	\$0.00	\$0.00	\$427.95
General	\$3,335.46	\$1,685.37	\$1,727.05	\$3,377.14
Family Consumer	\$3,306.84	\$1,342.46	\$505.36	\$2,469.74
Honors History	\$719.46	\$1,005.21	\$892.84	\$607.09
Honor Society	-\$262.47	\$1,821.30	\$3,199.34	\$1,115.57
Interest	\$914.68	\$0.00	\$12.85	\$927.53
JH Student Council	\$4,637.86	\$2,869.60	\$1,572.73	\$3,340.99
Middle School STEM	\$638.62	\$0.00	\$100.00	\$738.62
Metal ShopWood Shop	\$1,895.26	\$4,037.27	\$2,940.00	\$797.99
Metro	\$42,453.39	\$927.50	\$1,225.00	\$42,750.89
Quiz Bowl	\$1,389.64	\$0.00	\$0.00	\$1,389.64
Secondary Lounge	\$1,629.19	\$1,012.39	\$247.80	\$864.60
Spanish Club	\$181.94	\$0.00	\$0.00	\$181.94
Speech	\$1,416.66	\$1,855.59	\$1,625.36	\$1,186.43
Spring Musical	\$8,852.57	\$6,228.27	\$4,830.50	\$7,454.80
Student Council	\$3,848.74	\$3,690.89	\$4,536.25	\$4,694.10
Student Vending	\$2,414.11	\$488.61	\$1,052.27	\$2,977.77
Swing Choir	\$5,543.64	\$5,394.52	\$2,798.80	\$2,947.92
Transition	\$1,613.51	\$0.00	\$0.00	\$1,613.51
Yearbook	\$10,350.84	\$12,859.11	\$12,470.00	\$9,961.73
Pepsi	\$5,511.24	\$5,392.19	\$199.74	\$318.79
<b>CAMPS</b>				
BB Camp Fundraiser	\$4,127.23	\$6,290.89	\$5,375.00	\$3,211.34
GBB Camp Fundraiser	\$2,311.74	\$4,781.97	\$4,029.83	\$1,559.60
VB Camp Fundraiser	\$7,265.38	\$3,720.17	\$5,037.98	\$8,583.19
FB Fund (Camps)	\$8,756.28	\$6,465.09	\$3,309.05	\$5,600.24
CC Fundraiser	\$3,558.94	\$2,786.03	\$1,627.50	\$2,400.41
SB Fundraiser	\$4,407.59	\$6,818.44	\$4,698.06	\$2,287.21
Wrestling Fund	\$2,661.95	\$3,663.32	\$5,391.91	\$4,390.54
Boys Golf	\$1,206.02	\$1,710.77	\$1,689.00	\$1,184.25
Girls Golf	\$1,154.84	\$1,301.59	\$2,770.00	\$2,623.25
Track Fund	\$235.38	\$1,117.30	\$1,694.90	\$812.98
MS Track	\$0.00	\$0.00	\$172.12	\$172.12
Baseball Fund	\$4,561.90	\$3,184.64	\$3,041.65	\$4,418.91
Totals	\$212,643.12	\$336,933.80	\$331,900.30	\$207,609.62
Cd Balance	\$84,293.87			
Checking Balance	\$123,315.75			